



UNIVERSIDADE
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PORTUGUESA

EXPLORING THE RELATIONSHIPS BETWEEN PERCEIVED
DIVERSITY AT WORK AND EMPLOYEES' ORGANIZATIONAL
CITIZENSHIP BEHAVIORS AND COUNTERPRODUCTIVE
WORK BEHAVIORS: THE ROLE OF INCLUSION

Dissertation to Universidade Católica Portuguesa to obtain a Master's
Degree in Psychology in Business and Economics

by

Lea Sofia Kirr

Faculdade de Ciências Humanas

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Abstract

The current dissertation investigates the relationship between perceived diversity at work and employee behaviors, specifically focusing on organizational citizenship behavior (OCB) and counterproductive work behavior (CWB), while examining the moderating role of inclusion. Drawing from self-categorization theory, social exchange theory and others as well as a sample of 183 employees from various organizations, the current thesis explores how perceptions of workplace diversity influence both positive and negative work behaviors. Contrary to initial hypotheses, perceived diversity did not directly predict OCB or CWB. Instead, inclusion was found to be a significant predictor of OCB and CWB, so that higher levels of inclusion were associated with increased OCB and reduced CWB. Moreover, the analysis revealed a marginally significant moderating effect between perceived diversity and inclusion on CWB, suggesting that in environments with low inclusion, perceived diversity was positively related to CWB. When inclusion was high, it helped to mitigate the potential negative impact of perceived diversity on CWB. The findings suggest that creating an inclusive workplace is crucial for mitigating potential negative outcomes associated with perceived diversity, particularly in reducing CWB, underscoring the importance of inclusion in diversity management practices. The current thesis contributes to both the academic discourse on diversity and inclusion and offers practical insights for HR professionals seeking to enhance organizational culture.

Keywords: perceived diversity at work, organizational citizenship behavior, counterproductive work behavior, inclusion, diversity management.

Sumário

A presente dissertação investiga a relação entre a diversidade percebida no trabalho e os comportamentos dos colaboradores, centrando-se especificamente no comportamento de cidadania organizacional (CCO) e no comportamento contraproducente no trabalho (CCT), ao mesmo tempo que examina o papel moderador da inclusão. Com base na teoria da auto-categorização, na teoria da troca social e outras, bem como numa amostra de 183 colaboradores de várias organizações, a presente tese explora de que forma as percepções da diversidade no local de trabalho influenciam tanto os comportamentos positivos como negativos no trabalho. Contrariamente às hipóteses iniciais, a diversidade percebida não previu diretamente o CCO ou o CCT. Em vez disso, a inclusão foi considerada um preditor significativo de CCO e CCT, sendo que níveis mais elevados de inclusão foram associados a um aumento do CCO e a uma redução do CCT. Além disso, a análise revelou um efeito moderador marginalmente significativo entre a diversidade percebida e a inclusão no CCT, sugerindo que, em ambientes com baixa inclusão, a diversidade percebida estava positivamente relacionada com o CCT. Quando a inclusão era elevada, ajudava a mitigar o potencial impacto negativo da diversidade percebida no CCT. Os resultados sugerem que a criação de um local de trabalho inclusivo é crucial para mitigar os potenciais resultados negativos associados à diversidade percebida, particularmente na redução do CCT, sublinhando a importância da inclusão nas práticas de gestão da diversidade. A presente tese contribui tanto para o discurso académico sobre diversidade e inclusão como oferece perspectivas práticas para os profissionais de RH que procuram melhorar a cultura organizacional.

Palavras-chave: diversidade percebida no trabalho, comportamento de cidadania organizacional, comportamento contraproducente no trabalho, inclusão, gestão da diversidade.

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List of Abbreviations

CEM	Categorization Elaboration Model
CWB	Counterproductive Work Behavior
CWB-I	Interpersonal Counterproductive Work Behavior
CWB-O	Organizational Counterproductive Work Behavior
DEI	Diversity, Equity, and Inclusion
HR	Human Resources
HRDE	Hiring and Retention of Diverse Individuals
LMX	Leader-Member Exchange
OCB	Organizational Citizenship Behavior
OCB-I	Organizational Citizenship Behavior directed toward the Individuals
OCB-O	Organizational Citizenship Behavior directed toward Organization
OBSE	Organization-based Self-Esteem
SET	Social Exchange Theory

1 Introduction

1.1 Background and Problem Statement

Workplace diversity has emerged as a pivotal concern in contemporary business landscapes. Organizations increasingly acknowledge that fostering diversity is not solely an ethical imperative but also profoundly influences their teams and workforce (Anand, 2014; Mor Barak et al., 2016). A recent report by the World Economic Forum predicts that companies are expected to spend 15.4 billion dollars on diversity, equity, and inclusion (DEI) initiatives in 2026. In 2020, global companies spent 7.5 billion dollars on diversity, equity, and inclusion (DEI) initiatives per year. This forecasted growth underscores the increasing recognition of DEI as a key business priority worldwide (Ellingrud & Baller, 2023).

The increase in workforce diversity can be attributed to the liberalization of trade and globalization, with organizations and institutions adapting to a more multinational framework in a changing business environment (Stoner, Freeman & Gilbert, 2013). Van Knippenberg, Nishii and Dwertmann (2020) examined other factors driving the escalation of workforce diversity in the United States, highlighting the increased proportion of women in the labor force (46.9% in 2018), increased transparency around LGBTQ and disability status, and demographic changes associated with an ageing workforce.

However, a prevalent misconception among business leaders is that the benefits linked with workforce diversity will materialize on their own. Consequently, they perceive the primary challenge associated with diversity as attracting and retaining a diverse talent pool. This assumption rests on the notion that the amalgamation of diverse perspectives within teams will invariably bolster creativity, decision-making, innovation, and performance compared to homogenous workforces (Dwertmann, Nishii & van Knippenberg, 2016). Nevertheless, a critical examination of existing literature reveals this assumption to be overly simplistic (Van Knippenberg, Dreau & Homan, 2004).

Despite the rising attention paid to diversity since its conceptualization in the 1990s, a comprehensive understanding of its mechanisms remains elusive. Although research has progressed, the literature provides contradictory findings on the effects of diversity, with less emphasis placed on perceived diversity (Shemla, Meyer, Greer & Jehn, 2014).

Against this backdrop, the current thesis endeavors to explore whether a perceived diverse labor market engenders positive employee behaviors (organizational citizenship behaviors) and mitigates negative employee behaviors (counterproductive work behaviors). The current thesis also explores whether these relationships depend on perceived inclusion in the workplace.

Accordingly, the current thesis aims to provide answers to the following research questions:

Research Question 1: Is there a relationship between perceived diversity and organizational citizenship behavior (OCB)?

Research Question 2: Is there a relationship between perceived diversity and counterproductive work behavior (CWB)?

Research Question 3: To what extent does inclusion moderate the relationship between perceived diversity and employee behavior?

The corresponding research model is shown in Figure 1.

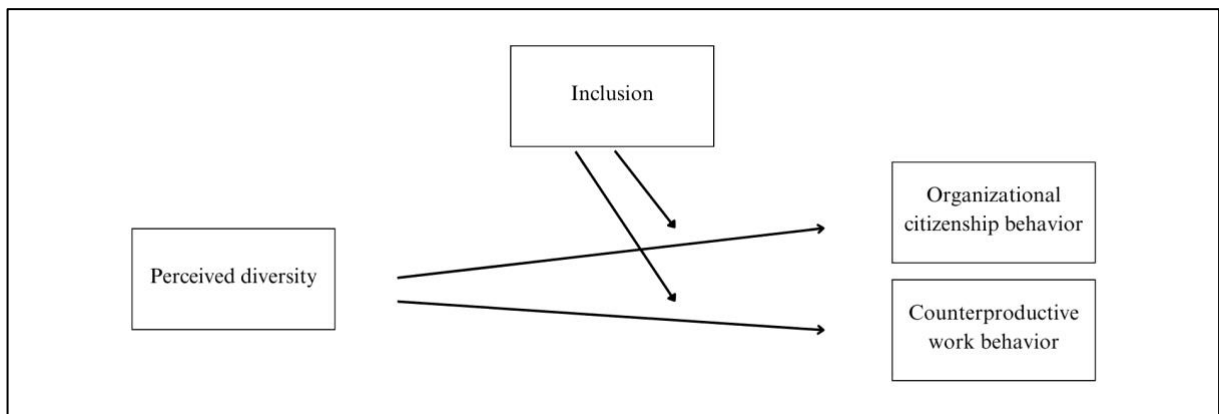


Figure 1. Research Model

1.2 Relevance and Contributions

The current thesis aims to make important contributions to both academic discourse and organizational practice by addressing gaps and inconsistencies in the literature on workplace diversity.

From a theoretical perspective, the current thesis intends to clarify the relationship between perceived diversity and employee behaviors. By focusing on perceived diversity rather than objective diversity measures, this study seeks to elucidate the positive relationship between perceived diversity and organizational citizenship behavior (OCB) and the negative relationship between perceived diversity and counterproductive work behavior (CWB). This perspective is essential as perceptions of diversity can significantly influence employee attitudes and behaviors (Harrison & Sin, 2006). Furthermore, by emphasizing the importance of perceived diversity, the current thesis argues that employee perceptions are a critical dimension of diversity's impact. This approach aligns with the notion that how diversity is perceived can be more influential than diversity itself in shaping organizational outcomes (Shemla et al., 2014).

Additionally, the current thesis will examine the moderating role of inclusion in the relationship between perceived diversity and employee behaviors. Inclusion is posited to enhance the positive effects of diversity by creating an environment where different perspectives are integrated and welcomed, thus mitigating potential negative behaviors (Randel et al., 2016). The current thesis also aims to address contradictions in existing literature. Previous studies have shown mixed results regarding the outcomes of diversity, with some indicating positive effects (Choi, 2009; Wiersma & Bantel, 1992) and others showing negative or no effects (Pfeffer & O'Reilly, 1987). By incorporating the moderating effect of inclusion, the current thesis provides a more nuanced understanding of diversity outcomes.

From a practical perspective, this current thesis seeks to highlight the importance of inclusive practices. The findings aim to underscore the necessity of fostering an inclusive corporate culture that goes beyond recruitment and retention of diverse employees. Studies have shown that effective inclusion practices can leverage the benefits of diversity, such as enhanced creativity and innovation, by ensuring all employees feel valued and integrated (Van Knippenberg, Nishii & Dwertmann, 2020; Dwertmann et al., 2016). Further, the insights gained from this research can guide organizations in developing policies that

promote inclusion and maximize the benefits of a diverse workforce. This is particularly relevant given the increasing emphasis on diversity and inclusion in corporate settings, as evidenced by the rise in job postings for diversity and inclusion positions (Murray, 2024).

Moreover, by offering a theoretical framework that links perceived diversity, inclusion, and employee behaviors, this thesis provides a tool for organizations to assess the effectiveness of their diversity and inclusion initiatives and make informed decisions to foster a more inclusive workplace.

1.3 Outline

The current thesis begins with an overview of today's literature on the main topics of perceived diversity, OCB, CWB and inclusion. It then presents the hypotheses developed based on the theories and existing literature, followed by the study ($N = 183$). Finally, the results are discussed in the light of the existing literature, the limitations of the studies are pointed out and practical and theoretical implications as well as recommendations for future research are derived.

2 Theorization

2.1 Literature Review

The following chapter provides an overview of the constructs perceived diversity, OCB, CWB and inclusion.

2.1.1 Perceived Diversity

The company's most valuable asset is its human capital (Barney, 1991), which can only provide a sustainable competitive advantage when it adds value, proves challenging to imitate, and remains unique (Barney & Wright, 1998). Since the term "diversity in the workforce" was invented in the 1990s, the construct has steadily gained attention in companies, the business media, and the popular press. This occurred in the context of US equal employment opportunity laws, which in the 1990s further expanded to include disability, religion, age, and other categories, additionally to the previous categories of gender, race, and ethnicity (Roberson, et al., 2017).

Cox (1993) characterizes diversity as the presence within a given social system of individuals belonging to different cultural or group affiliations. According to Thomas

(1991), diversity is a collection of distinctions, some of which are observable, including gender, race or age, while others are less obvious, such as sexual orientation, level of education, cognitive styles, or belief systems and personal values. Loden (1996) provides a very broad definition and differentiates diversity factors into two dimensions: primary criteria and secondary criteria. Accordingly, primary criteria cannot be changed, for example age or race. Secondary criteria, on the other hand, can be changed, such as income and marital status. However, there is no generally agreed definition for diversity (Rühl, 2011).

The increase in employee diversity can be attributed to three main factors: the globalization of companies, the changing composition of the workforce, and employees' growing willingness to celebrate their unique differences rather than assimilate. Companies in the 1990s and early 2000s began realizing the significance of these changes in the workplace (Thomas, 1991). Stoner et al. (2013) also express globalization and trade liberalization as a reason for diversity, as organizations and institutions are becoming more multinational due to changes in the business environment.

Diversity research has traditionally utilized various social-psychological theories that focus on interactions between different social groups (Roberson et al., 2017). Byrne's attraction paradigm (1971) provides a conceptual rationale for diversity effects. His paradigm states that individuals who hold similar attitudes and characteristics are more likely to be attracted to each other, consequently this process influences social interactions and relationships between groups and their members. More specifically, work units that share the relevant components of people's self-definition appear more attractive to individual employees. People strive to maintain their positive self-evaluations, so higher levels of similarity within the group will lead to more positive work relationships and attitudes (Williams & O'Reilly, 1998).

Another relevant theory is the social identity theory (Tajfel, 1978; Tajfel & Turner, 1979) which has its roots in Tajfel's minimal group paradigm (Hornsey, 2008). The social identity theory refers to the fact that the individuals' self-image is based on the membership of their social group, for instance, their occupation. As a result, people use social comparisons to distinguish between their in-groups and out-groups (Tajfel & Turner, 1979). According to the authors, personal identity refers to knowledge about oneself, certain preferences, values, and abilities ("I"), whereas social identity is about self-categorization related to their group membership ("we"), i.e. the characteristics of one's group (e.g. status,

power), which are compared with another (out)group. When people are in the "we" mode (high social identity), they see both their group and the (out)group as relatively heterogeneous. In relation to the in-group, this means a certain depersonalization because the individual views him/herself first and foremost as a quasi-interchangeable specimen of the group. In this sense, social identity excludes personal identity (Tajfel & Turner, 1979).

Social identities are most influential when membership of a certain group is crucial to the individual's self-concept. Consequently, being a member has a positive effect on self-esteem, which in turn leads to the maintenance of social identity (Tajfel & Turner, 1979). Fundamental processes in this context are assimilation within the in-group and intergroup bias, i.e. the members of one's group are perceived more favorably than the out-group (Leaper, 2011). A further development of social identity theory is the self-categorization theory presented by Turner, Hogg, Oakes, Reicher and Wetherell (1987). Turner et al. (1987) do not see this theory as a replacement for social identity theory, but as a more general theory that includes social identity theory. According to the self-categorization theory, people's self-concept (i.e. self-categorizations) encompasses both personal identity and social identity (Turner et al., 1987).

The salience of social or personal identity depends on the social context (Hewstone, Rubin & Willis, 2002) and both personal and social identity are the result of self-categorization processes (Turner et al., 1987).

Research tends to show that diversity in organizations might have positive and negative results. On the one hand, diversity can increase creativity, innovation, and decision quality (Wiersma & Bantel, 1992). According to Cox and Blake (1991), the positive potential of diversity lies in its informational benefits, this viewpoint is known as the value-in-diversity hypothesis and asserts that work unit diversity increases the perspectives and cognitive resources available to them.

On the other hand, diversity can also increase negative outcomes like turnover (Ward, Beal, Zyphur, Zhang & Bobko, 2022; Choi, 2009; Pfeffer & O'Reilly, 1987), conflicts (Eisenhardt, Kahwajy & Bourgeois, 1997; Jehn, Northcraft & Neale, 1999) and lower performance (Shore, Cleveland & Sanchez, 2018). Furthermore, studies show that diverse employees who are in the minority face greater stereotyping (Kanter, 1977) and are confronted with more negative impressions from their colleagues (Flynn, Chatman & Spataro, 2001).

The inability of companies to recognize the benefits of diversity combined with the persistent discrimination against minorities in the workplace leads to an implicit bias against diverse employees (Tsui, Egan, & O'Reilly, 1992).

In the current thesis, diversity is examined based on the perception of employees. Perceived diversity is defined as individuals' awareness of distinctions (Shemla et al., 2014) and since not only objective characteristics of diversity are informative about an organization, viewing diversity through employees' perceptions of diversity ensures consideration of the complex and multidimensional nature of diversity (Allen, Dawson, Wheatley & White, 2008). Historically, the focus of the field's research has been on objective diversity or real differences in member characteristics, and less emphasis has been given to perceived diversity (Shemla et al., 2014), although studying perceptions of diversity is both necessary and useful as it is the central dimension of the impact of diversity (Harrison & Sin, 2006). Previous studies suggest that the effects of actual diversity are mediated by perceived diversity (Harrison, Price, Gavin & Florey, 2002; Wayne & Liden, 1995).

These results provide justification for the importance of taking into account employees' perception to comprehend the impact of diversity within an organization. The way diversity is perceived is unquestionably shaped by one's membership in a specific group, and the definition of diversity depends on individual perceptions. Even if demographic diversity is present on paper, there is no guarantee that the organization can leverage the attitudinal and behavioral benefits of diversity if the employees themselves do not perceive their workplace as diverse (Allen, Dawson, Wheatley & White, 2008).

Further, individual interactions within a company are driven by one's perception of diversity, and this wide perspective captures the elements that employees consider significant when defining diversity (Allen et al., 2008).

2.1.2 Organizational Citizenship Behavior

The original interest in work behavior that goes beyond the tasks of a job can be traced back to the work of Katz (1964). The author identified two dimensions regarding individual performance: in-role and extra-role behavior. In-role behavior is the extent to which employees fulfil their assigned roles according to the job description. In contrast, there are extra-role behaviors that are not predefined by job descriptions and imply behaviors that go beyond work-related actions (Katz, 1964).

Katz defined this behavior as "innovative and spontaneous behaviour", which refers to a "performance beyond role requirements for accomplishment of organisational functions" (Katz & Kahn, 1966, p. 337). Further, Katz (1964) has pointed out that any organization whose members only show exactly the formally prescribed and rewarded behavior (in-role) must inevitably collapse.

Based on the work of Katz (1964), the construct OCB was introduced in 1977 by Organ who defines OCB as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the effective functioning of the organization" (Organ, 1988, p.4). Organ argued that OCB is fundamental to the existence of an organization and can maximize organizational and employee productivity and efficiency, which in turn leads to the effective functioning of the whole organization (Organ, 1988).

Although many researchers believe that job satisfaction is too broad a construct to accurately predict OCB (Deluga, 1995; Penner, Midili & Kegelmeyer, 1997), it has been shown that job satisfaction is positively related to job performance and OCB. Consequently, OCB has a significant influence on turnover, absenteeism, and psychological stress (Davis, 1992). In addition to job satisfaction, affective commitment, which is defined as an acceptance of and a strong belief in an organization's values as well as a deep desire to remain a member (Van Dyne et al., 1995) and organization-based self-esteem (OBSE) as well as self-esteem (Tang & Ibrahim, 1998) are also cited as antecedents of OCB.

Reviewing the literature, it is noticeable that there is a growing interest in OCB and its potential consequences (Dunlop & Lee, 2004; Ehrhart & Neumann, 2004; Organ, Podsakoff & MacKenzie, 2005; Koopman, Lanaj & Scott, 2015).

Podsakoff et al. (2000) support the positive effect of OCB by claiming that OCB is an important factor for the implementation of the organizational strategy and leads positively to the competitive advantage of the company. According to van Dyne et al. (1994), OCB is important for the overall productivity of the company. Despite the great interest in OCB, a review of the literature in this area indicates that there is no consensus on the dimensionality of this construct, as there are numerous dimensions to define it (Podsakoff, MacKenzie, Paine & Bachrach, 2000).

Organ (1988) proposed a taxonomy consisting of conscientiousness, sportsmanship, civic virtue, courtesy, and altruism. Conscientiousness was originally termed as generalized

compliance and refers to behavior that has a positive impact on the organization rather than on specific groups or individuals. Exemplary conscientious behavior includes actions that go beyond the norm, such as working efficiently, using time effectively or working overtime. Sportsmanship means tolerating failure with decency and without lamenting. An illustration of this would be an unexpected event, like a rejected promotion, which was subsequently given to a colleague. Further, an employee demonstrates civic virtue behavior when he represents his organization well outside of working hours and official roles, for example, speaking positively about the company to acquaintances. Courtesy occurs when an individual acts courteously and kind towards their co-workers and team. A common courteous behavior regarding the workforce is to ask a co-worker about his last weekend. Altruism is the act of helping others within a company that ultimately profits the organization. An example would be to provide support to a colleague in his or her task without expecting any reward or compensation (Schnake & Dumler, 2003).

Podsakoff et al. (1990) were pioneers in the operationalization of Organ's (1988) five dimensions and the ensuing OCB scales have been used as the basis for measuring OCB in numerous empirical studies (e.g., MacKenzie, Podsakoff & Fetter, 1991; Moorman, 1991; Tansky, 1993). Various other taxonomies of OCB have been defined and operationalized (Morrison, 1994; Van Dyne, Graham & Dienesch, 1994) but most overlap with each other and with Organ's (1988) OCB dimensions (Coleman & Borman, 2000). Given that the behavioral aspects of OCB may overlap, scholars have begun to consider whether these elements should be grouped into distinct conceptual subsets. Therefore, Williams and Anderson (1991) proposed the group's organizational citizenship behavior directed toward individuals (OCB-I) and organizational citizenship behavior directed toward the organization (OCB-O). Altruism and courtesy are behaviors that can be assigned to OCB-I, while sportsmanship, civic virtue and conscientiousness belong to OCB-O (LePine, Erez & Johnson, 2002). Despite the wide variety of taxonomies and dimensions of OCB, the taxonomy of Organ (1988) has been the most studied by researchers (LePine, Erez & Johnson, 2002).

Research shows a link between diversity and OCB. However, many studies have come to negative relationships, such as Chattopadhyay, Tluchowska and George, who found in 2004 that high diversity in the workplace can lead to a lack of trust, which in turn reduces interaction between employees and OCB. Moreover, Northcraft et al. (1995) state that

diversity can lead to stereotypes and bias, which in turn leads to problems in identifying with the team and OCB.

2.1.3 Counterproductive Work Behavior

In the last decade, research has not particularly focused on the negative aspects of employee behavior (Robinson & Bennett, 1995). The literature on organizational behavior has tended to focus on desirable phenomena such as commitment (Mowday, Porter, & Steers, 1982), OCB (Organ, 1988) and adaptation (Hulin, 1991). The CWB literature, on the other hand, has developed in a rather piecemeal way. Many of the behaviors that might fall under the definition of CWB, such as theft or sabotage, have been studied individually but not necessarily within the broader research framework of the CWB construct (Altheide et al., 1978; Taylor & Walton, 1971).

All actions performed by workers that are detrimental to the company or its members are referred to as CWB (Bowling & Gruys, 2010). Another definition is given by Dalal, (2005) defines CBW as “intentional employee behavior that is harmful to the legitimate interests of an organization” (p.1241-1242). Theft, drug abuse, sabotage, employee disengagement including lateness or absenteeism, aggression, physical violence, and harassment are examples of CWB (Bowling & Gruys, 2010; Spector et al., 2006;). Such patterns of behavior were conceptualized as deviance (Hollinger, 1986; Robinson & Bennett, 1995). CWB is therefore also referred to as workplace deviance, employee deviance or antisocial work behavior and affects almost all organizations (Bennett & Marasi, 2016). Studies have shown that CWBs have a negative impact on the organization and its employees' wellbeing (Bowling & Gruys, 2010). One of the main causes of corporate failure is employee theft, which costs US companies billions of dollars annually (Camara & Schneider, 1994). In addition to the direct costs arising from deviant employee behavior, indirect costs have also been identified. Employees who recognize CWB in their colleagues are likely to have lower levels of psychological well-being (Sonnetag, 1996; Wilson et al., 2004). The negative psychological impact of workplace deviance is more difficult to quantify but is evident in higher absenteeism, increased turnover rates and low morale and productivity (Keashly & Jagatic, 2003; Hoel, Einarsen & Cooper, 2003).

The distinction between interpersonal (CWB-I) and organizational (CWB-O) types of CWB can be traced back to Bennett and Robinson's typology of workplace deviance (1995). The two authors define two main dimensions to categorize different forms of workplace

deviance. The first dimension is the interaction dimension, which distinguishes between interpersonal deviance (based on interpersonal relationships) and organizational deviance (directed against the organization itself). The second dimension is the productivity dimension, which distinguishes between minor deviations (that have a minor impact on productivity) and serious deviations (that can cause significant harm) (Robinson & Bennett, 1995).

Research has shown a significant positive relationship between conflict and, both interpersonal and organizational types of CWB (Fox, Spector & Miles, 2001; Fox, Spector, Goh, Bruursema & Kessler, 2012; Bruk-Lee & Spector 2006).

Conflict creates the conditions for employees to take revenge on the alleged parties causing tension, which can be explained by the social exchange theory (SET) (Boddy, 2013; Biron, 2010; Cropanzano & Mitchell, 2005). The SET was developed by Homans (1985) and is concerned with how people enter interactions in social relationships based on the principle of mutual reciprocation. It states that in social interactions, people tend to weigh costs and benefits to decide whether to stay in a relationship or end it. This theory has influenced the understanding of social relationships and interactions in various social science fields. “Revenge is thus an element of reciprocity enacted by employees engaging in counterproductive work behavior towards the company” (Boddy, 2013, p. 109).

Despite the growing interest in CWB, there are still issues related to how to proceed with the research, as Griffin and Lopez (2005) state at the end of their review “In summary, then, we believe that the concept of dysfunctional behavior in organizations is still in its infancy. We have developed some fundamental understandings of its forms and concepts, but much clearly remains to be done” (p.1004).

Kelloway, Loughlin, Barling and Nault (2002) state that OCB and CWB reflect opposite ends of the same continuum, which is role performance within the company. Further, Dalal (2005) found a modestly negative correlation between OCB-O and CWB-O. Due to this, it can be assumed that their antecedents’ relationships may exhibit similar patterns (Hunter & Gerbinger, 1982).

Corresponding antecedents are job (dis)satisfaction, positive and negative affectivity, perceptions of organizational justice as well as organizational commitment and conscientiousness. These constructs play a major role in both the OCB and CWB literature (Bennett & Stamper, 2001). It should be noted that the relationships between job

(dis)satisfaction, organizational commitment, organizational justice, conscientiousness and positive and as well as negative affectivity as antecedents and CWB are somewhat stronger than for OCB, but the degree varies by construct (Dalal, 2005). In addition, negative emotional dispositions such as neuroticism (Jockin, Arvey & McGue, 2001) and negative emotions such as hostility and disengagement at work have also been identified as causes of CWB (Spector & Fox, 2005; Bennett & Robinson, 2000). According to other authors, CWB is the result of organizational stressors, and workers exhibit this behavior to regain their sense of equality and justice (Fox, Spector & Miles, 2001; Mitchell & Ambrose, 2007).

Dongrey and Rokade (2024) investigated the relationship between “hiring and retention of diverse individuals” (HRDE) and CWB, they have found a positive relationship between HRDE and CWB. In their study, the authors note that previous studies on diversity in the workplace ignored the fact that HRDE could act as a stressor leading to CWB.

2.1.4 Inclusion

While the terms diversity and inclusion are frequently used interchangeably, they represent distinct constructs (Roberson, 2006).

As already discussed, diversity encompasses demographic differences between members, which include observable aspects such as gender, race, and age as well as less tangible factors such as culture, cognition, and education. It is viewed as a characteristic of a workgroup or organization (Nishii, 2013; Roberson, 2006). In contrast, inclusion pertains to the perception of employees that their unique inputs are valued by the organization and the encouragement of their participation (Mor Barak, 2015). It extends beyond the scope of diversity management, involving the effective collaboration of individuals with diverse backgrounds, perspectives, and cognitive approaches, enabling them to perform at their utmost capability to attain organizational goals grounded in sound principles (Pless & Maak, 2004).

Over the past decades, many countries around the world have made remarkable progress through legislative and policy measures to promote a more equal working environment (Mor Barak, 2014) such as the Civil Rights Act of 1964, which has contributed to workforce diversification. Nevertheless, it was not consistently fostered an inclusive environment where the complete potential of diverse employees is actualized (Mor Barak, 2014). Diversity management initiatives have emerged primarily in response to legal requirements, and at the same time, organizations have embraced diversity as a core element

of business success. However, the effectiveness of diversity management programs depends on their ability to truly value the different contributions of employees to their roles (Pless & Maak, 2004).

Thus, Winters (2014) notes that probably the greatest difference is that diversity can be regulated and prescribed by law, while inclusion is based on voluntary measures and includes organizational practices that lead to equal access to opportunities as well as a level playing field. The author highlights that it is easier to achieve diversity than to promote true inclusion. As already mentioned, diversity does not always result in positive outcomes (Beal et al., 2022). Therefore, focusing on inclusion can promote and reinforce the potential benefits and chances (Shore et al., 2018).

As one of the biggest challenges facing today's workforce is exclusion, including both the experience of many individuals and the perception of employees that management does not see them as an integral part of the organization (Mor Barak, 2015), the concept of organizational inclusion is at the heart of current diversity efforts (Broadnax, 2010; Miller, 1998; Rangarajan & Black, 2007; Riccucci, 2002; Wise, 2002).

The inclusion literature aims to identify methods by which organizations can foster an inclusive environment where diversity is not a disadvantage. A diverse culture creates the opportunity for innovation, but without inclusion, this innovation is unlikely to be utilized (Offerman & Basford, 2014). For an individual to experience a sense of inclusion within a workgroup, two interrelated needs must be met: the need for belongingness and the need for uniqueness (Shore et al, 2018). The authors present a 2 x 2 framework (Figure 2) in which they illustrate how uniqueness and belongingness interact to create feelings of inclusion (Shore et al., 2011). Promoting a sense of belonging is crucial; however, if the requirement for employees to conform means sacrificing their unique attributes, then they are not truly witnessing inclusion (assimilation). On the other hand, being recognized for one's uniqueness, such as expertise and experience, falls short if there is a lack of inclusion in meetings or social activities (differentiation). The key is for employees to perceive themselves as valued members of the workgroup, where their need for both belongingness and uniqueness is met through meaningful and inclusive experiences (inclusion) (Mor Barak, 2015).

	Low Belongingness	High Belongingness
Low Value in Uniqueness	<p>Exclusion</p> <p>Individual is not treated as an organizational insider with unique value in the work group but there are other employees or groups who are insiders.</p>	<p>Assimilation</p> <p>Individual is treated as an insider in the work group when they conform to organizational/ dominant culture norms and downplay uniqueness.</p>
High Value in Uniqueness	<p>Differentiation</p> <p>Individual is not treated as an organizational insider in the work group, but their unique characteristics are seen as valuable and required for group/ organization success.</p>	<p>Inclusion</p> <p>Individual is treated as an insider and allowed/ encouraged to retain uniqueness within the work group.</p>

Figure 2. *Inclusion Framework (Shore et al., 2011, p. 1266)*

Tang et al. (2015) applied the framework of Shore et al. (2011) in their study and identified seven inclusion practices, including initiatives to promote teamwork, such as sharing information and considering different points of view, facilitating communication and collaboration within the team, encouraging active participation in group discussions and decision-making processes, introducing fair systems, mentoring and support from immediate supervisors, promoting tolerance for different points of view and acceptance of mistakes, and encouraging employee alignment with the organization.

To transform a plural organization into an integrative organization, the socio-relational context in which diverse employees interact must be changed (Nishii, 2013). According to Nishii, what is needed to improve inclusion corresponds to Allport's intergroup contact theory (1954). Nishii and Rich (2014) outline the essential components of an organizational environment required to promote inclusion. Firstly, like Allport (1954), they emphasize the importance of creating a level playing field within the organization to prevent the maintenance of societal biases and status differences that favor certain identity groups over

others. To achieve this, the favored status of certain groups must be eliminated, and every group must have access to resources and opportunities. As a result, status dimensions lose their meaning within an organizational context (Ridgeway & Correll, 2006). Nishii and Rich (2014) recognize the importance of practices such as diversity training and targeted recruiting and quotas, but the important aspect is how the implementation of the resulting HR practices affect the social context. While these practices are certainly important to send a signal to employees and can improve opportunities for minorities and women, it is unlikely that these practices alone will significantly change the interpersonal and relational causes of discrimination that hinder inclusion (Nishii & Rich, 2014). They conclude that in addition to equality (Allport, 2054; Nishii & Rich, 2014) and diversity-specific practices such as open recruitment and training, more personal acquaintance is also required to establish cross-connections and reduce stereotyping (Brewer & Miller, 1998; Ensari & Miller, 2006).

Secondly Nishii and Rich (2014) state the organization must pursue an integration strategy that includes the adaptation of all groups, rather than focusing only on historically marginalized groups, and allow individuals to maintain their cultural identity. Therefore, the organization can foster a sense of belonging and ensure that all employees have equal opportunities for growth and success. Thirdly, the implementation of approaches that enable inclusive decision-making, involving all employees, not just those belonging to privileged groups (Nishii & Rich, 2014).

Downey et al. (2014) discovered that inclusion practices promote a climate of trust and that diversity practices only promote trust if inclusion practices are also implemented. This research emphasizes the importance of inclusion in diverse work environments and the significant interaction between diversity and inclusion practices. Mor Barak et al. (2016) underline that diversity management efforts that promote a climate of inclusion are consistently associated with positive results.

2.2 Hypotheses Development

This section presents a derivation of the research hypotheses based on the literature review, the relevant theories, and the current state of the literature.

2.2.1 Perceived Diversity and Organizational Citizenship Behavior

Previous research has shown conflicting findings regarding the relationship between perceived diversity and OCB, as will be demonstrated below.

On the one hand, Choi (2009) has found a positive relationship between sex diversity and job satisfaction, which supports the findings of Fields and Blum (1997) and Blau's heterogeneity argument in his theory of social structure (1977). Further positive results imply that diversity increases creativity, innovation, and decision-making quality (Richard, 2000; Wiersma & Bantel, 1992) as well as organizational performance (Hsiao, Auld & Ma, 2015; Podsakoff et al., 2000). As mentioned before, Cox and Blake (1991) state in their value-in-diversity hypothesis that the positive potential of diversity lies in its informational benefits and according to the author's work unit diversity increases the perspectives and cognitive resources available to them, which in turn is beneficial for an organization.

On the other hand, a study by Hsiao et al. (2015) examined the relationship between perceived organizational diversity, job performance, OCB and turnover intention using data from the hospitality industry. Apart from finding a positive relationship between perceived organizational diversity and job performance, the authors could not confirm their hypothesis of a positive relationship between perceived organizational diversity and OCB. Furthermore, it was found a negative relationship between perceived diversity and turnover intention for indigenous employees, but a positive relationship for non-indigenous employees.

Bell et al. (2011) predicted a positive relationship between educational diversity and performance, which could not be confirmed. Moreover, Ancona and Caldwell (1998) found a negative relationship between tenure and functional diversity measures and performance measures. Jehn et al. (1999) conducted a field study about diversity, conflict and workgroup performance and found that informational diversity increases task conflict, social category diversity increases workgroup conflicts and value diversity increases task conflict, workgroup conflicts as well as task conflicts. Northcraft et al. (1995) discovered that diversity can cause stereotypes and bias which in turn leads to difficulties in identifying with the team and OCB. In addition, Chattopadhyay et al. (2004) confirmed a negative effect and found that high diversity in the workplace leads to a lack of trust, resulting in less employee interaction and lower OCB. Also, Moon (2016) investigated the relationship between diversity and OCB and found a negative relationship between gender and functional diversity and OCB.

Another relevant study is from Muchiri and Ayoko (2013), they hypothesized that gender diversity (women and men in the work unit) is negatively related to OCB, and the results showed that an increase in the number of women or men in the workgroup is

associated with a decrease in OCB. The results of the study by Khan and Jabeen (2019) show a negative relationship between diversity in the workplace and OCB, but this relationship can be changed through the mediating role of inclusion.

Since the findings of a negative relationship predominate, especially regarding OCB, the operationalized construct in this study (Chattopadhyay, 2004; Hsiao et al., 2015; Kahn & Jabeem, 2019; Moon, 2016; Northcraft et al., 1995; Muchiri & Ayoko, 2013), it is assumed:

Hypothesis 1: There is a negative relationship between perceived diversity and organizational citizenship behavior.

2.2.2 Perceived Diversity and Counterproductive Work Behavior

Behavior that goes beyond the requirements of the job refers to OCB, on the other hand, CWB includes behavior that violates organizational norms (Organ, 1988; Bowling & Gruys, 2010). Thus, one might argue that the constructs represent opposite ends of a continuum (Bennett & Stamper, 2001; Fisher & Locke, 1992; Kelloway et al., 2002). And indeed, in a meta-analysis of the relationship between OCB and CWB, Dalal (2005) found a negative correlation between OCB-O and CWB-O, but only modestly negative ($r = -0.32$). Further, Berry, Ones and Sackett (2007) found a negative correlation between CWB-O and OCB of $r = -0.44$. However, according to Cohen (1988), these relationships are not considered as strong and therefore researchers do not consider the two constructs as opposites on a single continuum, rather as distinct constructs (Dalal & Carpenter, 2018). Further, considering the constructs separately would be redundant if they were part of one continuum (Dalal, 2009).

Therefore, we consider the constructs in the thesis as independent constructs and propose a second hypothesis for the relationship between diversity and CWB, supported by the following studies.

Chattopadhyay et al. (2004) found a negative outcome of diversity, results showed that high diversity in the workplace leads to a lack of trust, which in turn results in less employee interaction. In a more recent study, Dongrey and Rokade (2024) examined the relationship between recruitment and retention of diverse employees (HRDE) and CWB and found a positive relationship between HRDE and CWB. The authors note that previous studies on

diversity in the workplace ignored the fact that HRDE could act as a stressor leading to CWB.

A study by Stefano, Scrima and Perry (2017) examined the impact of organizational culture and deviant workplace behavior and the results showed that organizational culture has a significant effect on deviant workplace behavior. These results align with Hill and Jones' (2001), the authors state that sharing specific values, assumptions, objectives, and norms affects the interaction among employees. Since our perceived diversity survey indicates a.o. an item about personal values these findings seem relevant for the current thesis. In addition, Shore et al. (2009) state that diversity in the workplace, if not managed well, can have a negative impact on the functioning of the organization and lead to deviant behavior in the workplace, which is also supporting our hypothesis.

Therefore, we assume:

Hypothesis 2: There is a positive relationship between perceived diversity and counterproductive work behavior.

2.2.3 The Moderating Role of Inclusion

The conflicting findings in relation to diversity and employee behavior have led to confusion among researchers and organizations as to whether and how diversity should be embraced (Guillaume et al, 2013; van Knippenberg, Dreu & Homan, 2004). To explain the contradictory diversity research results, van Knippenberg et al. (2004) propose the categorization elaboration model (CEM). The authors claim that research has paid too little attention to potential moderators of group information processing. The CEM states that all forms of diversity are capable of provoking information and decision-making processes and social categorization processes. These triggered categorization processes of individuals can lead to affective and evaluative reactions that may influence the relationship between diversity and the development of output-relevant perspectives and information, which in turn affect for instance group performance.

Thus, the mechanisms activated by diversity within a group have the potential to mitigate the impact of diversity itself on group dynamics and outcomes (van Knippenberg, 2004). Furthermore, the CEM confirms the trend in recent years to increasingly investigate the conditions under which diversity has a negative or positive impact (van Knippenberg & Schnippers, 2007). Potential moderators examined included, among others, team processes

(Ely, 2004; Fay et al., 2006; Mohammed & Angell, 2004), task complexity (Pelled, Eisenhardt & Xin, 1999) and leadership style (Kearney & Gebert, 2009; Moon, 2016; Shin & Zhou, 2007; Somech, 2006). Shore et al. (2009) found that diversity in the workplace, if not managed well, can have a negative impact on organizational functioning and lead to deviant behavior in the workplace. Moon (2016) examined transformational leadership as a moderator and found a negative relationship between functional diversity and OCB, but transformational leadership positively moderates the relationship between OCB and functional diversity. In 2018 Moon examined inclusion as a possible moderator and discovered that inclusion not only strengthens the positive relationship between creative behavior and racial diversity, but it also reduces turnover behavior. Thus, we hypothesize that inclusion may be a relevant moderator of the relationship between perceived diversity and employee behavior (OCB & CWB).

Gonzalez & Denisi (2009) found that the diversity climate has an impact on turnover, positive identification with one's own company and performance. Gonzalez & Denisi (2009) define the construct of diversity climate in their study as the perception of the company's formal diversity-related structures and values (Schulte, Ostroff, & Kinicki, 2006), such as global ideas and reactions that arise from the company's efforts to promote diversity (Kossek & Zonia, 1993). This comes close to the understanding of inclusion in the present work fusion and emphasizes the importance of the context of workplace diversity. Further, Chen and Tang (2018) examined in their study the impact of perceived inclusion in the workplace through the lens of role identity and social exchange theory and found that perceived inclusion has a positive relationship with job role performance and innovator role performance, mediated by organizational commitment.

Therefore, we assume:

Hypothesis 3: Employee inclusion moderates the relationship between perceived workforce diversity and OCB, so that the relationship between perceived workforce diversity and OCB is positive, when inclusion is high.

Hypothesis 4: Employee inclusion moderates the relationship between perceived workforce diversity and CWB, so that the relationship between perceived workforce diversity and CWB is negative when inclusion is low.

The research model including the hypotheses presented is shown below in Figure 3.

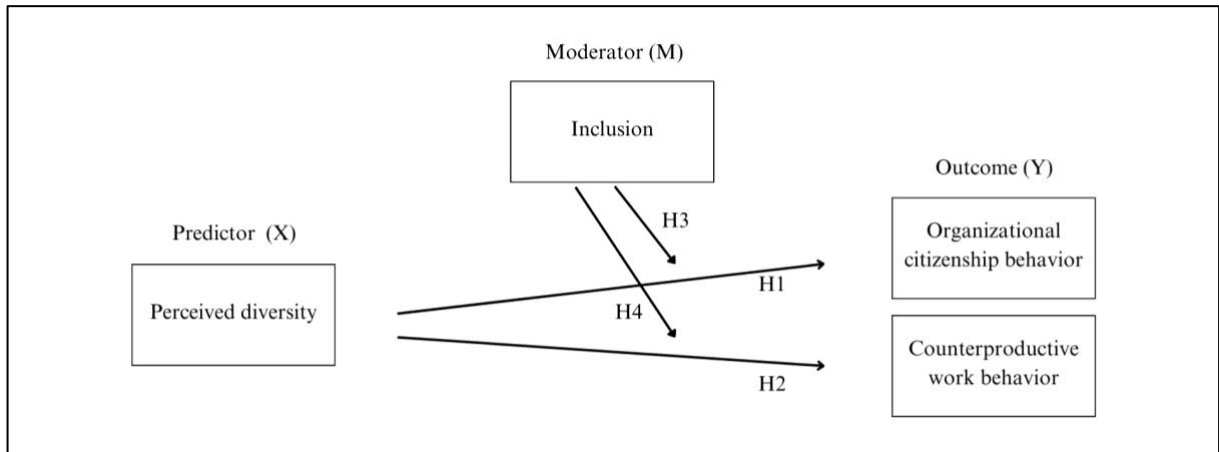


Figure 3. *Research Model and Hypotheses*

3 Method

This section describes the methodology in the current thesis. The presentation of the operationalization of the constructs and the description of the sample are followed by the procedure for conducting the study and a description of the methods used to analyze the statistical data.

3.1 Measures

The data to measure all variables in the current thesis were collected solely using existing and validated scales, which are outlined below.

The construct of perceived diversity was measured using the subjective diversity scale (Van Dick et al., 2008), which was adapted from Harrison, Price, and Bell (1998). It consists of eight items, such as “How diverse do you think your organization is in general?”. Participants responded on a five-point Likert-type scale, ranging from 1 (= very similar) to 5 (= very diverse). The internal consistency was found to be $\alpha = .75$ (Van Dick et al., 2008).

OCB was assessed using the OCB-P subscale of the organizational citizenship behavior checklist by Spector (2009). The original OCB Checklist includes 42 items and intends to evaluate the frequency of citizenship behaviors within a workplace setting. Respondents are asked to rate how frequently they engage in each behavior. The OCB-O

subscale reflects behavior that is beneficial to the organization and the OCB-P subscale, which is used in the current thesis, focuses on behavior towards co-workers. The OCB-P scale consists of eight items such as “Changed vacation schedule, workdays, or shifts to accommodate co-worker’s needs.” and participants rated their behavior on a five-point Likert-type scale ranging from 1 (= never) to 5 (= every day). Nevertheless, the internal consistency for the total scale was $\alpha = .97$ and the internal consistency for OCB-P of the 42-item version was found to be $\alpha = .91$ (Fox, Spector, Goh, Bruursema & Kessler, 2009).

Counterproductive work behavior was assessed using the CWB Scale by Robinson and O’Leary-Kelly (1998). The CWB scale comprises nine items such as “Said or did something to purposely hurt someone at work.” and respondents indicated on a five-point Likert-type scale ranging from 1 (= very infrequently) to 5 (= very frequently) how often they have engaged in the respective behavior. The authors found an internal consistency of $\alpha = .71$ at time one and $\alpha = .81$ at time two (Robinson & O’Leary-Kelly, 1998).

Inclusion was assessed using the Climate for inclusion scale (Nishii, 2013). The original climate for inclusion scale consists of three dimensions: Foundation for equitable employment practices, including 9 items, Integration of differences and inclusion in decision making, both of which include 11 items each. Each dimension demonstrated strong reliability ($\alpha = .93$, $\alpha = .94$ and $\alpha = .97$) (Nishii, 2013). In the current thesis a short version with 15 items such as “This organization has a fair promotion process.” was used and respondents rated their organization on a 5-point Likert scale ranging from 1 (= strongly disagree) to 5 (= strongly agree).

3.2 Procedure

The current thesis is a non-probability sample. In a non-probability sample, not every person has a chance of being included. In recent years, they have gained more and more attention and application due to their cost efficiency and the increasing number of web surveys (Wu & Thompson, 2020). Since there was only one measurement point, this is a cross-sectional design (Bryman, 2016).

The data collection for the current thesis occurred via an online survey administered using Qualtrics from March 4, 2024, to June 21, 2024. Participants were recruited through various channels, including career portals such as Xing and LinkedIn, social networks like Facebook, WhatsApp, and Instagram, as well as the researcher’s personal network.

Upon accessing the survey, participants were provided with information about the study's purpose, duration, and assurance of anonymity. Informed consent was required before proceeding. The questionnaire commenced with a filter question to determine participants' current employment status. Respondents who indicated they were not currently employed were directed to the end of the survey. Following this, participants completed items relating to perceived diversity using the subjective diversity survey (Harrison et al., 1998), OCB using the OCB-P subscale of the organizational citizenship behavior checklist by Spector (2009), CWB using the CWB scale by Robinson and O'Leary-Kelly (1998), and inclusion using the climate for inclusion (Nishii, 2013). The attention check "Please select the option "once or twice" to show that you are still paying attention" was included as the fourth item in the OCB section; participants who answered this question incorrectly were automatically redirected to the end of the survey.

Upon completion of the main constructs, participants were asked to provide socio-demographic information, including their English language proficiency, age, gender, nationality, education level, industry sector, hours worked per week, and tenure with their current company, including whether they had been with the company for more than three months. The questionnaire can be viewed in its entirety in Appendix A.

3.3 Sample

The calculation of the required sample size was conducted using G*Power, resulting in $N = 395$, considering a small effect size ($d = 0.2$). However, due to accessibility constraints, it was decided to consider an effect size of $d = 0.5$, which resulted in a desired sample size of $N = 159$.

The final sample for this thesis comprised $N = 183$ valid cases, with all participants meeting the following criteria. Participants were at least 18 years old and had been employed for more than three months - ensuring they had completed the onboarding process and were fully integrated into their respective companies (Sibisi & Kappers, 2022). Additionally, only data sets from participants who indicated a minimum level of intermediate English, assuring comprehension of the questionnaire content. Furthermore, participants had to answer the attention test item correctly.

The sample consisted of 121 women (66.1%) and 62 men (33.9%). The mean age of the participants is 34.7 years ($SD = 11.6$). Nationality-wise, the sample consists of 128

Germans (69.9%), 14 Portuguese (7.7%), and 41 individuals of other nationalities (22.4%). These nationalities include Americans, Argentinians, Austrians, Belgians, Brazilians, British, Canadians, Colombians, Dutch, French, Indians, Indonesians, Irish, Italians, Poles, Romanians, Slovenians, South Africans, Spaniards, Turks, and Ukrainians.

In terms of the highest education level completed, the majority of the sample held a master's degree (44.8%), followed by a bachelor's degree (39.9%). Further, 10.4% reported high school, 4.4% a doctoral degree or higher and only 0.5% indicated primary school as their highest level of education.

Since the questionnaire could only be completed in English, the participants' English proficiency was self-assessed. As mentioned earlier, beginners were excluded for comprehension reasons. The remaining sample consists of 56.8% advanced speakers, 36.1% fluent/native speakers, and 7.1% intermediate speakers. The participants worked an average of 36.3 hours per week with a minimum of 3 and a maximum of 60 hours ($SD = 10.8$). Most participants worked in the agriculture sector (18.6%), followed by the business and management sector (18%), as well as healthcare/pharma (10.9%) and IT (10.9%). Participants had an average tenure of 7.8 years ($SD = 9.4$), with a minimum of 3 months and a maximum of 40.6 years.

3.4 Data Analysis

After the data was transferred from Qualtrics to the statistical software IBM SPSS Version 29, it was analyzed. First, the data was sorted according to the criteria. Then, it was checked whether individual items of the surveys needed to be reversed, which was not necessary.

Next, the reliabilities were calculated using Cronbach's alpha, followed by the calculation of the descriptive statistics and correlations for all variables. The Shapiro-Wilk test (Shapiro & Wilk, 1965) was used to examine the normal distribution. This test was chosen because, compared to other known normal distribution tests, it has a high statistical significance - even higher than the frequently used Kolmogorov-Smirnov test (Razali & Wah, 2011; Steinskog, Tjøstheim & Kvamstø, 2007).

To test the hypotheses, a simple linear regression was performed for hypothesis 1 and hypothesis 2, and the two moderation analyses (hypothesis 3 and hypothesis 4) were tested using the PROCESS macro v4.1. To prepare for the simple linear regression and the two

moderator analyses, a preliminary check of linearity and homoscedasticity was conducted, as these are assumptions for regression analysis (Hayes, 2018).

4 Results

This section describes the results of the current thesis. The presentation of the descriptive data and the correlations of all variables is followed by the examination of the hypotheses.

4.1 Descriptive Data

The Cronbach's alpha analysis showed acceptable to excellent internal consistency for all variables, resulting in alphas ranging from .76 to .95, which indicates that the scales used in this study are reliable (George & Mallery, 2003) (Table 1).

Table 1. *Descriptive Statistics and Reliabilities*

Variable	<i>M</i>	<i>SD</i>	<i>Skew</i>	<i>Kurt</i>	<i>Min</i>	<i>Max</i>	<i>Range</i>	<i>Cronbach's α</i>
Perceived diversity	3.20	.67	.01	-.42	1.25	5.00	3.75	.76
Organizational citizenship behavior	2.74	.66	.26	-.03	1.13	4.50	3.38	.80
Counterproductive work behavior	1.41	.51	2.36	6.64	1.00	3.78	2.78	.86
Inclusion	3.34	.87	-.24	-.37	1.13	5.00	3.78	.95

Note: $N = 183$.

The average value for perceived diversity is 3.20 on a scale of 1 to 5, which indicates a moderate perception of diversity, and the values scatter moderately around the mean value, which shows a certain consistency in the answers ($SD = .67$). The distribution is almost symmetrical ($Skew = .01$), but somewhat flatter than a normal distribution ($Kurt = -.42$). The Shapiro-Wilk test showed no statistically significant deviation from the normal distribution (S-W-test: $p = .169$), as $p > .05$ (Figure 4).

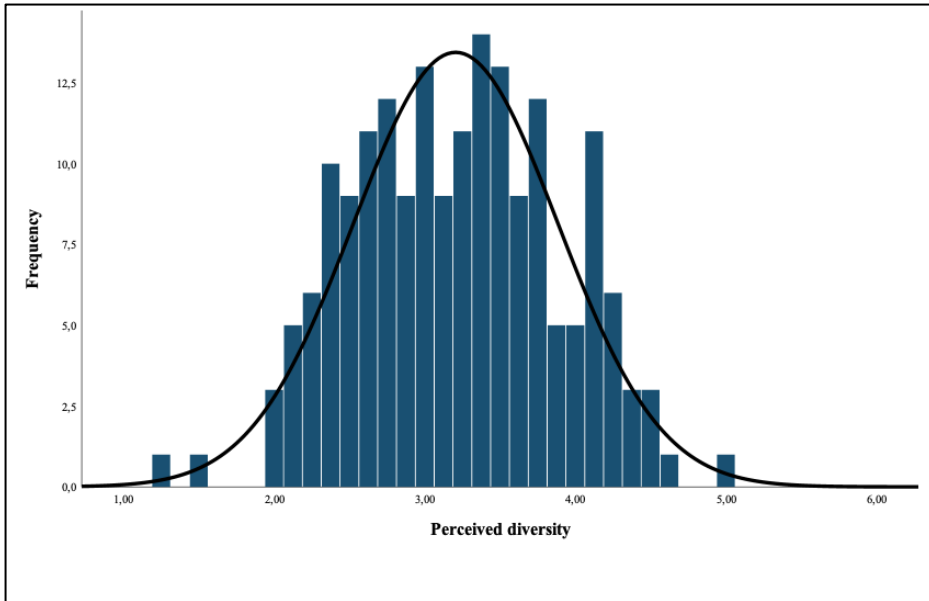


Figure 4. *Distribution of Perceived Diversity*

The average value for OCB on a Likert scale of 1 to 5 is 2.74, which indicates a moderate level of OCB. The dispersion of the values around the mean value is moderate ($SD = .66$). The distribution shows a slight positive skewness ($Skew = .26$), which means that most answers are in the lower range of the scale and the kurtosis ($Kurt = -.03$) is almost normally distributed. The Shapiro-Wilk test showed no statistically significant deviation from the normal distribution (S-W-test: $p = .151$), as $p > .05$ (Figure 5).

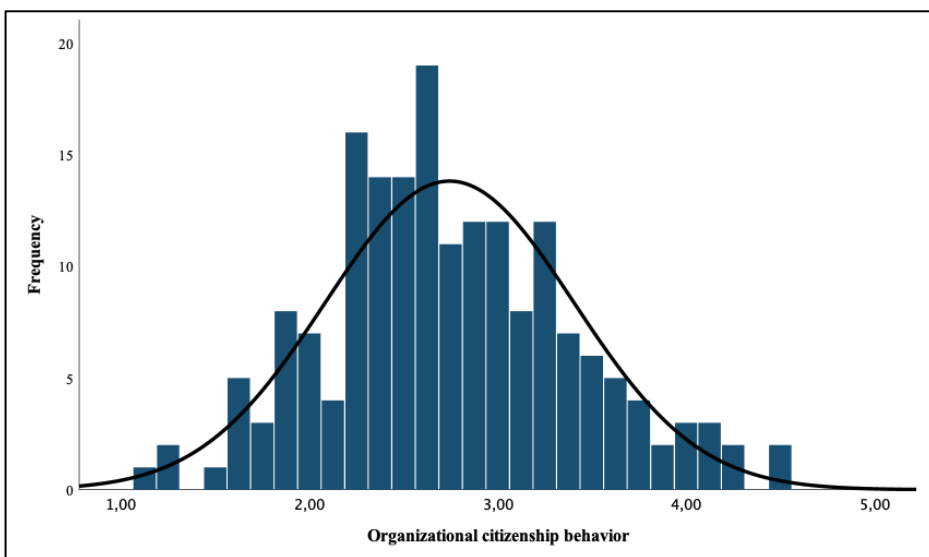


Figure 5. *Distribution of OCB*

For CWB, the average score on a scale of 1 to 5 is 1.41, indicating a low level of counterproductive work behaviors within the sample. The dispersion of the values around the mean value is low ($SD = .51$). The distribution shows a strong positive skewness ($Skew = 2.36$) and a high kurtosis ($Kurt = 6.64$), which indicates a skewed distribution with a concentration of responses around the lower range. The Shapiro-Wilk test revealed a statistically significant deviation from the normal distribution (S-W test: $p = .001$), as $p < .05$ (Figure 6).

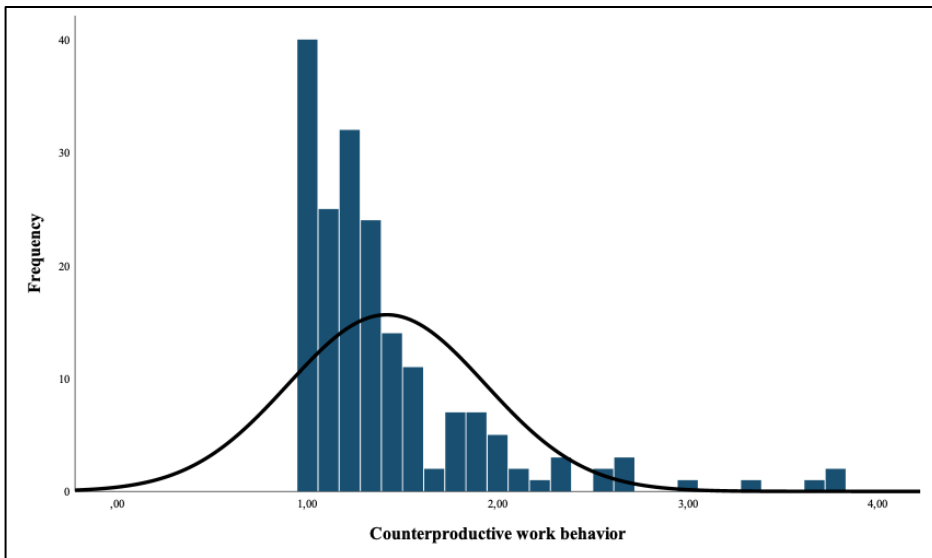


Figure 6. *Distribution of CWB*

The average value for inclusion is 3.34, which indicates a moderate to high perception of inclusion. The dispersion of the values around the mean value is moderate ($SD = .87$). The distribution shows a slight negative skewness ($Skew = - .23$), which means that most answers are in the upper range of the scale and somewhat flatter than the normal distribution ($Kurt = - .37$). The Shapiro-Wilk test showed no statistically significant deviation from the normal distribution (S-W-test: $p = .078$), as $p > .05$ (Figure 7).

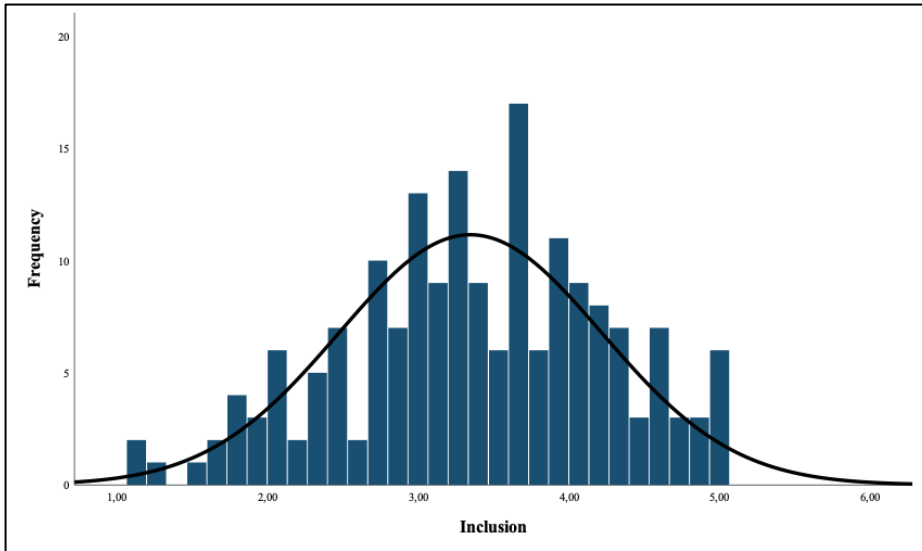


Figure 7. *Distribution of Inclusion*

In sum, the distributions of the study variables are mostly normal, except for CWB, which shows a strong positive skewness and high kurtosis. Based on the central limit theorem, which states that the distribution of the mean of a sufficiently large sample from a population with any distribution is approximately normally distributed (Zhang, Astivia, Kroc, & Zumbo, 2023), and due to the findings of Schmidt and Finan (2018), which demonstrate that regression analyses are fairly robust to violations of the normal distribution, especially for large samples, we can proceed with the analysis in the current thesis (Zhang et al., 2023).

4.2 Correlations

Results indicated a significant, negative correlation between CWB and OCB ($r = -.199, p = .007$). Additionally, inclusion was significantly and positively correlated with perceived diversity ($r = .222, p = .003$) and OCB ($r = .233, p = .001$). Conversely, inclusion showed a significant, negative correlation with CWB ($r = -.382, p < .001$). These findings suggest that higher levels of inclusion are associated with lower levels of CWB and higher levels of OCB and perceived diversity. However, the correlation between perceived diversity and CWB was not significant ($r = .075, p = .313$), nor was the correlation between perceived diversity and OCB ($r = .048, p = .516$) (Table 2).

Table 2. *Correlations of all Variables*

Variable	1	2	3	4
1. Perceived diversity				
2. Organizational citizenship behavior	.048			
3. Counterproductive work behavior	.075	-.199**		
4. Inclusion	.222**	.233**	-.382***	

Note: $N = 183$

**** $p < 0.001$

** $p < 0.01$

* $p < 0.05$.

4.3 Hypotheses Testing

To test hypothesis 1 and hypothesis 2, simple linear regressions were calculated, and to examine hypothesis 3 and hypothesis 4, moderation analyses were conducted. Since linearity and homoscedasticity are mandatory assumptions for regression analysis and considering that the moderation analysis using the PROCESS macro by Hayes (2018) relies on linear regression methods, it is essential to verify these assumptions beforehand. This verification was carried out using scatterplots of the residuals against the predicted values (residual plots) (Hayes, 2018). After verifying linearity and homoscedasticity, hypotheses tests were conducted.

Hypothesis 1 postulated a negative relationship between perceived diversity and OCB. To test this hypothesis, a simple linear regression was calculated. The results of the regression analysis did not support the hypothesis ($B = 0.047$, $SE = 0.072$, $p = .516$; $p > 0.001$), indicating that perceived diversity does not predict OCB. Therefore, hypothesis 1 was not significant and rejected (Table 3).

Hypothesis 2 stated a positive relationship between perceived diversity and CWB. A simple linear regression was calculated to test this hypothesis (Table 3). The results of the regression analysis did not support the hypothesis, thus the relationship between perceived diversity and CWB was not significant ($B = 0.075$, $SE = 0.072$, $p = .300$; $p > 0.001$), indicating that perceived diversity does not predict CWB. Hypothesis 2 was rejected.

Table 3. *Regression Results - Perceived Diversity predicting OCB and CWB*

	<i>B</i>	<i>SE</i>	<i>t</i>	β	<i>p</i>
Organizational citizenship behavior ^a					
Constant	2.594	0.237	10.967		< .001
Perceived diversity	.047	0.072	.651	.048	.561
Counterproductive work behavior ^b					
Constant	1.233	0.186	6.646		<.001
Perceived diversity	.057	.057	1.012	.75	0.313

Note: *N* = 183. Separate regressions were conducted for OCB and CWB.

a: $R^2 = .002$ (*Adjusted R*² = -.003).

b: $R^2 = .021$ (*Adjusted R*² = .016).

**** $p < 0.001$

** $p < 0.01$

* $p < 0.05$.

Hypothesis 3 proposed that employee inclusion moderates the relationship between perceived diversity and OCB, such that the relationship is positive when inclusion is high. To test this hypothesis, a moderation analysis was conducted using the PROCESS macro for SPSS (Model 1) (Hayes, 2013). The results in Table 4 revealed that the direct effect of perceived diversity on OCB was not significant ($B = -.017$, $SE = .072$, $p = .815$), indicating that perceived diversity alone does not significantly predict OCB. This was further confirmed by the bootstrap confidence interval for this effect, which included zero (95% CI [- .150; .123]).

However, inclusion had a significant positive effect on OCB ($B = .164$, $SE = .065$; $p = .012$), suggesting that higher levels of inclusion are associated with higher levels of OCB. The bootstrap confidence interval for this effect did not include zero (95% CI [.044; .289]), confirming its significance.

The interaction term (perceived diversity x inclusion) was not significant ($B = .114$, $SE = .103$, $p = .270$), indicating that inclusion does not significantly moderate the relationship between perceived diversity and OCB. The bootstrap confidence interval for the interaction effect also included zero (95% CI [- .106; .292]), further indicating non-significance. In conclusion, hypothesis 3 is rejected based on these results (Table 4).

Table 4. *Regression Results – Examining the Effects of Perceived Diversity and Inclusion on OCB*

	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>	<i>Boot LL CI</i>	<i>Boot UL CI</i>
Organizational citizenship behavior						
Constant	2.730	.048	56.370	.000	2.638	2.826
Perceived diversity	-.017	.072	-.235	.815	-.150	.123
Inclusion	.164	.065	2.532	.012*	.044	.289
Perceived diversity x inclusion	.114	.103	1.106	.270	-.106	.292

Note: $N = 183$. *Bootstrap sample size = 5000*. *LL = lower limit; CI = confidence interval (95%); UL = upper limit*.

$R^2 = .0627$

**** $p < 0.001$

** $p < 0.01$

* $p < 0.05$

Hypothesis 4 stated that inclusion moderates the relationship between perceived diversity and CWB, such that the relationship is negative when inclusion is low. To test this hypothesis, a moderation analysis was conducted using the PROCESS macro for SPSS (Model 1). Results in Table 5 revealed a significant positive direct effect of perceived diversity on CWB ($B = .151, SE = .068, p = .029$) (while controlling for inclusion), indicating that higher levels of perceived diversity are associated with higher levels of CWB. The bootstrap confidence interval for this effect did not include zero (95% CI [.016; .286]), confirming its significance.

Inclusion had a significant negative effect on CWB ($B = -.227, SE = .053, p < .001$), suggesting that higher levels of inclusion are associated with lower levels of CWB. The bootstrap confidence interval for this effect also did not include zero (95% CI [- .333; -.122]), further confirming its significance.

The interaction term (perceived Diversity x inclusion) was marginally significant ($B = -.189, SE = .098, p = .056$), indicating a potential moderating effect of inclusion on the relationship between perceived diversity and CWB. According to Gelman and Stern (2012),

the sharp distinction between significant and not significant p-values can be misleading. The authors argue that a *p*-value just above 0.05, such as $p = 0.056$, should not be dismissed as insignificant. Instead, it may still indicate a meaningful effect (Gelman & Stern, 2012).

The bootstrap confidence interval for the interaction effect just included zero (95% CI [-.382; .004]), suggesting marginal significance. Therefore, hypothesis 4 is partially supported, indicating that inclusion may play a role in moderating the relationship between perceived diversity and CWB.

Table 5. *Regression Results - Examining the Effects of Perceived Diversity and Inclusion on CWB*

	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>	<i>Boot LL CI</i>	<i>Boot UL CI</i>
Counterproductive work behavior						
Constant	1.442	.04	36.276	.000	1.363	1.520
Perceived diversity	.151	.068	2.207	.029*	.016	.286
Inclusion	-.227	.053	-4.257	.000***	-.333	-.122
Perceived diversity x inclusion	-.189	.098	-1.927	.056	-.382	.004

Note: $N = 182$. *Bootstrap sample size = 5000*. *LL = lower limit; CI = confidence interval (95%); UL = upper limit*.

$R^2 = .2104$

**** $p < 0.001$

** $p < 0.01$

* $p < 0.05$.

The simple slopes analysis assesses the conditional effects of perceived diversity on CWB at different levels of inclusion (-1 *SD*, mean, +1 *SD*). When inclusion was low, the relationship between perceived diversity and CWB was found to be significant and positive ($B = .316$, $SE = .146$, $p = .033$). This means that when employees perceive higher diversity but low inclusion in their organization, they tend to engage in more CWB. At average levels of inclusion, the relationship between perceived diversity and CWB was also significant and positive ($B = .151$, $SE = .068$, $p = .029$). This indicates that even with average inclusion values, higher perceived diversity is associated with higher CWB. At high levels of

inclusion, the relationship between perceived diversity and CWB was not significant ($B = -.014$, $SE = .050$, $p = .782$), indicating that when employees perceive high diversity but also high inclusion, they do not engage in more CWB (Table 6).

Table 6. *Conditional Effects of Perceived Diversity on CWB at Different Levels of Inclusion*

Inclusion (Moderator)	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>	<i>Boot LL CI</i>	<i>Boot UL CI</i>
Low (.873)	.316	.146	2.155	.033*	.027	.605
Mean (.000)	.151	.068	2.207	.029*	.016	.286
High (.873)	-.014	.050	-.277	.782	-.113	.085

Note: $N = 183$

**** $p < 0.001$

** $p < 0.01$

* $p < 0.05$.

Figure 11 shows the interaction between perceived diversity and inclusion in predicting CWB. The interaction effect was plotted at one standard deviation above and below the mean for both perceived diversity and inclusion.

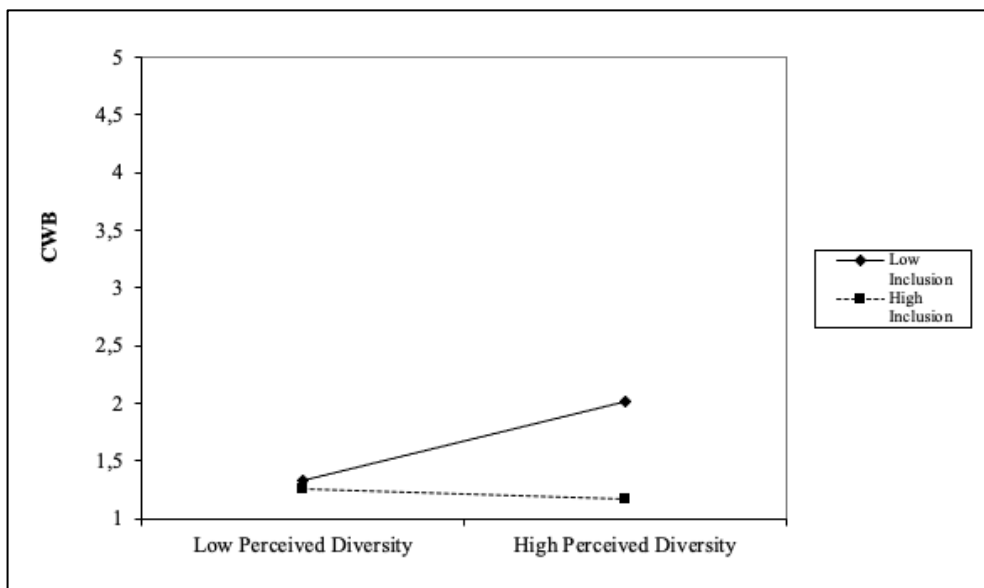


Figure 8. Interaction Effect of Perceived Diversity and Inclusion on CWB.

5 Discussion

The purpose of the current thesis was to examine the relationship between perceived diversity and positive and negative employee behaviors (OCB and CWB) as well as the moderating effect of inclusion.

Hypothesis 1 proposed that perceived diversity negatively predicts OCB and hypothesis 2 suggested that perceived diversity positively predicts CWB. Results did not support hypothesis 1 and neither hypothesis 2.

Further, the results indicated that the relationship between perceived diversity and OCB was not significantly moderated by levels of inclusion. Specifically, perceived diversity did not have a significant effect on OCB at low, medium, or high levels of inclusion, meaning that inclusion did not significantly alter the impact of perceived diversity on OCB. However, inclusion itself was shown to be a significant predictor of OCB, indicating that the level of inclusion in the workplace positively influences OCB.

Additionally, the interaction between perceived diversity and inclusion in predicting CWB was marginally significant. This means that inclusion plays a small but noteworthy role in moderating the relationship between perceived diversity and CWB. Specifically, the positive relationship between perceived diversity and CWB was most pronounced at lower levels of inclusion. Employees experiencing lower inclusion were more likely to engage in counterproductive work behaviors when perceiving high diversity. However, as inclusion levels increased, this relationship weakened. This indicates that inclusion can act as a buffer, reducing the negative impact of high perceived diversity on negative work behavior. These results highlight the importance of fostering an inclusive work environment, as higher levels of inclusion were also found to significantly predict lower levels of CWB. This reinforces the notion that inclusion itself plays a more crucial role than perceived diversity alone in shaping employee behavior.

5.1 Theoretical Implications

In this section, the results of the current thesis are interpreted and integrated with existing literature, and it will be discussed whether the findings align with theoretical expectations.

The theoretical baseline of the current thesis was built on contradictory findings regarding the impact of diversity on workplace outcomes (Bell et al., 2011; Choi, 2009;

Hsiao et al., 2015; Richard, 2000) and the limited research on the construct of perceived diversity compared to objective diversity (Shemla et al., 2014). Therefore, the findings of this thesis contribute to the ongoing discourse on the effects of perceived diversity in the workplace, offering several important insights that advance our understanding of these complex dynamics.

The non-significant direct relationships between perceived diversity and both OCB (hypothesis 1) and CWB (hypothesis 2) challenge the findings of previous studies that posited diversity as a direct predictor of these behaviors (Khan & Jabeen, 2019; Chattopadhyay et al., 2004).

However, it is important to notice that many of these studies, such as Khan, Jabeen (2019) and Chattopadhyay et al. (2014), relied on objective measures of diversity rather than perceived diversity. This distinction between objective and perceived diversity may explain why hypothesis 1 and hypothesis 2 were not supported in the current thesis.

A possible explanation for the non-significant results concerning perceived diversity and employee behavior (OCB and CWB) can also be drawn from the social identity theory (Tajfel & Turner, 1979), which has already been discussed earlier in the current thesis. As SIT suggests, individuals derive part of their self-concept from group membership, leading to in-group/out-group dynamics. While perceived diversity might not inherently impact work behaviors like OCB and CWB, the perception of inclusion within the group plays a more critical role. Perception of inclusion may mitigate the potential negative impacts of in-group/out-group categorizations that diversity might trigger, aligning with findings that inclusion was a significant predictor of OCB and CWB.

Another potential explanation for the non-significant results is that the impact of diversity on OCB and CWB may be context dependent. The current sample may have specific organizational or cultural characteristics that buffer or negate the effects observed in other studies (Haas, 2010). The CEM provides a useful framework for understanding this context dependency, as it posits that the effects of diversity on group outcomes depend on how diversity-triggered processes, such as information elaboration and social categorization, interact within a specific context (van Knippenberg et al., 2004).

Hypothesis 3 proposed that inclusion moderates the relationship between perceived diversity and OCB, such that higher inclusion would strengthen the positive effects of diversity on OCB. However, this hypothesis was not supported by the findings. The lack of

a significant moderating effect suggests that inclusion, while beneficial for OCB, does not necessarily alter how perceived diversity impacts this type of work behavior. This could indicate that the positive behaviors encompassed by OCB may be more influenced by other factors such as inclusion itself, which was found to be a significant predictor of OCB in the results. Further, other factors, beyond diversity and inclusion, might be tied even stronger to the emergence of OCB. Research shows that OCB can be influenced by various other factors, including leadership styles, job satisfaction, organizational justice, and personality traits (Podsakoff, MacKenzie, Paine & Bachrach, 2000). For example, transformational leadership has been cited as a significant predictor of OCB, as leaders who inspire and intellectually stimulate employees foster a supportive environment that encourages OCB (Organ, 1988).

In addition to leadership and commitment, organizational justice plays a critical role. Employees who perceive fairness in decision-making processes (procedural justice) and in the treatment they receive from superiors (interactional justice) are more likely to engage in discretionary behaviors that benefit the organization (Colquitt et al., 2001). These findings suggest that OCB is not only influenced by perceptions of inclusion but also by broader organizational practices that foster trust and a sense of fairness.

In contrast, hypothesis 4 proposed that inclusion moderates the relationship between perceived diversity and CWB, such that higher inclusion would weaken the positive relationship between diversity and CWB. Hypothesis 4 received partial support. The findings indicated that inclusion does play a role in reducing the negative impact of diversity on CWB, aligning with the idea that inclusion can serve as a buffer against the potential stressors associated with perceived diversity. This finding is consistent with research by Gonzalez and Denisi (2009), who highlighted the importance of a positive diversity climate in mitigating negative work outcomes. It also resonates with the work of Shore et al. (2011) and Chen and Tang (2018), who emphasized that perceived inclusion is a critical factor in moderating the effects of diversity on employee behaviors.

The findings of the current thesis underline a crucial insight: since the moderation effect of inclusion in hypothesis 4 was only marginally significant and hypothesis 1, hypothesis 2 and hypothesis 3 were not significant, it seems that the perception of diversity in the workplace has no direct influence on employee behavior, neither positively in the form of OCB nor negatively in the form of CWB. Instead, results showed that inclusion was the key determinant of employee behavior.

5.2 Practical Implications

While diversity is an essential aspect of a modern workforce (Khan & Jabeen, 2019), the current thesis suggests that it is the sense of inclusion that drives employee behavior, rather than perceptions of diversity. Managers should focus on cultivating an inclusive culture where employees feel respected and valued, regardless of their background – to foster OCB and avoid CWB.

This conclusion aligns with the findings by Gonzalez and Denisi (2009), who highlighted the importance of a positive diversity climate in shaping employee behavior and performance. Gonzalez & Denisi (2009) define diversity climate as the perception of the formal diversity-related structures and values of an organization, a definition that closely corresponds with the concept of inclusion as discussed in the current thesis. Further, it is also consistent with the findings of Moon (2018), who demonstrated that inclusion is associated with positive outcomes such as reduced employee turnover and enhanced organizational commitment.

In the past much of the research has focused on achieving numerical diversity, often neglecting the internal organizational processes that foster a genuine sense of inclusion (Shore et al., 2011). To effectively promote inclusion in organizations, managers and leaders need to be involved in diversity, equity, and inclusion (DEI) initiatives from the outset. Rather than imposing pre-packaged programs on managers, it is important to include their perspectives at the planning stage. This will ensure that the programs are realistic, fit into existing workflows and are more likely to be adopted by those responsible for implementation (Pedulla, 2020). To increase the feeling and perception of inclusion, greater emphasis should also be placed on inclusive leadership. Shore et al. (2011) previously referred to the group value model of procedural justice (Lind & Tyler, 1988), which could serve as a guide for research on inclusive leadership. The group value model states that leaders who consistently treat their members fairly signal to them that they are valued and respected within the group. When fair practices are regularly applied, this fosters a sense of pride in belonging to the group. Conversely, unfair treatment can convey a sense of disrespect, leading to psychological withdrawal and weaker commitment to the group or organization (Kreiner & Ashforth, 2004).

Leaders of diverse teams should, therefore, exhibit behaviors that both embrace the acceptance of diverse members and align with the overall goals of the organization (Douglas

et al., 2003). These behaviors help create an environment where all members feel capable of developing high-quality leader-member exchange (LMX) relationships, which are critical for fostering an inclusive climate (Graen & Uhl-Bien, 1995). High-quality LMX relationships are associated with numerous positive outcomes, including greater job satisfaction, higher performance, and lower turnover intentions (Gerstner & Day, 1997).

5.3 Limitations and Future Research Directions

As with any scientific study, the current thesis is not without limitations, which must be considered when interpreting the findings. These limitations provide valuable insights for future research and help in assessing the generalizability and applicability of the results. The following section will discuss the key limitations of the current thesis as well as recommendations for future research.

One key limitation lies in the exclusive reliance on self-reports for data collection, which makes the results susceptible to potential method biases (Paulhus & Vazire, 2009). While self-reports were necessary to assess employees' perceptions, particularly in relation to inclusion and perceived diversity, future studies could benefit from using data from combining data collection from multiple sources. This could reduce bias and provide a more holistic view of employee behaviors such as OCB and CWB.

A cross-sectional study design was chosen for its cost-effectiveness and relatively low effort in recruiting participants. However, using different measurement points in a longitudinal design could have minimized data distortion caused by variables such as the respondent's mood on the day of the survey. Longitudinal studies would offer more robust insights, particularly concerning the relationships between variables over time (Salkind, 2010).

To enhance accessibility, the data was collected online using Qualtrics. This method is not only the most economical and cost-effective option, but it also allows for the survey to be conducted asynchronously, enabling participants to complete it at any time and from any location. Nevertheless, the sample composition limits generalizability. Most participants were highly educated with more than 89% holding at least a bachelor's degree, which may not represent the broader workforce. Future research should aim to explore more diverse educational backgrounds to increase generalizability. Additionally, the multinational sample included individuals from 23 different countries, which, while offering diversity, may

introduce cultural variance that was not controlled for. Future research could focus on single-nation samples to provide a more uniform cultural context or focus on one specific sector of employment for further refinement.

Another limitation involves the social desirability effect, where participants may tailor their responses to align with social norms or present themselves in a more favorable light. Although this effect is somewhat reduced in the context of anonymous online surveys compared to traditional paper-and-pencil methods, it can still influence the results (Joinson, 1999).

Nonetheless, the operationalization was carried out using standardized test procedures for the constructs OCB, CWB, inclusion and perceived diversity, ensuring the reliability and validity of the measures.

Unresolved questions and contradictions also emerged from the current thesis. For instance, while inclusion was found to marginally moderate the relationship between perceived diversity and CWB, it did not have the same impact on OCB, suggesting that inclusion might affect positive and negative work behaviors differently. This finding contrasts with some existing studies suggesting that diversity influences both positive (OCB) and negative work behaviors (CWB) similarly (e.g. Chattopadhyay et al., 2004). This divergence prompts new research questions such as: Why does diversity significantly relate to CWB, but not OCB?

The interaction between perceived diversity and inclusion in predicting CWB was only marginal, whereas inclusion was significant in both, predicting OCB and CWB. This implies that the perceptions of inclusion may have a stronger impact on reducing CWB and promoting OCB than the mere presence of diversity. Furthermore, it is also possible that perceived diversity plays a more complex role in influencing employee behavior, only becoming significant when interacting with other variables such as inclusion. This could be indicative of a suppressor effect, where diversity's influence is masked unless other factors, such as inclusion, are accounted for (Niedergassel, 2011). Future research could explore this possibility by considering additional variables like team cohesion or leadership styles as potential moderators or mediators in understanding how diversity interacts with inclusion to shape workplace behaviors.

Moreover, future research could also focus on inclusion itself, independent of perceived diversity, to understand the specific mechanisms through which inclusion affects

work behavior. Investigating various inclusion strategies and practices could provide more details insights into how they impact both OCB and CWB. Additionally, longitudinal studies could explore the long-term effects of an inclusive work environment, providing insights into whether sustained perceptions of inclusion produce lasting benefits.

Lastly, while gender did not moderate the relationship in the current thesis, future research could explore potential moderators, such as personality traits to better understand the interaction between inclusion and work behaviors.

6 Conclusion

“Diversity is the mix. Inclusion is making the mix work“ (Tapia, 2016, p.15).

The current thesis examined the relationships between perceived diversity and employee behaviors, specifically organizational citizenship behavior (OCB) and counterproductive work behavior (CWB), with a focus on the moderating role of inclusion. The research was prompted by the realization that although diversity is widespread in modern organizations, its impact on employee behavior remains controversial, with mixed results found in the literature. The findings of the current thesis paint a nuanced picture. Contrary to the original hypotheses, perceived diversity did not significantly predict OCB or CWB. These findings challenge some of the existing literature that suggests a direct relationship between diversity and positive and negative employee behavior. However, the role of inclusion emerged as a critical factor in predicting both OCB and CWB, as well as marginally moderating the relationship between perceived diversity and CWB. This suggests that the impact of perceived diversity on workplace behavior is not direct but dependent on context, particularly the extent to which an organization fosters an inclusive environment. These findings have far-reaching implications, suggesting that organizations cannot rely on the perception of diversity alone to achieve positive outcomes or avoid negative ones. Instead, it is through the strategic fostering of inclusion that the true benefits of a diverse workforce can be achieved, and negative work behaviors mitigated. Future research should prioritize studying the impact of the perception of inclusion on employee behavior rather than solely focusing on (perceived) diversity. In addition, longitudinal studies could provide deeper insights into how perceived diversity and inclusion evolve and what long-term effects they have on OCB and CWB.

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Appendices

Appendix A: Online Questionnaire

Start of Block: Consent

Consent

Dear Participants,

I am Lea Sofia Kirr, a master's student at Universidade Católica Portuguesa, conducting research for my master's dissertation on **workplace diversity**. The study involves reading about a work situation and completing an **8-minute survey**. Your participation is voluntary, and all responses will be strictly confidential. Your anonymity will be preserved, and data will be securely stored.

By clicking "I consent", you agree to participate, understanding the information provided. Your legal rights remain unaffected. If you do not consent, please close your browser.

Thank you!

I consent (1)

End of Block: Consent

Start of Block: Employee_Status

E_Status Are you currently employed by a company?

Yes (1)

No (2)

Skip To: End of Survey If E_Status = No

End of Block: Employee_Status

Start of Block: Perceived Diversity

Introduction The following questions relate to your **perception** of the company you currently work for.

PD1 How diverse do you think your organization is in general?

- 1 Very similar (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 Very diverse (5)
-

PD2 How similar or different are the members of your organization with respect to their **age**?

- 1 Very similar (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 Very diverse (5)
-

PD3 How similar or different are the members of your organization with respect to their **gender**?

- 1 Very similar (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 Very diverse (5)

PD4 How similar or different are the members of your organization with respect to their **ethnic background**?

- 1 Very similar (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 Very diverse (5)

PD5 How similar or different are the members of your organization with respect to their **educational background**?

- 1 Very similar (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 Very diverse (5)

PD6 How similar or different are the members of your organization with respect to their **personal values**?

- 1 Very similar (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 Very diverse (5)
-

PD7 How similar or different are the members of your organization with respect to their **attitudes about work**?

- 1 Very similar (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 Very diverse (5)
-

PD8 How similar or different are the members of your organization with respect to their **attitudes about learning goals**?

- 1 Very similar (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 Very diverse (5)

End of Block: Perceived Diversity

Start of Block: OCB

OCB Please think about your current job in your organization. How often have you engaged in the following behaviors?

	1 Never (1)	2 Once or twice (2)	3 Once or twice per month (3)	4 Once or twice per week (4)	5 Every day (5)
Lent a compassionate ear when someone had a work problem. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lent a compassionate ear when someone had a personal problem. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changed vacation schedule, work days, or shifts to accommodate co-worker's needs. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped a less capable co-worker lift a heavy box or other object. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please select the option "once or twice" to show that you are still paying attention . (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brought candy, doughnuts, snacks, or drinks for co-workers. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave a written or verbal recommendation for a co-worker. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gave a written or verbal recommendation for a co-worker. (7)

Went out of the way to give co-worker encouragement or express appreciation. (8)

Defended a co-worker who was being "put-down" or spoken ill of by other co-workers or supervisor. (9)

Skip To: End of Survey If OCB != Please select the option "once or twice" to show that you are still paying attention. [2 Once or twice]

End of Block: OCB

Start of Block: CWB

CWB Please continue. How often have you engaged in the following behaviors?

	1 Very infrequently (1)	2 (2)	3 (3)	4 (4)	5 Very frequently (5)
Damaged property belonging to my employer. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Said or did something to purposely hurt someone at work. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did work badly, incorrectly, or slowly on purpose. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Griped with co-workers. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deliberately bent or broke a rule(s). (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Criticized people at work. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did something that harmed my employer or boss. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Started an argument with someone at work. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Said rude things about my supervisor or organization.
(9)

End of Block: CWB

Start of Block: Inclusion/ Dimension 1: Foundation of equitable employment practices

Inclusion Please indicate to which extent do you agree with the following statements about your organization.

	1 Strongly disagree (1)	2 (2)	3 (3)	4 (4)	5 Strongly agree (5)
My organization has a fair promotion process. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance review process is fair in my organization. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organization invests in the development of all of its employees. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees in my organization receive "equal pay for equal work." (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organization provides safe ways for employees to voice their grievances (complaints). (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My organization is characterized by a non-threatening environment in which people can reveal their “true” selves. (6)

My organization values work-life balance. (7)

My organization commits resources to ensuring that employees are able to resolve conflicts effectively. (8)

Employees of my organization are valued for who they are as people, not just for the jobs that they fill. (9)

In my organization, people often share and learn about one another as people. (10)

My organization has a culture in which employees appreciate the differences that people bring to the workplace. (11)

In my organization, employee input is actively sought. (12)

In my organization, everyone's ideas for how to do things better are given serious consideration. (13)

In my organization, employees' insights are used to rethink or redefine work practices. (14)

Top management exercises the belief that problem-solving is improved when input from different roles, ranks, and functions is considered.
(15)



End of Block: Inclusion/ Dimension 1: Foundation of equitable employment practices

Start of Block: Demographics

Introduction Finally, we would like to know your socio-demographic characteristics. Please provide the following information about yourself.

English Please indicate your level of English:

- Beginner (1)
- Intermediate (2)
- Advanced (3)
- Fluent/ Native (4)



Age What is your age?

Sex Please indicate your gender:

- Male (1)
 - Female (2)
 - Other (3)
-

Nation Please indicate your nationality:

- German (1)
 - Portuguese (2)
 - Other (please indicate): (3)
-

Education Please indicate your highest level of education:

- Primary School (1)
 - High School (2)
 - Bachelor's (3)
 - Master's (4)
 - PHD or higher (5)
-

Sector Please indicate the sector in which your organization operates:

- Agriculture (24)
 - Business and management (13)
 - Education and training (15)
 - Energy and utilities (16)
 - Finance (17)
 - Government/ Public sector (19)
 - Healthcare/ Pharma (2)
 - Hospitality sector (28)
 - Information Technology (IT) (5)
 - Manufacturing (29)
 - Other Services (25)
 - Other sector (please specify): (11)
-

CC Have you been working at your current company for more than 3 months?

- Yes (1)
 - No (2)
-



CC How long have you been working for your current employer? (Please indicate years and months)

Years (1) _____

Months (2) _____



Worktime How many hours a week do you work on average?

End of Block: Demographics

End of Survey

Thank you for taking the time to complete this survey! Your valuable feedback is essential for the research on diversity in the workplace. If you have any further questions about the survey or the study, please don't hesitate to contact me @s-lkirr@ucp.pt
You are welcome to share this survey with other interested parties. Your willingness to share the results is invaluable.

Sincerely,
Lea Sofia Kirr
Master Student in Psychology in Business and Economics