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Examining Diversity and Inclusion in the Federal Workforce and the Impact of Inclusion on Employee Engagement

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Examining diversity and inclusion in the federal workforce and the impact of inclusion

on employee engagement

By

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As a result of globalization, developing markets, and demographic changes in the U.S. labor force, the United States has become increasingly diverse. Therefore, diversity and inclusion is a vital part of our society. Diversity is often viewed as a double-edge sword. Proponents argue that the benefits of diversity include greater creativity, innovation, and improved organizational performance. Opponents argue that organizational diversity is costly, increases conflict, and is overall unfair. No matter what side of the diversity argument that you find yourself, there is a general sentiment that diversity alone, is not enough. The goal is to make workplaces inclusive.

In 2014, the Office of Personnel Management introduced the New Inclusion Quotient (New IQ) in an effort to make the federal government more inclusive. The New IQ includes five inclusion factors which include an environment that is fair, open, cooperative, empowering and supportive. Using data from the 2015 Federal Employee Viewpoint Survey, this study examines the appropriateness of the New IQ. The study also examines the relationship between inclusion and employee engagement.

DEDICATION

To my three heavenly angels, my maternal grandmother, Hazel Stanley; my paternal grandmother, Katie Settles, and my loving cousin, Joel Abernathy, I dedicate this dissertation in your loving memory.

I also dedicate this dissertation to some very special people in my life. First, I would like to dedicate this dissertation to my mother, Sandra Settles Perkins. Thank you for your constant support, and for challenging me to do and to be my best. You have been a constant encouraging and motivating force in my life. Thank you for teaching me the importance of prayer at an early age. Prayer has been the key to my success. I would also like to thank my father, Thomas Settles for your constant support.

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INTRODUCTION

In 2011, President Obama signed an Executive Order to promote diversity and

inclusion in the Federal workforce. Many would question the necessity of the new

Executive Order. In 2015, opponents would point to the diverse landscape of the federal

government. Reports such as the Civil Service 2000, suggest that the Federal Government

is a leader in employing both women and minorities (Johnson and Faul, 1998). With the

election of the country's first African American President, increased globalization, and

diversity of not only the general population but the ever changing workforce, some

people still do not embrace diversity and see the additional Executive Order as

unnecessary.

As the US workforce becomes more diverse, an important factor in the changing

workforce is how diverse groups interact in workplace settings. The terms diversity and

inclusion have different meanings to different people. Daya and April (2014) contend that

"diversity in organizations refers to the representation of historically disadvantaged

individuals and all other forms of visible and non-visible characteristics (age, sexual

orientation, education, etc.)" (p. 25). The authors assert that inclusion refers to the

individual or group experience of being accepted and respected in the organization (p.

25). Roberson (2006) demonstrates that diversity and inclusion are two distinct but

overlapping concepts. Sabharwal (2014) contends that inclusion goes beyond hiring for

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diversity as a legal mandate, however it goes further to ensure that individuals are recognized as unique, and thus possessing the potential to contribute toward organizational goals. Workplaces that are inclusive, are ready to utilize the differences of employees by offering them a platform where employees are embraced as assets. Sabharwal (2014) believes that diversity management is the initial step toward creating an inclusive environment. The author posits that "Whereas inclusion is more than diversity management, wherein a certain group or demographic category is not just the target for recruitment, training, or any other organizational activity" (Sabharwal, 2014, p. 199). Many scholars (e.g. Holvino, Ferdman, & Merrill-Sands, 2004; Vohra et al., and Shore et al.) argue that workplace inclusion is the crux of current diversity initiatives.

Statement of the Problem

Diversity and inclusion initiatives have influenced human resource efforts in attracting, retaining, and developing the workforce talent and addressing the needs of clients. One problem with diversity and inclusion programs is there is often no measure of their effectiveness. Turnbull, Greenwood, Tworoger, and Golden (2010) add that while it is imperative to recognize "attitudes and perceptions of diversity (De Meuse & Hostager, 2001) the next step in organizational diversity competence is identification of skills, gaps, and remediation, thus enabling individuals, groups, and organizations to improve their competence in this area" (p. 2). Recently the Office of Personnel Management (OPM) developed a new initiative designed to help employees and managers foster diversity and inclusion in the workplace. OPM believes there are five factors that impact inclusion. The agency also believes that workplace inclusion is a contributing factor of engagement. The inclusion index is new, consequently it was

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implemented without a theoretical basis, but only with assumptions. Although previous studies have examined the connection between employee engagement and trust, additional work is needed on the relationship between inclusion and engagement. The main goal of this study is to examine the appropriateness of OPM's inclusion index factors. The study examines the relationship between inclusion and employee engagement. This study adds to the literature by providing a theoretical basis for the factors that lead to inclusion and the factors that lead to engagement. Because OPM employs such a diverse workforce and serves as a leader in human resource matters, this New IQ index may serve as a model to other governments, nonprofit agencies, and even private sector organizations if it proves successful.

Significance of Research

Diversity and Inclusion initiatives are not new in the workplace. Although the concepts of diversity and inclusion are not new, many employers fail to effectively bridge the gap between diversity and inclusion. The work of many scholars (e.g. Shore et al., 2010; and Anad & Winters, 2008), suggest a critical relationship between workplace diversity characteristics and inclusion. Organizations often have active diversity plans, however these plans are centered on the premise that diversity alone will improve business results. Often diversity and inclusion initiatives do not match the complexities of the ever changing workforce. Due to the intricacies of fostering a diverse workplace, problems often arise. Hays-Thomas and Bendick (2013) identify workplace problems such as conscious and unconscious workplace discrimination against women, racial and ethnic/minorities, older persons, and persons with disabilities. The author also discusses other problems which include employers failing to engender employee engagement and

not fully utilizing talent among employees of diverse backgrounds (Macey et al., 2009, as cited in Hays- Thomas and Bendick, 2013).

Galinsky et al. (2015) argue that diversity is especially critical when policies and decisions affect diverse populations. Bradbury and Kellough (2008) contend that demographic diversity within the public sector workforce is closely linked to policy outcomes that better integrate the interests of all of its citizens (as cited in Galinsky et al., 2015). Many scholars postulate that one of the primary goals in diversity and inclusion initiatives in public organizations is to create an environment that can help organizations meet objectives in the area of service delivery. By developing a set of hypotheses, the relationship between demographic diversity and perceptions of inclusion, and the relationship between inclusion and employee engagement is explored. This study examines the appropriateness of the New IQ index, and examines if employees' perceptions of inclusion vary by race. Daya and April (2014) contend that "understanding whether perceptions of diversity and inclusion can be attributed to a specific group characteristic allows managers and researchers to understand which groups perceive inclusion less positively" (p. 26). Second, the study examines the relationship of OPM's factors of inclusion to employee engagement. Church and Rotolo (2013) agree with the argument that the impact of diversity and inclusion has not been empirically studied at the same level of rigor as other organizational disciplines. This study seeks to extend the literature on diversity and inclusion by broadening our understanding of why perceptions of inclusion are essential to employee engagement. The study focuses on the federal government workforce by using The Office of Personnel Management's 2015 Federal Employee Viewpoint Survey (FEVS) data (OPM, 2015). Considerable research has been

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done on diversity in respect to organizational outcomes such as job satisfaction and organizational commitment. For example Choi (2009), Choi and Rainey (2010), and Pitts (2009) have all examined diversity by using the FEVS data. This study extends the literature by identifying factors of inclusion. The study also extends the literature by assessing the relationship between inclusion and employee engagement.

Objectives of the Research

Proponents of diverse workplaces argue that work environments should also be inclusive. The challenge is making the workforce both diverse and inclusive. In 2014, the Office of Personnel Management introduced the New Inclusion Quotient (New IQ) in an effort to make the federal government more inclusive. The New IQ seeks to address the intentional, deliberate, and proactive acts that increase work group intelligence by making people feel that they "belong" and are "uniquely valued" (OPM, 2015). OPM contends that if an individual does not intentionally, deliberately, and actively include others, the result is that the individual will unintentionally exclude other individuals (Stewart, 2014). OPM posits that everyone has unconscious habits, and people tend to act on these habits. The staff at OPM, examined previous Federal Employee Viewpoint Surveys (FEVS) and found that there are five habits that encourage inclusion in the workforce. These habits include an environment that is Fair, Open, Cooperative, Supportive, and Empowered. OPM also argues that these five factors of inclusion are closely related to employee engagement. The agency suggests that employee engagement is a leading indicator of excellent performance.

The purpose of this study is to examine whether the assumptions that OPM have made regarding the five inclusion factors are in fact correct. The literature is limited

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regarding the factors of inclusion, thus this study provides empirical evidence of the factors that help to create an inclusive environment. This study also examines the following two questions: Do these assumptions regarding the inclusion factors, vary by race? Is there a relationship between the inclusion factors and employee engagement? In line with process models of HR management (e.g., Nishii & Wright, 2008; Downey et al. 2015) this study will measure employees' perceptions of agency practices rather than relying on management data. Downey et al. (2015) argue that the aforementioned process is consistent with the idea that there may be a difference between intended Human Resource practices implemented by management and those perceived by employees. This study adds to the literature in this area by expanding our understanding of which factors are important to inclusion, and if the inclusion factors are the same for different demographic groups. The study also adds to the literature by assessing if fairness, cooperation, support, openness and empowerment have a direct relationship to employee engagement. Bakker, Van Emmerik, and Euwema (2006) argue that despite evidence of the importance of engagement, very few empirical studies have examined the antecedents. Previous studies have focused on the relationship between trust and employee engagement, however inclusion practices are not often linked directly to employee engagement.

Research Questions

   This research examines whether the assumptions that OPM has made regarding the New IQ are in fact correct. The New IQ was recently created and there have been few studies to analyze its effectiveness. This research study examines perceptions of inclusion by using the demographic characteristic of race. The study also examines the relationship

of the five factors of inclusion with employee engagement. Last the study employs the social identity theory and diversity climate theory to provide insight on factors that influence inclusion in the workplace. The following section includes the research questions for the study.

1. What is the relationship between the demographic characteristic of race and perception of inclusion?

2. Is there a positive relationship between fairness and engagement?

3. Is there a positive relationship between cooperation and engagement?

4. Is there a positive relationship between empowerment and engagement?

5. Is there a positive relationship between support and engagement?

6. Is there a positive relationship between openness and engagement?

Organization of Dissertation

The research examines the factors that contribute to inclusion. This study is divided into six chapters and is outlined in the following order: Chapter two reviews the literature on diversity, representative bureaucracy, race, engagement, and OPM's inclusion factors—fairness, cooperation, support, openness, and empowerment. Chapter three of this research assesses the influence of social identity theory, and diversity climate on diversity and inclusion. Chapter four discusses the methodology, and collection of the data employed in this study. Chapter five discusses the statistical data and it provides an analysis of the study's findings. The final chapter, chapter six, discusses theoretical and practical implications of the study. It also provides discussion of recommendations for employee engagement. Lastly, this chapter provides a discussion of suggestions for further research.

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Table 1   An Overview of the Research

Research Overview	
Statement of the Problem	OPM developed the New IQ Index in an effort to increase inclusion throughout the federal government. The OPM staff has also suggested that inclusion contributes to engagement. OPM's research lacks empirical support for the argument that inclusion is based on five factors, and that inclusion contributes to engagement. The research regarding the differences of employee perceptions of different demographic groups is also limited.
Solution to the Problem	This research explored the relationship between race and employee perception of fairness, cooperation, support, openness and empowerment. The study also examined the relationship between fairness, cooperation, support, openness and empowerment with employee engagement. It incorporates theoretical foundations found to contribute to inclusion.
Theoretical Frameworks Employed	The social identity theory and diversity climate perspectives are examined to assess their influence on diversity and inclusion.
Methodology	A quantitative analysis was conducted to explore the five inclusion factors, as identified by OPM. The relationship between the five factors of inclusion and employee engagement is also examined.
Unit of Analysis	Federal Government Employees
Contributions	The research contributes to public administration by expanding knowledge of factors that influence inclusion and the factors that lead to engagement. This research examines the appropriateness of the New IQ index, and examines factors that contribute to engagement.

CHAPTER II

LITERATURE REVIEW

This section explores diversity policy and the legal foundation of diversity. The Representative Bureaucracy literature review will also be discussed. The literature on race, diversity, inclusion, fairness, cooperation, empowerment, support, openness and employee engagement are used to develop the theoretical grounding of the literature.

Diversity Policy and Legal Background

In both public and private organizations, plans are in place that address the social and legal aspects of diversity and inclusion. The following paragraphs will explore the legal aspects of diversity and inclusion in the workplace.

Title VII of the 1964 Civil Rights Act

Many would argue that the Title VII of the 1964 Civil Rights Act is one of the most important civil rights legislation signed by a President. Epstein and Walker (2015) contend that this 1964 legislation was established to eradicate discrimination in many areas of American social, economic, and political life. Specifically Title VII, guarantees equal opportunity in the employment context by making it illegal for employers "to fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation terms, conditions, or privileges of employment, because of such individual's race, color, religion, sex, or national origin"

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(Epstein & Walker, 2015, p. 663). The authors assert that the order ensures that nondiscrimination principles are adhered to in any activity supported by the United States government.

Affirmative Action

Affirmative action programs, according to Epstein and Walker (2015), have roots in presidential orders, issued as early as the 1940s, that created additional government opportunities for individuals in protective status groups such as African Americans and females. The authors contend that when President Lyndon Johnson signed Executive Order 11246 in 1965, Affirmative action programs received the greatest boost (p. 703). Support for Affirmative action varies. Some advocates according to Parker, Baltes, and Christiansen (1997) suggest that supporters of Affirmative action consider it to be a mechanism for overcoming discrimination against women and racial-ethnic minorities, increasing diversity at senior levels of the organization, and creating a source of competitive advantage. The authors add that opponents of Affirmative action perceive it as inherently unfair in terms of practices and procedures. Critics also argue that certain employees are given preferential treatment on the basis of gender and race/ethnicity. Other scholars point out that Affirmative action bolsters negative stereotypes and invokes attitudes of paternalism on the part of the majority (Parker et al., p. 376).

Managing Diversity

Thomas (1990) contended in response to increased diversity in the U.S. workforce, there needed to be a change in the conversation regarding diversity to more than just Employment Opportunity and Affirmative action. He argued that the two

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programs were inadequate in helping to develop the greatest promise of a diverse workforce. Many scholars suggest that managing diversity differs from the legal and moral argument of Equal Employment Opportunity (EO) and Affirmative action (AA), by moving the focus to more of the individual. Groeneveld and Verbeek (2012) maintain that managing diversity is perceived as an inclusive policy directed at all employees, as oppose to EO/AA approaches, which can be considered as exclusive policies directed at the interest of minorities (see also Wise & Tschirhart, 2000; Wrench 2007). The authors contend that the business case argument is essential to the theory and practice of managing diversity (p. 356). There is a correlation between managing diversity and the organization's strategic function.

Executive Order 13583

Throughout the years, practitioners and scholars (e.g. Choi, 2009; Thomas, 1990) have argued in workplace settings, diversity alone is not enough. In 2011, President Obama shared the sentiment that merely hiring a diverse workforce is not enough. The President believed that "When we draw on the wisdom of a workforce that reflects the population we serve, we are better able to understand and meet the needs of our customers-the American people. Government-wide, we have made important progress toward hiring a workforce that truly reflects America's diversity, and we will continue to pursue that goal" (OPM, 2015).

President Obama, issued Executive Order 13583 on August 18, 2011, which established a coordinated government-wide initiative to promote diversity and inclusion in the Federal Workforce. President Obama signed the order, which started as a commitment to "equal opportunity, diversity, and inclusion," directing all federal

agencies to "develop and implement a more comprehensive, integrated, and strategic focus on diversity and inclusion as a key component of their human resource strategies," consistent with applicable laws (OPM, 2015). President Obama (2011) signed the Executive Order in an effort to prompt the federal government to "realize more fully the goal of using talents of all segments of society," and to "create a culture that encourages collaboration, flexibility, and fairness to enable individuals to participate to their full potential." A plan developed and issued by the Office of Personnel Management, the Office of Management and Budget, the Presidents Management Council, and the Equal Employment Opportunity Commission established a strategy to provide a path for successful agency diversity and inclusion efforts with the following three goals: workforce diversity, workplace inclusion, and sustainability (OPM, 2015).

Byrnes (2013) suggests that the issuance of the executive order appears to be "animated at least in part by federal government statistics that show the alarming disparities between men and women, and among racial and ethnic groups, in terms of their representation in the federal workforce, especially in the ranks of the Senior Executive Service" (p. 15). The author cites the following statistics: "A 2009 EEOC report showed white males held more than 61 percent of senior federal service positions, compared with 29 percent for women, 7 percent for African Americans and 3.6 percent for Hispanics" (Byrnes, 2013, p. 15). These extensive formal articulations of policy are based in part in representative bureaucracy, which will be examined in the next section.

Representative Bureaucracy

Both scholars and practitioners have argued that the structure of governments should reflect the demographic attributes of the population. Kingsley (1944), the scholar

credited with coining the term representative bureaucracy, studied the relationship between changing socioeconomic trends that reflected the "dominant forces" in society and the evolving British Civil Service. He supported bureaucracy for the most affluent groups, not a bureaucracy that was representative of the entire society. To Kingsley, the ability for the representative bureaucracy to act as a stabilizing force was his focus. Krilov (1974) was concerned with the merit systems, personnel issues, and social equity. He challenged the system by questioning, how any bureaucracy could have legitimacy and public credibility if it failed to represent all of society (Krislov, 1974). His work gave credence to the idea of representative bureaucracy, which took on new meaning to emphasize that all segments of the population should be represented. Elias (2013) argues that that the racial demographics of the federal workforce are not proportionally representative of the U.S. general population. This discrepancy, the author asserts, presents great concern for diversity management and governance. The author believes that the primary reason for promoting diverse representation in public organizations is linked to the intrinsic good of having a representative workforce that is more reflected of the society it serves.

Wyatt-Nichol and Antwi-Boasiako (2012) contend that workforce diversity has the capacity to enhance service delivery and performance by means of understanding the values and target populations the organization serves, especially for public employees in service delivery organizations (p. 750). In their study, the authors "examine the extent of diversity initiatives at various state and local government agencies and the degree to which state and local organizations exhibit best practices in diversity management" (p. 750). The results from the study indicate that diversity management is most effective

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when it is approached as an integrated and continuous process, specific to the needs of the organization as the workforce evolves (p. 769). Theobald and Haider-Markel (2008) contend that how government officials represent the population, is of upmost concern of any democracy. They assert that representation of interest is especially important to minorities and other often marginalized groups, such as women and the disabled. The authors suggest that "when considering the actions of government agents, perceptions of legitimacy, fairness, and justice in what actions are taken and how they are carried out has important implications for government legitimacy, especially in a democracy" (Theobald & Haider-Markel, 2008, p. 411). Moreover, Theobald and Haider-Markel (2008) suggest that having a group represented in government, perhaps will help racial and ethnic groups feel that government employees are acting in a legitimate manner. The work of several scholars is cited by the authors that discuss the fact that a substantial "amount of research on public policy considerations and adoption suggests that descriptive representation by minorities or females in public agencies result in better outcomes for the represented group" (Theobald & Haider-Markel, 2008, p. 412). Having a representative bureaucracy has the potential to create more positive policy outcomes. Representative bureaucracy is particularly important in matters of race. The next section will discuss race.

Race

Lowe (2009) argues that "although race became a part of the English language in the mid-sixteenth century, it did not take on its modern definition until the early nineteenth century" (p. 1113). The author discusses the ambiguous definition of race. He posits that race is a constant issue in American society, therefore it is essential that a

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single definition for race be established to help provide fair treatment under the law (p. 1114). Obasogie (2010) contends that until the mid-twentieth century, the dominant perspective was that social categories of race reflect inherent biological differences. Although the author supports the widespread unquestioned belief that race is primarily a matter of visually obvious physical features, she also includes other factors such as language and culture as factors that influence our racial imaginations (p. 596). Obasogie's study found that even blind people, in a conceptual sense, "see" race.

Ely (2004) and Wharton (1992) argue that "demographic characteristics of organizations, such as race and sex distributions, and group composition, help to shape the meanings people attach to their identity group memberships at work" (as cited in Barak, Cherin, & Berkman, 1998, p. 82). Ibarra (1995) suggests that being in the minority has considerable effects on individuals' affective experiences in the workplace, which include isolation in work groups and lack of identification in one-on-one relationships (p. 695). Linnehan, Chrobot-Mason, and Konrad (2006) assert that relational demography is the degree to which organizational members are similar or different in their demographic characteristics. The authors suggest that "racial similarity is often associated with increase liking, satisfaction, communication behavior, reduced conflict and intention to leave and actual turnover" (Linnehan, et al., 2006, p. 423). Race is just one aspect of diversity. The next section will discuss diversity.

Diversity

Frequently, individuals use the terms affirmative action and diversity interchangeably, supporting the myth that they are the same. Affirmative action and diversity are not the same. Proponents of diversity argue that Title VII of the Civil Rights

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Act of 1964, concerning affirmative action, and equal employment legislation have significantly aided in efforts to diversify the workforce, however these efforts have not been fully successful in fostering an environment of inclusion. Wong (2008) asserts that Affirmative action and EEO are legal mechanisms that attempt to level the playing field in the employment process. The authors contend that diversity is aimed at equity and inclusion in the workplace.

Diversity is not a new term. Cox (1995) contends that "diversity refers to the collective (all-inclusive) mixture of human differences and similarities along a given dimension" (p. 246). Diversity is defined by human qualities that are different from our own and those of groups to which we belong; but that are manifested in other individual groups. Diversity is often only evaluated by race and gender; however age, ethnicity, physical characteristics and qualities, sexual orientation, religious preferences, educational level, income, work experience, job title are all aspects of diversity. In an increasing competitive economy where talent is key to achieving goals and critical to improving the bottom line, targeting the largest and most diverse group of employees contributes to success in the workplace.

Stevens, Plaut, and Sanchez-Burks (2008) contend that a general definition of diversity refers to the extent to which a workgroup or organization is heterogeneous with respect to personal and functional attributes. The authors point out that diversity is, first and foremost, a cultural question and hence a question of norms, values, beliefs and expectations. Intrinsically, Stevens et al. (2008) posit that diversity is an ethical question and determined by some very essential founding principles of human coexistence. According to Ewoh (2008) organizations that successfully promote diversity initiatives

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must initially come to terms with the primary and secondary dimension of diversity. The primary dimensions and secondary dimensions of diversity include "those unchangeable human characteristics that are inborn and/or that exert an impact on a person's early socialization as well as future life" (p.112). Age, ethnicity, gender, ability, disability, race, sexual orientation, and others are examples of primary dimensions of diversity. Diversity measurements have evolved over time to include secondary dimensions such as culture, cognitive, and technical differences among employees. For instance, the current definition and measurements of diversity includes education, religious practices, family status, functional background organizational tenure, socioeconomic background, and personality to sway patterns of interaction between group members (Roberson, 2006).

The literature on the effects of diversity in the workplace varies. Some scholars argue that diversity is positive and leads to competitive advantages for organizations by increasing the pool of resources---networks, perspectives, styles, knowledge, and insights. For example, Barak and Levin (2002) contend that organizations that successfully address diversity, achieve certain benefits including: relief from discrimination and harassment, greater opportunities for growth, and job satisfaction (as cited in Bond & Haynes, 2014, p.170). Bleijenbergh, Peters, and Poutsma (2010) posits that "from a business case perspective, diversity is believed to engender competitive advantage by establishing a better corporate image, improving group and organizational performance and attracting and retaining human capital" (as cited in Ohemeng & McGrandle, 2015, p. 491). Bassett-Jones (2005) adds that benefits of diversity in terms of ethnicity, age, gender, personality and educational background, include enhanced creativity and problem solving capability.

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Some researchers, such as Milliken and Martins (1996), suggest that the impact of diversity is not always positive and perhaps may be a double-edge sword. Ely (2004) contends that other researchers see the negative consequences of diversity. Less social integration, more conflict, and less cohesion in groups include some of the possible negative outcomes of diversity. Research on age, sex, and race diversity has sometimes demonstrated adverse effects. Herring (2009) states that some critics view "diversity as process loss and that diversity incurs significant potential costs" (p. 208). He cites the fact that some scholars perceive that greater diversity may be linked with lower quality because it can lead to unqualified workers filling positions. D'Netto, Shen, Chelliah, and Monga (2014) suggest that previous studies reveal that a diverse workforce, especially in terms of race, has many problems, including communication breakdowns, low cohesion, and high turnover.

Certain barriers preclude successful implementation of diversity initiatives. These barriers, as characterized by Wentling (2004) include work environment barriers, people-related barriers, and diversity initiative related barriers. The author explains that work environment barriers include opposing agendas, size, and complexity of the organization and rapid economic change resulting in a decrease in resources for diversity initiatives (p. 177). Wentling (2004) contends that people-related barriers to diversity include the failure to comprehend the value of diversity, absence of support for diversity and slow involvement of some groups in the organization (p.177). The final barrier identified by the author is diversity barriers which include difficulty in evaluation and challenges in demonstrating returns on investment. Holladay, Day Anderson, and Welsh-Skiffington (2010) identify a lack of support throughout the organization, a lack of understanding

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about the value of diversity and lack of customization as an additional barrier to diversity. Overall, some scholars argue that diversity will prompt in-group and out-group distinctions and negative social processes, resulting in problems in group performance (D'Netto et al., 2014, p. 1246). Consequently, some individuals question diversity's true impact on business success.

Shifting workforce demographics such as increasing numbers of women, people of color, and multiple generations together in the workplace are mechanisms that organizations can use to strengthen support for workplace diversity and inclusion. Barak (2000) argues that the "problems stemming from today's workforce diversity are not a result of the changing composition of the workforce itself, but the inability of work organizations to truly integrate and use a heterogeneous workforce at all levels of the organization" (p. 339). The author suggests that organizations need to broaden their concept to include not only the organization itself, but also the greater system that constitute its environment.

Choi and Rainey (2010) point out that public organizations, through equal employment opportunity and affirmative action programs, have made workforce diversity more of a priority than private organizations. This has produced a greater level of diversity in public organizations. As a result, public organizations are tasked with managing a diversified workforce, a task that results in the need for more research on the impacts of diversity on organizational effectiveness. Popescu and Rusko (2012) discuss the importance of properly managing diversity in public organizations. The authors issue a reminder of the significance of workplace diversity and the prerequisite for comprehensive change to accomplish it through "changes in communications, leadership,

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power arrangements, structure, values, and related behaviors" (White and Rice, 2010, p. 303, as cited in Popescu & Rusko, 2012). Inclusion, an important aspect of diversity, will be discussed in the next section.

Inclusion

Inclusion is defined as "the degree to which an employee perceives that he or she is an esteemed member of the work group through experiencing treatment that satisfies his or her needs for belongingness and uniqueness" (Shore et al., 2010, p. 4, as cited in Settles, 2015). Miller (1998) describes inclusion as the extent to which individuals are allowed to participate and are enabled to contribute completely. Holvino, Ferdman, and Merrill-Sands (2004) consider inclusion "as equality, justice, and full participation at both the group and individual levels, so that members of various groups are not only afforded equal access to opportunities, decision-making, and positions of power, but they are actively desired because of their differences" (as cited in Vohra, 2015, p. 325). Matz, Carapinha, and Catsouphes (2012) postulate three primary premises related to "perceptions of inclusion: 1) feeling a sense of belonging or being part of a group, 2) feeling one's uniqueness is respected, and 3) having unobstructed opportunities to participate and contribute to achieving communal goals" (Matz, Carapinha, & Catsouphes, 2012, p. 52). The authors discuss previous studies which suggest that inclusion is positively linked with a variety of outcomes of interest to employers such as "organizational commitment, job performance, job satisfaction and work engagement" (p. 53).

Anand and Winters (2008) maintain that in light of the changing employee and customer demographics, increasingly more global business projects, and the reduction in

technically trained workers, diversity management is key. Moreover, diversity management is no longer just for improving workplace relationships, however, it is a necessary business expertise that all employees must possess to facilitate an inclusive work environment (p. 362). Pless and Maak (2004) discuss a culture of inclusion as one where an organizational environment permits "people with multiple backgrounds, mindsets and ways of thinking to work effectively together and to perform to their highest potential in order to achieve organizational objectives based on sound principles" (p. 130). The authors suggest that in this type of setting different voices are embraced and heard, and varying perspectives and viewpoints are valued. Overall individuals are urged to make creative and significant contributions.

Vohra et al. (2015) provide an argument for the importance of workplace inclusion, and contend that diversity is an outcome and inclusion is a process. They discuss a report from the company Deloitte, that suggest that when employees perceive that their organization is committed to and supportive of diversity and they feel included, the results include better business performance in the areas innovation, responsiveness to changing customer needs, and team collaboration. The authors state that perceptions of employee inclusion have been associated with organizational climate, which is characterized by both fairness and a diverse climate. Vohra et al. (2015) provide the following example of drivers of employee inclusion: "A climate characterized by open communication and transparent recruitment, promotion and development" (p. 328). At the interpersonal level, Vohra et al. (2015) identify respect and acceptance, empathy listening skills, dignity trust, decision making authority, and access to information as important aspects of inclusion. The following sections will discuss fairness, cooperation,

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support, openness, and empowerment- the factors of inclusion, as identified by the Office of Personnel Management (OPM, 2015).

Fairness

Barak and Levin (2002) state that an "important element in retention of employees from diverse backgrounds is their sense that they are treated fairly by the organization and that they are given equal opportunities in promotions and job opportunities" (p. 134). Chavez and Weisinger (2008) point out the use of the D.A. Thomas and Ely's discrimination-and-fairness paradigm as an organizational approach to diversity. The discrimination-and-fairness paradigm contends that leaders observe diversity through the lens of equal employment, fairness, recruitment, and compliance. This theory reflects an "assimilationist" view, with an emphasis on "color-and gender-blind" conformism (Chavez & Weisinger, 2008, p. 334).

McFarlin and Sweeney (1992) examine the significance of distributive and procedural justice. Distributive justice indicates the perceived fairness of the amounts of compensation employees receive. Procedural justice signifies the perceived fairness of the means used to establish those amounts. The results of their study suggest that distributive justice is a more important predictor of two personal outcomes, pay satisfaction and job satisfaction. Lee and Farh (1999) argue that a central tenet in organizational justice is that fairness in organizational procedures comprises an important determinant of work attitudes. They extend the conversation on procedural justice by stating that "when individuals are given the opportunity to provide input or influential information to the decision maker, it is likely that such a process enhances perceptions of fairness independent of the outcomes obtained" (Lee & Farh, 1999, p. 133). The authors

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also assert that distributive justice outcomes provide an energizing or motivational force for employees. Niehoff and Moorman (1993) contend that if employees perceive the outcome allocation of "decisions are made fair, they will be more likely to reciprocate by performing behaviors to benefit their organization that go beyond the in-role performance of their jobs" (p. 533). Adams (1963), famous for his work in equity theory, argued that perceptions of an unfair distribution of work rewards in relation to work inputs generate tension within an individual, and the individual is driven to resolve the tension.

Research demonstrates that the manner in which a leader administers rewards and punishments affects employees' internal cognitive processes (for example, fairness, role stress, etc.) and subsequently impacts their satisfaction (Podsakoff et al. 2006). Tremblay, Vandenberghe, and Doucet (2012) evaluate how reward and punishment behaviors are related to employee satisfaction, and how perceptions of justice mediate the effects of these behaviors. They found that contingent financial and social rewards were positively related to fairness and job satisfaction. However punishment behaviors employ a negative influence.

Burnett, Williamson, and Bartol (2009) contend that there is an increasing sentiment among organizational practitioners "that they can positively influence employees' job attitudes and behaviors by influencing employees' perception of their workplace attributes—specifically, the favorability of the outcomes that employees receive and how fairly they have been treated" (p. 470). The authors support the idea that the "link between employees' fairness perceptions and job attitude is grounded on an instinctive desire by employees to be evaluated and treated in an impartial, unbiased manner by organizational authorities (p. 470). The authors suggest that if organizations

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want to invoke the most positive workplace attitudes, they should create environments that are perceived as offering extraordinary levels of fairness and favorable outcomes. Hoff (2008) maintains that employees who perceive "organizational justice, experience equity in terms of compensation for their effort, ample opportunities to be actively involved in their company's decisions, and acknowledgement and respect from their employer for their work contributions" (p. 73).

Empowerment

Randolph (1995) contends that previous approaches of management, that dictate that the manager is in control and the employee being controlled, has become obsolete (p. 5). Kark, Shamir, and Chen (2003) assert that traditionally leaders have influenced, rather than empowered employees. Carson and King (2005) define empowerment "as the redistribution, or devolution, of decision-making power to those who do not currently have it, and it gives employees the power to do the job their positions demand" (as cited in Van Schalkwyk, Du Toit, Bothma, and Rothmann, 2010). The authors make a case for empowering that suggest that leaders should embrace empowerment rather than the traditional, hierarchical position-based leadership. Cunningham, Hyman, and Baldry (1996) contend that empowerment is a human resources term that involves an exchange of power from higher levels of employees to lower levels of employees within an organization (p. 144). The authors add that empowered employees become active problem solvers who contribute to the planning and execution of task. Van Schalkwyk et al. (2010) argue that empowerment redistributes power and provides a mechanism by which responsibility for performance is transferred to individuals. Cunningham et al. (1996) suggests that empowerment assumes a broadening of the range of activities or

degree of discretion attached to a specific task. Further, the authors explain that empowerment provides an opportunity for everyone to have some input into decision-making. O'Hara, Beehr, and Colarelli (1994) maintain that while inclusion has many facets, access to "sensitive information and decision-making influence are two of its most theoretically concise components" (p. 200). Chatterjee (2014) believes that empowering employees through active feedback mechanisms establishes open and honest communication. Instead of traditional patterns of waiting until annual performance evaluations, the author states that the focus should now be placed on regular communication to talk more openly about career aspirations and goals.

Schmidt (2009) argues that one of the challenges of human resource development staff is not only dealing with a diverse workforce, but limited resources and various training needs present additional challenges of deciding how to equitably distribute the organization's training resources. He postulates that training should be designed and delivered to meet the needs of all employees, that employees should feel that training resources are allocated equitably, and that employees should perceive that they are being treated fairly. Schmidt (2009) argues that several studies show a positive relationship between training, the strength of an individual's identification with and involvement in an organization (p. 302). Salazar, Pfaffenberg, and Salazar (2006) contend that empowerment is the process where managers share power with subordinates. Consequently, the authors argue that this power is interpreted as the formal authority over organizational resources" (Salazar, Pfaffenberg, & Salazar, 2006, p. 5).

Support

Cobb (1976) defines social support as an individuals' perception that he or she is loved, valued, and his/her well-being is cared about as a member of a social network of mutual obligation. House (1981) views social support as an interpersonal exchange. This exchange includes emotional concern, material aid, information, and appraisal. Eisenberger, Stinglhamber, Vandenberghe, Sucharski and Rhoades (2002) and Ford, Heinen, and Langkamer (2007) define workplace social support as "the degree to which individuals perceive that their well-being is valued by workplace sources such as supervisors and the broader organization in which they are embedded" (as cited in Kossek, Pichler, Bodner, & Hammer, 2011, p. 292)

Appu and Sia (2015) suggests that social support in organizations plays an essential role in employees' creative behavior. Caplan (1974) contends that "social support systems consists of continuing social aggregates that provide individuals with opportunities for feedback about themselves and validations of their expectations of others" (as cited in Appu & Sia, 2015, p. 1). Appu and Sia (2015) add that social support in organizations also includes employees' perceived support from coworkers. Rhoades and Eisenberger (2002) posit that employees with high level of perceived organizational support view their jobs more favorably (e.g., increased job satisfaction, more positive mood, reduced stress) and are more invested in their organization (as cited in Chen, Eisenberger, Johnson, Sucharski, & Aselage, 2009).

Openness

Winn and Glover (2010) contend that openness to diversity is a bottom-up approach that includes viewing differences as a means of value, where the organizational

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culture is changed through the interactions with others. Scholars (e.g., Homan et al., 2008; Hough, 2003; Judge Thoresen, Pucik, & Welboune, (1999) argue that openness, which is characterized by high level of uncertainty, change, and diversity; is often considered one of the key personality variables in explaining individuals' behavior.Woo, Chernyshenko, Stark, and Conz (2014) argue that theories and some empirical research (e.g. LePine, Colquitt, & Erez, 2000; Pulakos et al., 2002) suggest that individuals predisposed to be open are able to adapt to changes in the work environment. Woo et al. cite other scholars (e.g. Shalley, Zhou, & Oldham, 2004) that argue individuals who are open generate creative ideas that contribute to the organization's innovation, effectiveness and survival. Homan et al. (2008) contend that individuals that are open capitalize on the diversity of their work group.

McCrae and Costa (1997) constructed a widely accepted five-factor model, to describe five factors of personality including: agreeable, neuroticism, extraversion, conscientiousness, and openness to experience (as cited in Homan et al., 2008). McCrae and Costa (1997) define openness to experience as the "breath, depth, and permeability of consciousness, and in the recurrent need to enlarge and examine experience" (p. 826). McCrae (1987) and Flynn (2005) posit that openness to experience is correlated with diverse thinking. Homan et al. (2008) cite previous studies (Costa & McCrae, 1992; LePine, 2003; McCrae, 1987) that found individuals who mostly aligned with openness were able to consider different perspectives and were more flexible with ideas. Homan et al. (2008) contends that the attributes of openness to experience are very fitting when exploring the dynamics of a diverse team (Cox et al., 1991; van Knippenberg et. al,

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2004). Homan et al. (2008) suggest that openness should enable diverse teams to make better use of these differences and perform better" (p. 1208).

Cooperation

Jackson (1983) argues that workplace cooperation creates a relationship among peers that enables co-workers to discuss, reconcile and/or negotiate job-related demands (as cited in Harris, James, & Boonthanom, 2005). Waser and Johns (2000) contend that communication challenges surface between individuals who have very distinct ways of viewing the world but may be exacerbated by misinterpretation of organizational practice or interpersonal reactions.

Lopez-Rocha (2006) discusses the importance of language, the basic form of communication, and often the most universal source of conflict. Conflicts often arise when information is misinterpreted or when language is incorrectly translated through ideas or materials from one language to another (Hersey & Blanchard 1993, as cited in Lopez-Rocha, 2006). The author cautions that language is not limited to the lexicon and the grammar, but it also involves the "context" in which communication takes place. Campbell (1991) suggests that when language is ignored or devalued, an essential part of the individual's identity is also ignored or devalued. Roberts McNulty, and Stiles (2005) contend that cooperation centered on constructive but critical realistic feedback is important to making good decisions. The authors suggest questioning, discussing, or informing are examples of behaviors that help accomplish such cooperation.

Berman, West, and Richter (2002) examine workplace friendships, "which involve mutual commitment, trust, and shared values or interests between people at work, in ways that extend past acquaintanceship but that exclude romance" (p. 217). They

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contend that workplace friendships may help to reduce workplace stress, increase communication, assist employees and managers accomplish tasks, and aide in the process of organizational change (p. 217). The authors explain that workplace friendship is more than just acting friendly, and they involve relations between unequal age, status, and gender. Berman et al. (2002) argue that workplace friendships increase support and information that helps individuals do their job.

Carroll (2006) contends that "ethical organizations take care of their employees, working to build trust through positive communication efforts, as well as demonstrated respect for employees and acting with integrity in all employee relations" (as cited in Mishra, Boynton, & Mishra, 2014, p. 184). The Edelman Trust Barometer (2012) revealed that businesses that are more trusted treat employees well and frankly share information. Mishra et al. (2014) assert that communication involves a two-way exchange of information; and that communication takes place between managers and employees. The authors cite Lowenstein's (2006) study that demonstrated that managers' internal communication with their employees motivates their subordinates to provide superior service to customers. OPM asserts that factors of inclusion are related to engagement. The following section will discuss engagement.

Engagement

Kahn (1990) defines "personal engagement as the harnessing of organization members' selves to their roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances" (p. 694). His belief was that personal engagement incorporates the concept that people need both self-expression and self-employment in their work lives. Subramoniam (2013) contend that a

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number of scholars perceive that workforce "engagement is based on a number of factors including how well people fit in their jobs, the culture and purpose of the company, leadership (top leadership values and leadership communication), immediate supervisor, social relationship, total rewards, opportunities for growth, work-life balance, and the quality of life in the work place" (p. 31).

Stanislavov and Ivanov (2014) contend that employee engagement has joined with employee motivation, satisfaction and commitment as an emerging issue in the workplace. They cite Saks (2006) definition of employee engagement as "a unique construct that consists of cognitive, emotional and behavioral components that are associated with individual role performance" (Stanislavov & Ivanov, 2014, p. 24). Another description of employee engagement includes employees who demonstrate a passion for both their work and the organization, which suggests and overall commitment and contribution to organizational success (Carter & Baghurst, p. 454, as cited in Settles, 2015).

James, Mckechnie, and Swanberg (2011) maintain that employee engagement includes concepts such as affective, behavioral, and cognitive dimensions of job involvement. The authors cite Glaspie and Nesbitt's (2004) idea that "fully engaged employees are those who go beyond what their job requires, putting in extra effort to make the company succeed" (p. 1). According to James et al. (2011) an engaged employee is less stressed, more satisfied with their personal lives, more productive, less likely to use health care and have fewer sick days (p. 178).

In an effort to examine the link between trust and employee engagement, Downey et al. (2015) cite the following factors as antecedents of engagement: perceived

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organizational support, perceived supervisor support, procedural justice, and distributive justice. The authors contend that when an organization attempts to "provide resources and support, their employees will reciprocate by fully engaging in their work roles" (p. 36). Liden, Wayne, Zhao, and Henderson (2008) suggest that the distinctive talents of employees must be recognized, utilized, and developed for an organization to achieve effectiveness (p. 162). Employees that are engaged become actively involved and support the organization with ethical and dedicated input (also cited in Settles, 2015). Research suggests that organizations experience increased success when employees are engaged.

Bakker (2011) contends that work engagement is recognized as one of the leading concepts for well-being at work. Bakker, Albrecht, and Leiter (2011) argue that work engagement has become an important issue for organizations and practitioners because of its link with performance and other positive indicators such as extra-role behavior and affective commitment. Schaufeli, Martinez, Pinto, Salanova, and Bakker (2002) suggest that work engagement is defined as a positive work-related state of fulfilment.

Summary

Since the passage of the Civil Rights Act of 1964, subsequent laws and Executive Orders have been signed to address workplace diversity. The problem is that laws aimed at diversity have not always translated into workplace inclusion. Nishii (2013) argues that in the last several years, diversity rhetoric has shifted from a focus on diversity management to one on inclusion. The author cites Holvino, Ferdman, and Merrill-Sands (2004) definition of inclusion which "reflects the recognition that for organizations to reduce problems associated with demographic diversity—such as high risk of conflict and turnover—organizations need to proactively create inclusive environments that make

it possible to leverage diversity's potential benefits" (p. 1754). To extend this argument, Ferdman and Davidson (2004) and Shore et al. (2010) contend that "the current wisdom is that to really manage both the problems and the potential benefits associated with diversity, organizations need to create environments that are inclusive of all employees" (as cited in Nishii, 2013, p. 1755).

OPM asserts that workplace inclusion is a contributing factor of employee engagement. However, the research on employee engagement as it relates to the factors of fairness, cooperation, support, openness and empowerment is limited. Engagement is predicted by perceived organizational support (Saks, 2006), management practices and the work environment (Richman, 2006), and emotional intelligence (as cited in Brunetto et al., 2013, p. 2789). Brunetto et al. (2013) also cite May et al. (2004) study which identified that effective leadership, co-worker relationships, interesting tasks and effective job resources all predict employee engagement. Previous research (e.g., Wang & Heish 2013; Crawford, LePine, & Rich, 2010) suggests that trust is a vital element of employee engagement. Based on the literature it appears that the inclusion factors identified by OPM, will contribute toward inclusion. However the research is limited in this area.

CHAPTER III

THEORECTICAL FRAMEWORK

The social-psychological theory of social identity theory offers insight into

inclusion in the context between individual employees, groups, and the work

environment. Although there are many theories relating to diversity and inclusion, social

identity theory is discussed due to its relationship to the factors identified for OPM's New

IQ. The theory of diversity climate is also discussed due to its relationship with employee

perception and organizational outcomes.

Social identity theory

Social identity theory offers one approach toward addressing diversity and

inclusion. Tajfel (1974) suggests that this theory was created to rationalize an

individual's tendency to discriminate in favor of in-group members even in conditions

where group memberships were randomly determined. Findler, Wind, and Mor Barak

(2007) define social identity as a cognitive social psychological theory that has origins in

Europe. It bridges the gap between social structure and individual identity through the

values to their membership in identity groups centered on characteristics such as race,

ethnicity, and gender. Social identity suggests that the role of the individual's self-

membership in the social group together with the merit and emotional impact is attached

to that membership. Findler et al. (2007) describe how this theory may result in groups

creating an "us" and "them" notion, an in-group and out- group sense due to the

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perception of oneness with a group or persons. The authors cite that most organizations

have diverse groups or affinity groups. Cho and Mor Barak (2008) maintain that "social

identity links diversity characteristics and perception of inclusion because it signifies that

employees' perceptions of organizational actions and policies are shaped by their

belongings to specific identity groups" (p. 106).

Diversity Climate

Diversity Climate is important to the concept of inclusion. Recent scholarship

links diversity climate with the concept of inclusion (Blank & Slipp, 1994; Goldman et

al. 2006, and Roberson & Block, 2001). Schneider (1990) defines climates as

"incumbents' perception of the events, practices, and procedures and the kinds of

behaviors that get rewarded, supported, and expected in a setting" (p. 384). Barak,

Cherin, and Berkman (1998) define diversity climate as the extent to which

underrepresented employees are integrated in the workplace and employees' shared

perceptions of impartial policies and practices. Blank and Slipp (1994); Goldman, Gutek,

Stein, and Lewis (2006), and Roberson and Block (2001) argued that "this concept is

vital in light of evidence suggesting that many employees from underrepresented groups

(minorities and women) frequently feel marginalized, excluded, or discriminated against,

which reduces their motivation and ability to contribute to organizational functioning" (as

cited in McKay, Avery, & Morris, 2009, p. 768).

Kossek and Zonia (1993) define diversity climate as the degree to which

employees perceive that the organization values and promotes diversity. The authors

assert that in large organizations, the climate for diversity is often "influenced by the way

in which organizational policies pertaining to distribution of resources and opportunities

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across racioethnic and gender groups in the department are key events shaping diversity climate and members' perceptions of intergroup relations" (Kossek & Zonia, 1993, p. 65). They cite examples of essential resources to career advancement, which include access to staff, technology, release time and funds.

McKay, Avery, and Morris (2009) contend that climate acts as a direct function by channeling employee behaviors toward achieving critical organizational objectives. Cox (1994), Gilbert and Ivancevich (2000), and Robinson & Dechant (1997) assert that diversity theorists have proposed that encouraging climates have positive outcomes for organizational performance through increased creativity, cooperation, problem solving, improved access to diverse consumer makers, and enhanced image.

Sliter, Boyd, Sinclair, Cheung, and McFadden (2014) examine the influence of diversity climate on the experience of interpersonal conflict. As it relates to diversity climate, the authors discuss research that suggest that employees from underrepresented groups such as minorities and women often feel excluded, targeted, or discriminated (p. 45). The study conducted by Sliter et al. (2014) found that diversity climate perceptions were linked to several important organizational and employee outcomes such as engagement and burnout. They concluded that diversity climate could be a useful tool in eliminating interpersonal conflict in the work environment (p.52).

Conclusion

Nishii (2013) argues that in describing the relationship between demographic diversity and inclusion, scholars have often borrowed almost exclusively from psychological theories. This study focuses on social identity theory. Bargh and Chartrand (1999) contend that social identity theory is employed in categorizations of others and are

based on demographic attributes, which result almost automatically in biases that favor in group members over out group members. Social identity theory supports the tenets of the New IQ as developed by OPM. The basis for OPM's New IQ is that everyone has unconscious habits that prompt them to make certain decisions. The second theory used for this study is diversity climate. McKay, Avery, and Morris (2008) contend that perceptions of a fair diversity climate directly impact minority group performance. Buttner, Lowe, and Billings-Harris (2010) argue that diversity climate affects outcomes such as commitment and turnover intentions regardless of race. Because the study is based on the perceptions of employees, the theory of diversity climate is essential.

CHAPTER IV

RESEARCH METHODS

This chapter will detail the methodology used for this study. The chapter is organized in the following order. The general model, hypotheses, and related literature for the research are discussed in the first section. The second section includes discussion on the expectations and research questions. The third section includes information on the data collection and procedure. Next, the data analysis is discussed. The statement of expectant findings is discussed in the final section of this chapter.

The following hypotheses are constructed based on the diversity and inclusion literature regarding social identity and diversity climate. The literature is consistent with other research on organizations that "being in the minority has significant effects on individuals' affective experiences in the workplace, which includes feelings of isolation and lack of identification in one-on-one relationships" (Chrobot-Mason 2004, Ibarra, 1995; Jones & Schaubroeck, 2004; Barak & Levin, 2002; as cited in Findler et al., 2007, p .64). Mor Barak and Cherin (1998) argue that "employee perception of inclusion/exclusion is conceptualized as a continuum of the degree to which individuals feel a part of essential organizational processes, including access to information" (p. 48) (this relates to fairness), connectedness to supervisors and co-workers (this relates to cooperation), and ability to participate in and influence the decision-making process (this relates to empowerment) (pg. 48). Miller (1998) posits that when differences are regarded

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as valued resources, as in a truly inclusive environment, individual and group differences no longer need to be suppressed. He argues that inclusion increases the total human energy available to the organization. The hypotheses are built upon the theoretical frameworks of both social identity and diversity climate.

Figure 1   General Model

Hypotheses

Hypothesis 1: There is a difference in perception of fairness in the work

environment based on whether an employee is a minority or non-minority.

Hypothesis 2: There is a difference in perception of cooperation in the work

environment based on whether an employee is a minority or non-minority.

Hypothesis 3: There is a difference in perception of empowerment in the work

environment based on whether an employee is a minority or non-minority.

Hypothesis 4: There is a difference in perception of support in the work

environment based on whether an employee is a minority or non-minority.

Hypothesis 5: There is a difference in perception of openness in the work

environment based on whether an employee is a minority or non-minority.

Hypothesis 6: Employees' perceptions of fairness will have a positive

relationship to employee engagement.

Hypothesis 7: Employees' perceptions of cooperation will have a positive

relationship to employee engagement.

Hypothesis 8: Employees' perceptions of empowerment will have a positive

relationship to employee engagement.

Hypothesis 9: Employees' perceptions of support will have a positive

relationship to employee engagement.

Hypothesis 10: Employees' perceptions of openness will have a positive

relationship to employee engagement.

The following sections provide literature to support each hypotheses.

Hypothesis 1: There is a difference in perception of fairness in the work

environment based on whether an employee is a minority or non-minority.

In an effort to examine managing diversity and creating a welcoming and

inclusive environment, Findler et al. (2007) stress that individuals from diverse groups

(i.e. women, members of racial and ethnic minority groups, and the disabled) often find

themselves excluded from networks of information and opportunity. Konrad, Ross, and

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Linnehan (2006) examine perceived fairness of promotions. They discuss the research that reveals that African Americans are promoted at slower rates than Whites. Additionally, African Americans are given lower performance ratings than Whites and rated lower than Whites in selection interviews.

Scholars (e.g. Miller, 1986; Morrison & Von Glinow, 1990; O'Leary & Ickovics, 1992) contend that "one of the most frequently reported problems faced by women and minorities in organizational settings is their limited access to or exclusion from informal interaction networks" (as cited in Barak et al., 1998, p. 85). The authors discuss the fact that "literature indicates that women and members of racial/ethnic minority groups are exposed to discrimination and exclusion in the workplace more often than are Caucasian men" (Barak et al., 1998, p.85). Consequently, racial/ethnic minorities are more likely to perceive organizational policies and procedures less favorable than Caucasian men and women due to past institutionalized discrimination. This hypothesis was built upon the diversity climate theory. Diversity climate is important to the concept of inclusion.

Hypothesis 2: There is a difference in perception of cooperation in the work environment based on whether an employee is a minority or non-minority.

Mor-Barak and Cherin (1998) discuss previous studies that found that "older adults, women and individuals from various cultural and ethnic groups often feel excluded from networks of information and opportunity" (p. 50). They contend that the motivation for such exclusionary behaviors can be attributed to both overt and covert racism, sexism, and ageism in addition to other forms of discrimination (Bernstein & McRae, 1973; Gaertner & Dovidio, 1986; Larkey, 1996, as cited in Mor-Barak & Cherin, 1998).

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The insider or outsider distinction has been used to examine employees'
perception of inclusion. Stamper and Masterson (2002) examine the concept of perceived
insider status. The authors cite findings that minority status, based on race or gender, has
been associated with lack of development of social network connections that benefit
career goals and progression (Brass, 1985, as cited in Stamper & Masterson, 2002). This
may prevent minority members of the organization and majority group members from
interacting, therefore causing minority members to feel marginalized or that they do not
belong. The results from Stamper and Masterson's study demonstrate that organizational
functioning through discretionary employee behaviors are effected by both actual
inclusion and perceived insider status.

Rich (1974) through a series of studies, found that black and whites have varying
meanings for verbal and nonverbal behaviors, however the two groups were unaware of
the differences. These differences resulted in miscommunication. Other scholars have
written about the difference in black and white communication styles. For instance,
Asante and Davis (1985) in a series of studies found that communication processes
between blacks and whites were impacted by superior/subordinate and cultural factors,
not just verbal and nonverbal conduct. Lowenstein and Glanville (1994) examine
diversity and conflict in a health care setting. The authors determine that validating and
clarifying perceptions of goals and task assignments is vital (p. 209). Additionally,
educating employees on cultural sensitivity can help enhance team building, and
productivity. The result of utilizing diversity for creativity and conflict resolution can
lead to a more fulfilling work place.

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Pelled, Ledford, and Mohrman (1999) explore how multiple dissimilarity variables are linked to an employees' inclusion in an organization. They argue that language is another example of supplementary mechanism resulting in dissimilarity to have relations with influence and information access. The authors assert that "language barriers, like differences in historical experiences and values, constitute a supplementary negative link from dissimilarity to influence and from dissimilarity to information access" (Pellard et al., 1999, p. 1017). Their study revealed that individual dissimilarity in race and gender were negatively linked with inclusion. The results from Pelled et al. (1999) study extend the literature on workplace diversity because visible differences may dictate whether an individual's differences hinder or encourage organizational inclusion. The theory of diversity climate was used to develop this theory. Sliter et al. (2014) suggest that "employees from underrepresented groups such as minorities and women often feel excluded, targeted, or discriminated against" (p. 45). The authors assert that diversity climate is a potential mechanism in eliminating interpersonal conflict in the workplace.

Hypothesis 3: There is a difference in perception of empowerment in the work environment based on whether an employee is a minority or non-minority.

Jacobs, Lukens, and Useem (1996) examine factors that account for the unevenness of worksite training. Their study discusses previous research that report the social norm of American society also dictates the allocation of workplace training. For instance, younger male and female employees are about equally likely to profit from organizational training, however men are more likely to receive on-the-job training than women (p. 161). The same report shows that nonwhites are not likely to receive either.

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The authors suggest that the inequitable allocation of training opportunities may be a result of past or present employment practices that favor or discriminate against certain groups.

Khosrovani and Ward (2011) conducted a study to examine how African Americans perceive their own access to workplace opportunities. They cite extensive literature which found that African Americans as a racial minority group receive fewer opportunities and career benefits in corporate settings, specifically where such opportunities and benefits involves white males (p. 134). In their study, the authors found that most African Americans did not believe that they received equal opportunities from employers in the area of advanced training, mentoring, and promotions. Khosrovani and Ward (2011) argue that "advance training and mentoring are the catalyst for promotion, and that employees who do not receive adequate training and mentoring would not be able to move into a higher position" (p. 139). The diversity climate theory was used to develop this hypothesis. As cited in the diversity climate theory section, examples of essential resources to career development, policies pertaining to the distribution of resources and opportunities across racioethnic and gender groups are just a few examples of diversity climate factors.

Hypothesis 4: There is a difference in perception of support in the work environment based on whether an employee is a minority or non-minority.

Jeanquart-Barone (1996); McKay et al. (2007); Simons, Friedman, Liu, and McLean Park (2007) contend that in diverse work environments, race influences employees' organizational experiences, which may have an influence on their attitudes and behaviors (as cited in Singh, Winkel, & Selvarajan, 2013, p. 244). Singh et al. (2013)

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cite Simons et al. (2007) and McKay et al. (2007) that "minorities, who file more complaints of discrimination and hostile work conditions are more likely to have stronger reactions to working conditions related to diversity (p. 244). Cox (1993) defines diversity climate as encompassing individual-level factors (e.g. identity, prejudice, discrimination, group-level factors (e.g., culture, intergroup conflict), and organizational factors (e.g., job satisfaction and commitment) (as cited in Triana, Garcia, and Colella, 2010). The diversity climate theory was used to develop this hypothesis
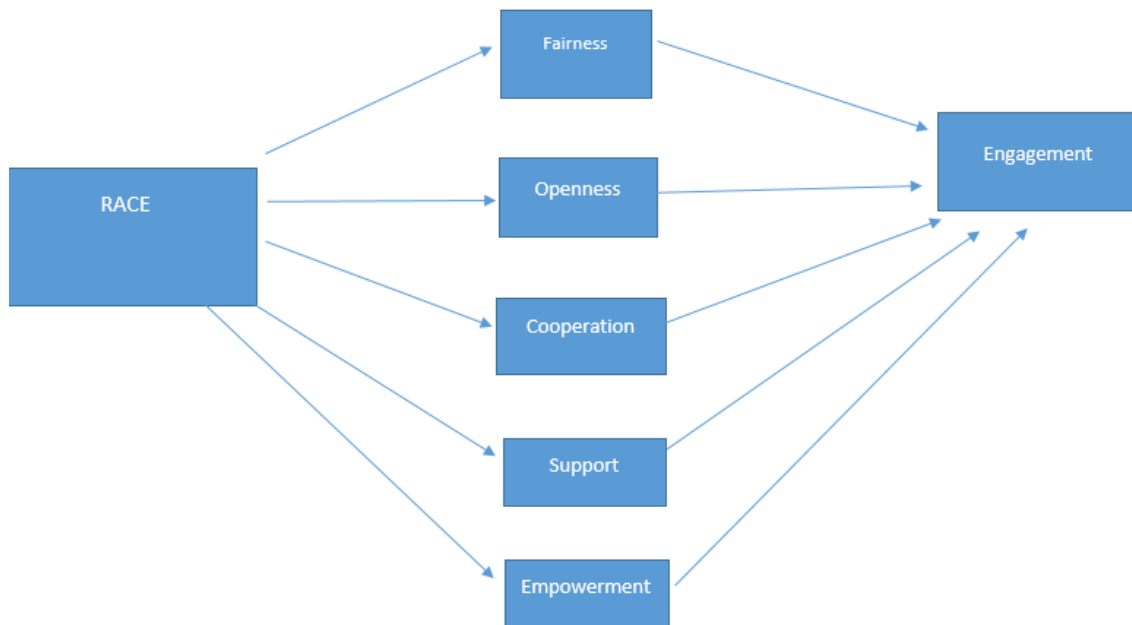
Hypothesis 5: There is a difference in perception of openness in the work environment based on whether an employee is a minority or non-minority.

Mintz and Krymkowski (2010) maintain that workplace authority is unevenly distributed along lines of race, ethnicity, and gender. Previous studies show that white males tend to exercise their authority more than minorities. Smith (1999) contends that access to positions that carry authority is not equally available to minorities. Wilson (1997) and Smith (2001) both determined that the journey to positions with increased levels of authority were more convoluted for African Americans than whites (as cited in Mintz & Krymkowsk, 2010, p. 26).

Flynn (2005) argues that previous research found that when measuring openness to the experience in Caucasians, if the results were high for openness, then these individuals demonstrated more attitudes of tolerance toward African Americans. Specifically, Flynn (2005) cites studies (Strauss & Connerley, 2003; Thompson, Brossart, Carlozzi, & Miville, 2002) that employ the scale known as the Universal-Diverse Orientation (UDO) which measures if individuals are aware and accepting of people from diverse backgrounds (p. 817). Strauss and Connerley (2003) and Flynn (2005)

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contend that individuals that score high on the UDO connect with similar individuals and at the same time have an understanding of individuals that are different. Thompson et al. (2002) goes further to explain that individuals that score high on the UDO demonstrate certain qualities such as valuing individuals unique qualities, and enjoy diverse interactions in their social encounters (as cited in Flynn, 2005). Flynn (2005) contends that individuals that exhibit openness are "less likely to report having prejudicial racial attitudes" (p. 817). Some scholars (e.g. Avery, 2003; and Mckay et al., 2007) posit that that those most likely to experience discrimination based on gender, race, or ethnicity are most likely to positively benefit from healthy diversity environments. This hypothesis was developed using diversity climate.

Hypothesis 6: Employees perception of fairness will have a positive relationship to employee engagement.

Tyler, Degoey, and Smith (1996) argue that "procedural fairness is important because it informs people about their social connection to groups and group authorities" (p. 914). Lind and Tyler (1998) suggest that if procedures communicate to employees that they are respected, then employees will judge the organization as being worthy of pride (as cited in Edwards & Edwards, 2012, p. 110). Edwards and Edwards (2012) add that the result is employees are more likely to respond with identification when procedural fairness exits. The idea of fairness and organizational identity have been presented as a part of the group engagement model (Tyler & Blader, 2000, 2003), which extends the explanation of an expected link between procedural justice and identification (as cited in Edwards & Edwards, 2012). This hypothesis was constructed based on the social identification theory. Hahn-Tapper (2013) contends that social identity theory

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assumes that structured intergroup encounters reflect or are influenced by the dynamics that exist between groups.

Hypothesis 7: Employees perception of cooperation will have a positive relationship to employee engagement.

Blader and Tyler (2009) suggest that the "degree to which an organization forms a part of employees' social identities will influence a dominant basis for whether they engage in the organization and, subsequently, whether they cooperate and form positive attitudes towards their employer" (p. 445). Reissner and Pagan (2013) examine ways in which managers seek to generate employee engagement through both directive and discursive management communication activities and the way in which employees experience them. They contend that organizational engagement activities develop and strengthen employee engagement. The authors cite research from Alfes, Shantz, and Truss (2012) and Eisenberger, Armeli, Rexwinkel, Lynch, and Rhoades (2001) which suggest that social relationships at the work place are reciprocal. Saks (2006) specifically established that employee engagement develops through a model of social exchange (as cited in Reissner & Pagan, 2013). The study by Reissner and Pagan (2013) found that managers from the organization NorthService promoted an interactive and intercommunicative culture through engagement activities.

Kular, Gatenby, Rees, Soane, and Truss (2008), Alfes et al. (2008), and Delbridge and Whitefield (2001) found that "(1) managers communicating strategic and operational matters to employees; and (2) employees being able to communicate upwards with their managers have been shown to facilitate the generation of employee engagement" (as

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cited in Reissner & Pagan, 2013, p. 2744). Bakker et al. (2011) contends that communication is the primary mechanism for organizational engagement.

Mone and London (2009) define an engaged employee as someone who feels involved, committed, passionate, empowered and demonstrates those feelings in work behavior. The authors contend that when managers and employees set goals collaboratively, employees become more engaged. Mone and London believe that providing ongoing feedback to employees helps improve performance, which is a key tenet of employee engagement.

Mishra et al. (2014) cite the work of Chong (2007), Saks (2006), and Welch & Jackson (2007), who all stress the positive relationship between internal communication and employee engagement (p. 185). The authors contend that internal communication between managers and employees should enhance trust between them and lead to greater employee engagement with the company. Pounsford (2007) argued that communication strategies such as storytelling, informal communication, and coaching led to greater employee engagement, as well as increased levels of trust in the organization and increased revenue due to greater customer satisfaction (as cited in Mishra et al., 2014, p. 185). Social identity theory was used to form this hypothesis. Ellemers and Haslam (2012) contend that "social identity theory defines the circumstances under which social identities are likely to become important, so that they become the primary basis of social perceptions and behaviors" (as cited in Hahn-Tapper, 2013, p. 417).

Hypothesis 8: Employees' perceptions of empowerment will have a positive relationship to employee engagement.

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Niehoff and Moorman (1993) and Hoy & DiPaola (2005) discovered that when organizations or management teams demonstrate and provide administration, equity, and empowerment to employees, and consider the emotions and perceptions of its workforce, then work efforts are not only enhanced, but it also encourages employees to engage in organizational citizenship behaviors.

Quinn and Spreitzer (1997) contend that psychological empowerment increases employees' sense of personal control and motivates them to engage in work, which positively effects managerial and organizational outcomes. Quinones, van Broeck, and De Witte (2013) examine contributions of psychological empowerment in the association between job resources and work engagement. The authors cite previous studies that suggest that psychological empowerment is a significant predictor of work engagement (p. 129). Stander and Rothmann (2010) examine the relationships among job security, psychological empowerment, and work engagement (as cited in Quinones et al., 2013, p. 129). The authors found that psychological empowerment related positively to work engagement. Quinones et al. (2013) also discuss the Bhatnagar (2012) study, which explored the links between psychological empowerment, work engagement, and innovation. Bhatnagar's study showed that psychological empowerment encouraged work engagement which led to increased levels of innovation. The results from Quinones et al. (2013) study suggest "that job resources may increase the perception of being empowered at work, which then represents an important factor to enhance work engagement" (p. 127). Greco, Laschinger, and Wong (2006) explain that if employees experience an empowering workplace that fosters a fit between their expectations and their working conditions, it is likely they would be more engaged in their work. This

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hypothesis was developed based on the social identity theory. Ellemers and Haslam (2012) argue that "social identity theory is a truly social psychological theory, in that it focuses on the social context as the key determinate of self-definition and behavior" (as cited in Hahn-Tapper, 2013, p. 411). Hahn-Tapper contends that social identities are one of the fundamental measures through which power is enacted.

Hypothesis 9: Employees' perceptions of support will have a positive relationship to employee engagement.

Schaufeli and Bakker (2004); Rich, LePine, and Crawford (2010); and Christian, Garza, and Slaughter (2011) suggest that engagement may be a fundamental workplace instrument that accounts for a wide range of behavioral and attitudinal mechanisms (as cited in Alfes et al., 2013). Alfes et al. (2013) cite scholars (Schaufeli & Baker, 2004; and Rich et al.,2010) that preivous studies have found that job engagement increased the frequency with which individuals demonstrate organizational citizenship behaviors (OCB) toward the organization. Alfes et al. (2010) argue that engaged employees who have positive perceptions of organizational support are more likely to translate their engagement into OCB's that support the organization. Many scholars (e.g. Kahn, 1990; Saks 2006; Kular et al. 2008) found that job characteristics and organizational support positively influence engagement. Saks (2006) identified the following antecedents of engagement: perceived organizational support, reward and cognition, procedural justice, and distributed justice. This study employs the social identity theory. Tyler (1999) contends that social identity maintains that when people feel that their organization values and appreciates them, it demonstrates the organizations respect for them or of their position within the organization.

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Hypothesis 10: Employees' perceptions of openness will have a positive

relationship to employee engagement.

Albrecht, Dilchert, Deller and Paulus (2014) contend that "openness plays an important role in determining what kind of experiences individuals seek out not only in their personal lives, but also in work environments" (p.64). Previous research from Kealey (1996) found that individuals that are categorized as open are generally receptive of individuals from diverse cultures (as cited in Albrecht et al., 2014). This hypothesis was developed with the social identity.

Expectations and Research Questions

This research examines whether the assumptions that OPM has made regarding the New IQ are in fact correct. The New IQ was recently created and there have been few studies to analyze its appropriateness. The social identity theory and diversity climate literature relating to inclusion were used to formulate the aforementioned hypotheses. The literature on diversity, race, fairness, cooperation, support, openness, empowerment, and engagement were also considered. In the section below, the expectations for this study aimed to answer the research questions based on the theories outlined in chapter three.

1. What is the relationship between the demographic characteristic of race and perception of inclusion?

    A. Expectation 1: I expect that there will be a difference in perception of fairness based on whether an employee is minority or non-minority.

    B. Expectation 2: I expect that there will be a difference in perception of cooperation based on whether an employee is minority or non-minority.

C. Expectation 3: I expect that there will be a difference in perception of empowerment based on whether an employee is minority or non-minority.

Expectation 4: I expect that there will be a difference in perception of support based on whether an employee is minority or non-minority.

D. Expectation 5: I expect that there will be a difference in perception of openness based on whether an employee is minority or non-minority.

2. Is there a positive relationship between fairness and engagement?

A. Expectation 6: I expect there to be a positive relationship between fairness and engagement.

3. Is there a positive relationship between cooperation and engagement?

A. Expectation 7: I expect there to be a positive relationship between cooperation and engagement.

4. Is there a positive relationship between empowerment and engagement?

A. Expectation 8: I expect there to be a positive relationship between empowerment and engagement.

5. Is there a positive relationship between support and engagement?

A. Expectation 9: I expect there to be a positive relationship between support and engagement.

6. Is there a positive relationship between openness and engagement?

A. Expectation 10: I expect there to be a positive relationship between openness and engagement.

Data Collection & Procedure

To examine each hypothesis the data from the 2015 Federal Employee Viewpoint Survey (FEVS) was used. The survey is administered each year by the Office of Personnel Management (OPM), and gives government employees the opportunity to freely share their perceptions regarding work experiences, their agencies, and their leaders. According to OPM, 421,748 employees responded to the survey in 2015. The survey respondents include both full- and part-time and headquarters and field office employees; veterans and non-veterans; individuals with disabilities; and employees with different educational backgrounds. The respondents are from the forty-one large agencies within the federal government. The sample was stratified and representative of the different demographic groups in the federal workforce (OPM, 2015). The 2015 FEVS was administered from April 27, 2015 until June 12, 2015 by email survey link. The survey provides an opportunity for employees to influence change in their respective agency. Employee participation was voluntary and the responses were confidential.

Method of Analysis

The study provides descriptive statistics for all of the final variables (means, variances, frequency distribution) in the model. The ten hypotheses were tested with bivariate statistics, specifically cross tabulations and T-Tests for differences between means. The entire model was tested using multiple regression equations.

Measurements

The 2015 FEVS was designed to examine perceptions of federal employees in categories such as job satisfaction and organizational commitment. This study primarily

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focuses on The New IQ Index, which was developed by OPM. According to OPM, this index identifies behaviors that create an inclusive environment and is centered on the premise that repetition of inclusive behaviors will create positive habits among the team and managers. OPM contends that the behaviors "included in the New IQ can be learned, practiced, and developed" (OPM, 2015). OPM also asserts that workplace inclusion is a contributing factor of employee engagement and organizational performance (OPM, 2015). The New IQ includes five habits of inclusion. These habits include an environment that is-Fair, Open, Cooperative, Supportive, and Empowering.

This study also examines the relationship between Fairness, Cooperation, Openness, Support, and Empowerment. OPM maintains that employee engagement is the employees' sense of purpose. The survey items used in the 2015 FEVS survey were answered on a 5-pint Likert scale (5 ="strongly agree" to 1 = "strongly disagree").

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Measures

Table 2   Dependent Variables, Survey Numbers & Survey Questions

DEPENDENT VARIABLE	SURVEY NUMBER	QUESTION
ENGAGEMENT	4	My work gives me a feeling of personal accomplishments.
	7	When needed I am willing to put in the extra effort to get a job done.
	8	I am constantly looking for ways to do my job better.
	51	I have trust and confidence in my supervisor

Respondents answered the items on 5-points scales (5 = "Strongly agree" to 1 = "strongly disagree").

Table 3   Independent Variables, Survey Number & Survey Questions

INDEPENDENT VARIABLES	SURVEY NUMBER	QUESTION
FAIR	23	In my work unit, steps are taken to deal with a poor performer who cannot or will not improve.
	25	Awards in my work unit depend on how well employees perform their jobs.
	37	Arbitrary action, personal favoritism and coercion for partisan political purposes are not tolerated.
	38	Prohibited Personnel Practices are not tolerated.
COOPERATIVE	58	Managers promote communication among different work units (for example, about projects, goals, needed resources).
	59	Managers support collaboration across work units to accomplish work objectives.
EMPOWERING	2	I have enough information to do my job well.
	3	I feel encouraged to come up with new and better ways of doing things.
	11	My talents are used well in the workplace.
	30	Employees have a feeling of personal empowerment with respect to work processes.

Respondents answered the items on 5-points scales (5 = "Strongly agree" to 1 = "strongly disagree").

Table 4   Independent Variables, Survey Number & Survey Questions

INDEPENDENT VARIABLES	SURVEY NUMBER	QUESTION
SUPPORTIVE	42	My supervisor supports my need to balance work and other life issues.
	46	My supervisor provides me with constructive suggestions to improve my job performance.
	48	My supervisor listens to what I have to say.
	49	My supervisor treats me with respect.
Open	32	Creativity and innovation are rewarded.
	34	Policies and programs promote diversity in the workplace (for example, recruiting minorities and women, training in awareness of diversity issues, mentoring).
	45	My supervisor is committed to a workforce representative of all segments of society.
	55	Supervisors work well with employees of different backgrounds.

Respondents answered the items on 5-points scales (5 = "Strongly agree" to 1 = "strongly disagree").

Table 5   Racial Category

	White	Black or African American	Native Hawaiian of Other Pacific Islander	Asian	American Indian or Alaska Native	Hispanic
Please select the racial category or categories with which you most closely identify (Please select on or more):						

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Dependent Variable

Engagement

This variable reflects the employees' feelings of motivation and competency relating to their role in the workplace. The scale consisted of the following questions from the 2015 FEVS survey Q4, 7, 8 and 51. Respondents answered the items on 5-points scales (5 = "strongly agree" to 1= "strongly disagree"). A validity test of the unidimensionality of these items was conducted using a correlation matrix. Next a reliability test of the scale was performed using Cronbach's alpha.

Independent Variables

Fairness

The current study measured individual-level of fairness of federal employees based on responses to whether employees are treated fairly? In order to test my hypotheses regarding fairness, the scale consisted of the following questions from the Federal Employees Viewpoint Survey Q23, 25, 37, 38. Respondents answered the items on 5-points scales (5 = "strongly agree" to 1= "strongly disagree"). A validity test of the unidimensionality of these items was conducted using a correlation matrix. Next a reliability test of the scale was performed using Cronbach's alpha.

Cooperation

This factor was assessed by asking the question does management encourage communication and collaboration? In order to test my hypotheses regarding cooperation, the scale consisted of the following questions from the Federal Employees Viewpoint Survey Q58 and 59. Respondents answered the items on 5-points scales (5 = "strongly

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agree" to 1= "strongly disagree"). A validity test of the unidimensionality of these items was conducted using a correlation matrix. Next a reliability test of the scale was performed using Cronbach's alpha.

Empowerment

This was measured by examining whether employees feel they have the resources and support they need to excel? In order to test my hypotheses regarding empowerment, the scale consisted of the following questions Q2, 3, 11, 30. Respondents answered the items on 5-points scales (5 = "strongly agree" to 1= "strongly disagree"). A validity test of the unidimensionality of these items was conducted using a correlation matrix. Next a reliability test of the scale was performed using Cronbach's alpha.

Support

This was measured by examining if supervisors value employees. In order to test my hypotheses regarding empowerment, the scale consisted of the following questions Q42, 46, 48, and 49. Respondents answered the items on 5-points scales (5 = "strongly agree" to 1= "strongly disagree"). A validity test of the unidimensionality of these items was conducted using a correlation matrix. Next a reliability test of the scale was performed using Cronbach's alpha.

Openness

This was measured by examining if management supports diversity in all ways. In order to test my hypothesis regarding empowerment, the scale consisted of the following questions Q32, 34,45, and 55. Respondents answered the items on 5-points scales (5 = "strongly agree" to 1= "strongly disagree"). A validity test of the unidimensionality of

these items was conducted using a correlation matrix. Next a reliability test of the scale was performed using Cronbach's alpha.

Expected Outcome and Limitations

Before testing the model, I expected that the results from the survey would be consistent with the theoretical frameworks of social identity theory and diversity climate. I anticipated that the results from the survey would reveal that minority respondents would have a different perception from non-minorities on the inclusion factors. Likewise, I anticipated a positive relationship between fairness, openness, support, cooperation, and empowerment to employee engagement. Based on the theoretical foundations and literature, I expected that the factors from the New IQ index would lead to a more inclusive work environment. I also expected that there will be a positive relationship between inclusion and engagement. One limitation includes the fact that this survey only examines the demographic characteristic of race.

CHAPTER V

FINDINGS

This chapter presents the findings of the analysis. It is organized in respect to the

six original research questions stated at the onset as found below. The Statistical Package

for the Social Science (SPSS) was used to calculate the data. The software computed

percentages related to the respondents' answers.

A response to each of these questions is presented with evidentiary support from

the regression models results.

The following are the research questions for the study.

1. What is the relationship between the demographic characteristic of race
   and perception of inclusion?

2. Is there a positive relationship between fairness and engagement?

3. Is there a positive relationship between cooperation and engagement?

4. Is there a positive relationship between empowerment and engagement?

5. Is there a positive relationship between support and engagement?

6. Is there a positive relationship between openness and engagement?

The results provide insight on the five inclusion factors. The results also provide

insight into the relationship between the five inclusion factors and engagement.

Employee engagement was the only dependent variable in hypotheses 6-10. The independent variables included fairness, openness, support, empowerment, cooperation, and race. The first five hypotheses examined the impact of race on the five inclusion factors (fair, open, supportive, empowering and cooperative). The other five hypotheses examined the relationship between the five inclusion factors and engagement.

Descriptive Statistics

The following tables include basic descriptive statistics. For each question, the tables describe how many questions were answered and how many questions were left blank.

Frequency Tables

Table 6   Description Statistics Table For Questions 2, 3, 4, 7, and 8

		2. I have enough information to do my job well.	3. I feel encouraged to come up with new and better ways of doing things.	4. My work gives me a feeling of personal accomplishment.	7. When needed I am willing to put in the extra effort to get a job done.	8. I am constantly looking for ways to do my job better.
N	Valid	418183	414872	418769	418594	419588
	Missing	3565	6876	2979	3154	2160
Mean		3.70	3.48	3.82	4.57	4.36
Std. Deviation		1.027	1.229	1.115	.660	.736

Table 7   Description Statistics Table For Questions 11, 23, 25, 30, and 32

		11. My talents are used well in the workplace.	23. In my work unit, steps are taken to deal with a poor performer who cannot or will not improve.	25. Awards in my work unit depend on how well employees perform their jobs.	30. Employees have a feeling of personal empowerment with respect to work processes.	32. Creativity and innovation are rewarded.
N	Valid	406246	379304	390970	404200	398504
	Missing	15502	42444	30778	17548	23244
Mean		3.40	2.76	3.07	3.12	3.04
Std. Deviation		1.224	1.216	1.248	1.171	1.190

Table 8   Description Statistics Table For Questions 34, 37, 38, 42, and 45

		34. Policies and programs promote diversity in the workplace.	37. Arbitrary action, personal favoritism and coercion for partisan political purposes are not tolerated.	38. Prohibited Personnel Practices are not tolerated.	42. My supervisor supports my need to balance work and other life issues.	45. My supervisor is committed to a workforce representative of all segments of society.
N	Valid	381978	387840	374659	410015	376582
	Missing	39770	33908	47089	11733	45166
Mean		3.53	3.34	3.72	4.09	3.87
Std. Deviation		1.088	1.265	1.141	1.058	1.073

Table 9   Description Statistics Table For Questions 46, 48, 49, 51, 55

		46. My supervisor provides me with constructive suggestions to improve my job performance.	48. My supervisor listens to what I have to say.	49. My supervisor treats me with respect.	51. I have trust and confidence in my supervisor.	55. Supervisors work well with employees of different backgrounds.
N	Valid	408296	411425	410437	410689	379628
	Missing	13452	10323	11311	11059	42120
Mean		3.66	4.01	4.14	3.82	3.63
Std. Deviation		1.192	1.076	1.025	1.228	1.077

Table 10   Description Statistics Table For Questions 58 and 59

		58. Managers promote communication among different work units.	59. Managers support collaboration across work units to accomplish work objectives.	Minority status
N	Valid	393192	392340	377710
	Missing	28556	29408	44038
Mean		3.31	3.41	1.66
Std. Deviation		1.204	1.176	.475

Table 11   Frequency Distribution of Questions 4, 7, 8, 51: Engagement

Question #	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Missing	Total
4. My work gives me a feeling of personal accomplishment.	5.4	8.8	14.0	41.7	29.5	.7	99.4
7. When needed I am willing to put in the extra effort to get a job done.	.8	.8	2.6	31.8	63.8	.7	99.8
8. I am constantly looking for ways to do my job better.	.7	1.2	7.7	41.8	48.0	.5	99.5
51. I have trust and confidence in my supervisor.	7.3	8.3	15.1	30.7	36.0	2.6	97.4

* See Appendix For More Detail For Question 4, 7, 8, 51.

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Table 12   Frequency Distribution of Questions 23, 25, 37, 38: Fairness

Question #	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Missing	Total
23. In my work unit, steps are taken to deal with a poor performer who cannot or will not improve.	18.2	19.0	24.8	21.9	6.1	10.1	100.0
25. Awards in my work unit depend on how well employees perform their jobs.	14.7	15.1	22.6	30.1	10.2	7.3	100.0
37. Arbitrary action, personal favoritism and coercion for partisan political purposes are not	11.9	10.8	20.1	32.4	16.8	8.0	100.0
38. Prohibited Personnel Practices are not tolerated.	6.9	5.4	16.5	37.4	22.7	11.2	100.0

* See Appendix For More Detail For Questions 23, 25, 37, 38

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Table 13   Frequency Distribution of Questions 58 and 59: Cooperative

Question #	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Missing	Total
58. Managers promote communication among different work units.	10.2	13.4	20.6	35.4	13.6	6.8	100.0
59. Managers support collaboration across work units to accomplish work objectives.	9.0	11.1	20.4	37.6	14.9	7.0	100.0

* See Appendix For More Detail For Questions 58 and 59.

Table 14   Frequency Distribution of Questions 2, 3, 11, 30: Empowering

Question #	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Missing	Total
2. I have enough information to do my job well.	3.8	11.5	14.3	50.5	19.1	.8	100.0
3. I feel encouraged to come up with new and better ways of doing things.	8.3	15.1	17.4	35.7	21.8	1.6	100.0
11. My talents are used well in the workplace.	10.0	14.2	15.8	39.9	16.5	3.7	100.0
30. Employees have a feeling of personal empowerment with respect to work processes.	10.6	19.6	23.3	32.8	9.5	4.2	100.0

* See Appendix For More Detail- Questions 2, 3, 11, 30

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Table 15   Frequency Distribution of Questions 42, 46, 48, 49: Supportive

Question #	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Missing	Total
42. My supervisor supports my need to balance work and other life issues.	4.5	4.7	9.4	37.9	40.7	2.8	100.0
46. My supervisor provides me with constructive suggestions to improve my job performance.	7.3	9.8	18.3	35.2	26.3	3.2	100.0
48. My supervisor listens to what I have to say.	4.1	6.8	11.0	37.8	37.8	2.4	100.0
49. My supervisor treats me with respect.	3.7	4.6	9.2	36.6	43.2	2.7	100.0

*See Appendix For More Detail-Questions 42, 46, 48, 49

Table 16   Frequency Distribution of Questions 32, 34, 45, 55: Openness

Question #	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Missing	Total
32. Creativity and innovation are rewarded.	12.2	18.5	26.6	27.3	9.9	5.5	100.0
34. Policies and programs promote diversity in the workplace.	6.6	6.9	24.4	37.1	15.6	9.4	100.0
45. My supervisor is committed to a workforce representative of all segments of society.	5.1	4.3	21.1	37.3	32.2	10.7	100.0
55. Supervisors work well with employees of different backgrounds.	6.0	6.3	19.7	40.6	17.3	10.0	100.0

*See Appendix For More Detail-Questions 32, 34, 45, 55

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Table 17   Minority Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Minority	130153	30.9	34.5	34.5
	Non-minority	247557	58.7	65.5	100.0
	Total	377710	89.6	100.0	
Missing	System	44038	10.4		
Total		421748	100.0		

Cross Tabulations and Chi-Squared

This section describes the next phase of the study, which involved cross tabulations and chi-square analysis. Cross tabulations was used as a descriptive statistical measure of the differences among groups. The groups are large enough to indicate some sort of relationship among the variables. The Chi-square is an extension of cross tabulations that provides more detailed information about the statistical significance of the data.

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Table 18   Crosstab Table-Question 2: Minority Status

| | | | 2. I have enough information to do my job well. | | |
			Strongly Disagree	Disagree	Neither Agree nor Disagree
Minority status	Minority	Count	5461	14051	18391
		% within Minority status	4.2%	10.9%	14.3%
		% within 2. I have enough information to do my job well.	39.5%	33.1%	34.8%
		% of Total	1.5%	3.8%	4.9%
	Non-minority	Count	8366	28437	34440
		% within Minority status	3.4%	11.6%	14.0%
		% within 2. I have enough information to do my job well.	60.5%	66.9%	65.2%
		% of Total	2.2%	7.6%	9.2%
Total		Count	13827	42488	52831
		% within Minority status	3.7%	11.3%	14.1%
		% within 2. I have enough information to do my job well.	100.0%	100.0%	100.0%
		% of Total	3.7%	11.3%	14.1%

| | | | 2. I have enough information to do my job well. | | |
			Agree	Strongly Agree	
Minority status	Minority	Count	63992	26911	128806
		% within Minority status	49.7%	20.9%	100.0%
		% within 2. I have enough information to do my job well.	33.4%	36.5%	34.4%
		% of Total	17.1%	7.2%	34.4%
	Non-minority	Count	127802	46795	245840
		% within Minority status	52.0%	19.0%	100.0%
		% within 2. I have enough information to do my job well.	66.6%	63.5%	65.6%
		% of Total	34.1%	12.5%	65.6%
Total		Count	191794	73706	374646
		% within Minority status	51.2%	19.7%	100.0%
		% within 2. I have enough information to do my job well.	100.0%	100.0%	100.0%
		% of Total	51.2%	19.7%	100.0%

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Table 19   Chi-Square Test-Question 2

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	432.997ᵃ	4	.000
Likelihood Ratio	428.852	4	.000
Linear-by-Linear Association	1.271	1	.260
N of Valid Cases	374646		

The chi-square analysis resulted in, X^2 (4, N=374646) = 432.997, p<.001, which

indicates a statistically significant relationship.

Table 20   Cross Table-Question 3:Minority status

			3. I feel encouraged to come up with new and better ways of doing things.	
			Strongly Disagree	Disagree
Minority status	Minority	Count	11388	18445
		% within Minority status	8.9%	14.4%
		% within 3. I feel encouraged to come up with new and better ways of doing things.	36.9%	32.8%
		% of Total	3.1%	5.0%
	Non-minority	Count	19515	37829
		% within Minority status	8.0%	15.5%
		% within 3. I feel encouraged to come up with new and better ways of doing things.	63.1%	67.2%
		% of Total	5.3%	10.2%
Total		Count	30903	56274
		% within Minority status	8.3%	15.1%
		% within 3. I feel encouraged to come up with new and better ways of doing things.	100.0%	100.0%
		% of Total	8.3%	15.1%

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Table 20 (Continued)

			3. I feel encouraged to come up with new and better ways of doing things.	
			Neither Agree nor Disagree	Agree
Minority status	Minority	Count	22962	46599
		% within Minority status	18.0%	36.5%
		% within 3. I feel encouraged to come up with new and better ways of doing things.	35.6%	34.3%
		% of Total	6.2%	12.5%
	Non-minority	Count	41607	89083
		% within Minority status	17.1%	36.5%
		% within 3. I feel encouraged to come up with new and better ways of doing things.	64.4%	65.7%
		% of Total	11.2%	24.0%
Total		Count	64569	135682
		% within Minority status	17.4%	36.5%
		% within 3. I feel encouraged to come up with new and better ways of doing things.	100.0%	100.0%
		% of Total	17.4%	36.5%

			3. I feel encouraged to come up with new and better ways of doing things.	
			Strongly Agree	Total
Minority status	Minority	Count	28389	127783
		% within Minority status	22.2%	100.0%
		% within 3. I feel encouraged to come up with new and better ways of doing things.	33.7%	34.4%
		% of Total	7.6%	34.4%
	Non-minority	Count	55879	243913
		% within Minority status	22.9%	100.0%
		% within 3. I feel encouraged to come up with new and better ways of doing things.	66.3%	65.6%
		% of Total	15.0%	65.6%
Total		Count	84268	371696
		% within Minority status	22.7%	100.0%
		% within 3. I feel encouraged to come up with new and better ways of doing things.	100.0%	100.0%
		% of Total	22.7%	100.0%

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Table 21   Chi-square-Question 3

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	205.613ᵃ	4	.000
Likelihood Ratio	205.044	4	.000
Linear-by-Linear Association	26.686	1	.000
N of Valid Cases	371696		

The chi-square analysis resulted in, X^2 (4, N=371696) = 205.613, p<.001, which

indicates a statistically significant relationship.

Table 22   Crosstab Table-Question 4: Minority status

			4. My work gives me a feeling of personal accomplishment.		
			Strongly Disagree	Disagree	Neither Agree nor Disagree
Minority status	Minority	Count	7518	10644	18258
		% within Minority status	5.8%	8.2%	14.1%
		% within 4. My work gives me a feeling of personal accomplishment.	37.9%	32.7%	35.4%
		% of Total	2.0%	2.8%	4.9%
	Non-minority	Count	12319	21861	33308
		% within Minority status	5.0%	8.9%	13.5%
		% within 4. My work gives me a feeling of personal accomplishment.	62.1%	67.3%	64.6%
		% of Total	3.3%	5.8%	8.9%
Total		Count	19837	32505	51566
		% within Minority status	5.3%	8.7%	13.7%
		% within 4. My work gives me a feeling of personal accomplishment.	100.0%	100.0%	100.0%
		% of Total	5.3%	8.7%	13.7%

Table 22 (Continued)

			4. My work gives me a feeling of personal accomplishment.		
			Agree	Strongly Agree	
Minority status	Minority	Count	52883	39770	129073
		% within Minority status	41.0%	30.8%	100.0%
		% within 4. My work gives me a feeling of personal accomplishment.	33.5%	35.0%	34.4%
		% of Total	14.1%	10.6%	34.4%
	Non-minority	Count	104886	73718	246092
		% within Minority status	42.6%	30.0%	100.0%
		% within 4. My work gives me a feeling of personal accomplishment.	66.5%	65.0%	65.6%
		% of Total	28.0%	19.6%	65.6%
Total		Count	157769	113488	375165
		% within Minority status	42.1%	30.3%	100.0%
		% within 4. My work gives me a feeling of personal accomplishment.	100.0%	100.0%	100.0%
		% of Total	42.1%	30.3%	100.0%

Table 23   Chi-Square Tests-Question 4

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	245.237a	4	.000
Likelihood Ratio	244.020	4	.000
Linear-by-Linear Association	6.020	1	.014
N of Valid Cases	375165		

The chi-square analysis resulted in, X^2 (4, N=375165) = 245.237, p<.001, which indicates a statistically significant relationship.

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Table 24   Crosstab Table-Question 7:Minority status

			7. When needed I am willing to put in the extra effort to get a job done.		
			Agree	Strongly Agree	
Minority status	Minority	Count	40274	82780	129062
		% within Minority status	31.2%	64.1%	100.0%
		% within 7. When needed I am willing to put in the extra effort to get a job done.	33.7%	34.4%	34.4%
		% of Total	10.7%	22.1%	34.4%
	Non-minority	Count	79162	157681	245938
		% within Minority status	32.2%	64.1%	100.0%
		% within 7. When needed I am willing to put in the extra effort to get a job done.	66.3%	65.6%	65.6%
		% of Total	21.1%	42.0%	65.6%
Total		Count	119436	240461	375000
		% within Minority status	31.8%	64.1%	100.0%
		% within 7. When needed I am willing to put in the extra effort to get a job done.	100.0%	100.0%	100.0%
		% of Total	31.8%	64.1%	100.0%

			7. When needed I am willing to put in the extra effort to get a job done.		
			Strongly Disagree	Disagree	Neither Agree nor Disagree
Minority status	Minority	Count	1227	1086	3695
		% within Minority status	1.0%	0.8%	2.9%
		% within 7. When needed I am willing to put in the extra effort to get a job done.	43.6%	38.2%	39.1%
		% of Total	0.3%	0.3%	1.0%
	Non-minority	Count	1586	1757	5752
		% within Minority status	0.6%	0.7%	2.3%
		% within 7. When needed I am willing to put in the extra effort to get a job done.	56.4%	61.8%	60.9%
		% of Total	0.4%	0.5%	1.5%
Total		Count	2813	2843	9447
		% within Minority status	0.8%	0.8%	2.5%
		% within 7. When needed I am willing to put in the extra effort to get a job done.	100.0%	100.0%	100.0%
		% of Total	0.8%	0.8%	2.5%

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Table 25   Chi-Square For Question 7

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	241.542[a]	4	.000
Likelihood Ratio	235.917	4	.000
Linear-by-Linear Association	54.941	1	.000
N of Valid Cases	375000		

The chi-square analysis resulted in, X^2 (4, N=375000) = 241.542, p<.001, which

indicates a statistically significant relationship.

Table 26   Crosstab Table-Question 8:Minority status

			8. I am constantly looking for ways to do my job better.		
			Strongly Disagree	Disagree	Neither Agree nor Disagree
Minority status	Minority	Count	1046	1422	9019
		% within Minority status	0.8%	1.1%	7.0%
		% within 8. I am constantly looking for ways to do my job better.	40.9%	31.7%	31.4%
		% of Total	0.3%	0.4%	2.4%
	Non-minority	Count	1509	3058	19664
		% within Minority status	0.6%	1.2%	8.0%
		% within 8. I am constantly looking for ways to do my job better.	59.1%	68.3%	68.6%
		% of Total	0.4%	0.8%	5.2%
Total		Count	2555	4480	28683
		% within Minority status	0.7%	1.2%	7.6%
		% within 8. I am constantly looking for ways to do my job better.	100.0%	100.0%	100.0%
		% of Total	0.7%	1.2%	7.6%

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Table 26 (Continued)

			8. I am constantly looking for ways to do my job better.		
			Agree	Strongly Agree	
Minority status	Minority	Count	51130	66740	129357
		% within Minority status	39.5%	51.6%	100.0%
		% within 8. I am constantly looking for ways to do my job better.	32.4%	36.6%	34.4%
		% of Total	13.6%	17.8%	34.4%
	Non-minority	Count	106565	115690	246486
		% within Minority status	43.2%	46.9%	100.0%
		% within 8. I am constantly looking for ways to do my job better.	67.6%	63.4%	65.6%
		% of Total	28.4%	30.8%	65.6%
Total		Count	157695	182430	375843
		% within Minority status	42.0%	48.5%	100.0%
		% within 8. I am constantly looking for ways to do my job better.	100.0%	100.0%	100.0%
		% of Total	42.0%	48.5%	100.0%

Table 27   Chi-square Table For Question 8

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	831.878[a]	4	.000
Likelihood Ratio	831.540	4	.000
Linear-by-Linear Association	452.966	1	.000
N of Valid Cases	375843		

The chi-square analysis resulted in, X^2 (4, N=375843) = 831.878, p<.001, which

indicates a statistically significant relationship.

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Table 28   Crosstab Table-Question 11:Minority status

			11. My talents are used well in the workplace.		
			Strongly Disagree	Disagree	Neither Agree nor Disagree
Minority status	Minority	Count	14170	17417	21061
		% within Minority status	11.3%	13.9%	16.8%
		% within 11. My talents are used well in the workplace.	38.3%	33.0%	36.1%
		% of Total	3.9%	4.8%	5.8%
	Non-minority	Count	22863	35400	37355
		% within Minority status	9.6%	14.8%	15.6%
		% within 11. My talents are used well in the workplace.	61.7%	67.0%	63.9%
		% of Total	6.3%	9.7%	10.3%
Total		Count	37033	52817	58416
		% within Minority status	10.2%	14.5%	16.0%
		% within 11. My talents are used well in the workplace.	100.0%	100.0%	100.0%
		% of Total	10.2%	14.5%	16.0%

			11. My talents are used well in the workplace.		
			Agree	Strongly Agree	
Minority status	Minority	Count	49616	22812	125076
		% within Minority status	39.7%	18.2%	100.0%
		% within 11. My talents are used well in the workplace.	32.6%	35.8%	34.4%
		% of Total	13.6%	6.3%	34.4%
	Non-minority	Count	102444	40934	238996
		% within Minority status	42.9%	17.1%	100.0%
		% within 11. My talents are used well in the workplace.	67.4%	64.2%	65.6%
		% of Total	28.1%	11.2%	65.6%
Total		Count	152060	63746	364072
		% within Minority status	41.8%	17.5%	100.0%
		% within 11. My talents are used well in the workplace.	100.0%	100.0%	100.0%
		% of Total	41.8%	17.5%	100.0%

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Table 29   Chi-Square Table-Question 11

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	628.740[a]	4	.000
Likelihood Ratio	625.616	4	.000
Linear-by-Linear Association	71.711	1	.000
N of Valid Cases	364072		

The chi-square analysis resulted in, X^2 (4, N=364072) = 364072, p<.001, which indicates a statistically significant relationship.

Table 30   Crosstab Table-Question 23: Minority status

			23. In my work unit, steps are taken to deal with a poor performer who cannot or will not improve.	
			Strongly Disagree	Disagree
Minority status	Minority	Count	23210	21241
		% within Minority status	19.9%	18.2%
		% within 23. In my work unit, steps are taken to deal with a poor performer who cannot or will not improve.	33.7%	29.6%
		% of Total	6.8%	6.2%
	Non-minority	Count	45603	50589
		% within Minority status	20.3%	22.6%
		% within 23. In my work unit, steps are taken to deal with a poor performer who cannot or will not improve.	66.3%	70.4%
		% of Total	13.4%	14.8%
Total		Count	68813	71830
		% within Minority status	20.2%	21.1%
		% within 23. In my work unit, steps are taken to deal with a poor performer who cannot or will not improve.	100.0%	100.0%
		% of Total	20.2%	21.1%

Table 30 (Continued)

| | | | 23. In my work unit, steps are taken to deal with a poor performer who cannot or will not improve. | |
			Neither Agree nor Disagree	Agree
Minority status	Minority	Count	34235	29084
		% within Minority status	29.4%	25.0%
		% within 23. In my work unit, steps are taken to deal with a poor performer who cannot or will not improve.	36.8%	34.8%
		% of Total	10.0%	8.5%
	Non-minority	Count	58714	54569
		% within Minority status	26.2%	24.3%
		% within 23. In my work unit, steps are taken to deal with a poor performer who cannot or will not improve.	63.2%	65.2%
		% of Total	17.2%	16.0%
Total		Count	92949	83653
		% within Minority status	27.3%	24.5%
		% within 23. In my work unit, steps are taken to deal with a poor performer who cannot or will not improve.	100.0%	100.0%
		% of Total	27.3%	24.5%

| | | | 23. In my work unit, steps are taken to deal with a poor performer who cannot or will not improve. | |
			Strongly Agree	Total
Minority status	Minority	Count	8719	116489
		% within Minority status	7.5%	100.0%
		% within 23. In my work unit, steps are taken to deal with a poor performer who cannot or will not improve.	37.1%	34.2%
		% of Total	2.6%	34.2%
	Non-minority	Count	14788	224263
		% within Minority status	6.6%	100.0%
		% within 23. In my work unit, steps are taken to deal with a poor performer who cannot or will not improve.	62.9%	65.8%
		% of Total	4.3%	65.8%
Total		Count	23507	340752
		% within Minority status	6.9%	100.0%
		% within 23. In my work unit, steps are taken to deal with a poor performer who cannot or will not improve.	100.0%	100.0%
		% of Total	6.9%	100.0%

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Table 31   Chi-Square Table-Question 23

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1076.274[a]	4	.000
Likelihood Ratio	1088.116	4	.000
Linear-by-Linear Association	294.731	1	.000
N of Valid Cases	340752		

The chi-square analysis resulted in, X^2 (4, N=340752) = 1076.274, p<.001, which indicates a statistically significant relationship.

Table 32   Crosstab Table Question 25: Minority status

			25. Awards in my work unit depend on how well employees perform their jobs.	
			Strongly Disagree	Disagree
Minority status	Minority	Count	20789	18161
		% within Minority status	17.2%	15.0%
		% within 25. Awards in my work unit depend on how well employees perform their jobs.	37.8%	32.1%
		% of Total	5.9%	5.2%
	Non-minority	Count	34213	38386
		% within Minority status	14.9%	16.7%
		% within 25. Awards in my work unit depend on how well employees perform their jobs.	62.2%	67.9%
		% of Total	9.7%	10.9%
Total		Count	55002	56547
		% within Minority status	15.7%	16.1%
		% within 25. Awards in my work unit depend on how well employees perform their jobs.	100.0%	100.0%
		% of Total	15.7%	16.1%

Table 32 (Continued)

| | | | 25. Awards in my work unit depend on how well employees perform their jobs. | |
			Neither Agree nor Disagree	Agree
Minority status	Minority	Count	29746	38439
		% within Minority status	24.5%	31.7%
		% within 25. Awards in my work unit depend on how well employees perform their jobs.	35.1%	33.4%
		% of Total	8.5%	10.9%
	Non-minority	Count	55096	76704
		% within Minority status	23.9%	33.3%
		% within 25. Awards in my work unit depend on how well employees perform their jobs.	64.9%	66.6%
		% of Total	15.7%	21.8%
Total		Count	84842	115143
		% within Minority status	24.2%	32.8%
		% within 25. Awards in my work unit depend on how well employees perform their jobs.	100.0%	100.0%
		% of Total	24.2%	32.8%

| | | | 25. Awards in my work unit depend on how well employees perform their jobs. | |
			Strongly Agree	Total
Minority status	Minority	Count	14069	121204
		% within Minority status	11.6%	100.0%
		% within 25. Awards in my work unit depend on how well employees perform their jobs.	35.4%	34.5%
		% of Total	4.0%	34.5%
	Non-minority	Count	25648	230047
		% within Minority status	11.1%	100.0%
		% within 25. Awards in my work unit depend on how well employees perform their jobs.	64.6%	65.5%
		% of Total	7.3%	65.5%
Total		Count	39717	351251
		% within Minority status	11.3%	100.0%
		% within 25. Awards in my work unit depend on how well employees perform their jobs.	100.0%	100.0%
		% of Total	11.3%	100.0%

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Table 33   Chi-Square Table Question-25

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	496.907[a]	4	.000
Likelihood Ratio	495.129	4	.000
Linear-by-Linear Association	64.756	1	.000
N of Valid Cases	351251		

The chi-square analysis resulted in, X^2 (4, N=351251) = 496.907, p<.001, which indicates a statistically significant relationship.

Table 34   Crosstab Table Question 30: Minority status

			30. Employees have a feeling of personal empowerment with respect to work processes.	
			Strongly Disagree	Disagree
Minority status	Minority	Count	13780	22778
		% within Minority status	10.9%	18.0%
		% within 30. Employees have a feeling of personal empowerment with respect to work processes.	34.7%	30.5%
		% of Total	3.7%	6.2%
	Non-minority	Count	25938	51887
		% within Minority status	10.7%	21.5%
		% within 30. Employees have a feeling of personal empowerment with respect to work processes.	65.3%	69.5%
		% of Total	7.0%	14.1%
Total		Count	39718	74665
		% within Minority status	10.8%	20.3%
		% within 30. Employees have a feeling of personal empowerment with respect to work processes.	100.0%	100.0%
		% of Total	10.8%	20.3%

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Table 34 (Continued)

			30. Employees have a feeling of personal empowerment with respect to work processes.	
			Neither Agree nor Disagree	Agree
Minority status	Minority	Count	31488	44758
		% within Minority status	24.9%	35.5%
		% within 30. Employees have a feeling of personal empowerment with respect to work processes.	35.4%	35.1%
		% of Total	8.6%	12.2%
	Non-minority	Count	57367	82655
		% within Minority status	23.7%	34.2%
		% within 30. Employees have a feeling of personal empowerment with respect to work processes.	64.6%	64.9%
		% of Total	15.6%	22.5%
Total		Count	88855	127413
		% within Minority status	24.1%	34.6%
		% within 30. Employees have a feeling of personal empowerment with respect to work processes.	100.0%	100.0%
		% of Total	24.1%	34.6%

Table 35   Chi-Square Table Question-30

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	616.333[a]	4	.000
Likelihood Ratio	624.781	4	.000
Linear-by-Linear Association	205.442	1	.000
N of Valid Cases	368004		

The chi-square analysis resulted in, X^2 (4, N=368004) =616.333, p<.001, which

indicates a statistically significant relationship.

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Table 36   Crosstab Table Question 32: Minority status

| | | | 32. Creativity and innovation are rewarded. | | |
			Strongly Disagree	Disagree	Neither Agree nor Disagree
Minority status	Minority	Count	16698	22437	35472
		% within Minority status	13.5%	18.1%	28.7%
		% within 32. Creativity and innovation are rewarded.	36.2%	31.7%	35.0%
		% of Total	4.6%	6.2%	9.8%
	Non-minority	Count	29418	48260	65912
		% within Minority status	12.3%	20.2%	27.6%
		% within 32. Creativity and innovation are rewarded.	63.8%	68.3%	65.0%
		% of Total	8.1%	13.3%	18.2%
Total		Count	46116	70697	101384
		% within Minority status	12.7%	19.5%	27.9%
		% within 32. Creativity and innovation are rewarded.	100.0%	100.0%	100.0%
		% of Total	12.7%	19.5%	27.9%

| | | | 32. Creativity and innovation are rewarded. | | |
			Agree	Strongly Agree	
Minority status	Minority	Count	35916	13256	123779
		% within Minority status	29.0%	10.7%	100.0%
		% within 32. Creativity and innovation are rewarded.	33.8%	34.4%	34.1%
		% of Total	9.9%	3.7%	34.1%
	Non-minority	Count	70291	25326	239207
		% within Minority status	29.4%	10.6%	100.0%
		% within 32. Creativity and innovation are rewarded.	66.2%	65.6%	65.9%
		% of Total	19.4%	7.0%	65.9%
Total		Count	106207	38582	362986
		% within Minority status	29.3%	10.6%	100.0%
		% within 32. Creativity and innovation are rewarded.	100.0%	100.0%	100.0%
		% of Total	29.3%	10.6%	100.0%

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Table 37   Chi-Square Table Question-32

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	307.425[a]	4	.000
Likelihood Ratio	308.486	4	.000
Linear-by-Linear Association	1.221	1	.269
N of Valid Cases	362986		

The chi-square analysis resulted in, X^2 (4 N=362986) = 307.425, p<.001, which

indicates a statistically significant relationship.

Table 38   Crosstab Table Question 34: Minority status

			34. Policies and programs promote diversity in the workplace.		
			Strongly Disagree	Disagree	Neither Agree nor Disagree
Minority status	Minority	Count	13556	12277	32168
		% within Minority status	11.2%	10.1%	26.5%
		% within 34. Policies and programs promote diversity in the workplace.	54.5%	47.4%	34.5%
		% of Total	3.9%	3.5%	9.2%
	Non-minority	Count	11301	13639	61046
		% within Minority status	5.0%	6.0%	26.9%
		% within 34. Policies and programs promote diversity in the workplace.	45.5%	52.6%	65.5%
		% of Total	3.2%	3.9%	17.5%
Total		Count	24857	25916	93214
		% within Minority status	7.1%	7.4%	26.8%
		% within 34. Policies and programs promote diversity in the workplace.	100.0%	100.0%	100.0%
		% of Total	7.1%	7.4%	26.8%

Table 38 (Continued)

			34. Policies and programs promote diversity in the workplace.		
			Agree	Strongly Agree	
Minority status	Minority	Count	45517	17971	121489
		% within Minority status	37.5%	14.8%	100.0%
		% within 34. Policies and programs promote diversity in the workplace.	31.7%	29.7%	34.9%
		% of Total	13.1%	5.2%	34.9%
	Non-minority	Count	98283	42639	226908
		% within Minority status	43.3%	18.8%	100.0%
		% within 34. Policies and programs promote diversity in the workplace.	68.3%	70.3%	65.1%
		% of Total	28.2%	12.2%	65.1%
Total		Count	143800	60610	348397
		% within Minority status	41.3%	17.4%	100.0%
		% within 34. Policies and programs promote diversity in the workplace.	100.0%	100.0%	100.0%
		% of Total	41.3%	17.4%	100.0%

Table 39   Chi-Square Table Question-34

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7404.298[a]	4	.000
Likelihood Ratio	7127.211	4	.000
Linear-by-Linear Association	6192.055	1	.000
N of Valid Cases	348397		

The chi-square analysis resulted in, X^2 (4, N=348397) = 7404.298, p<.001, which indicates a statistically significant relationship.

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Table 40   Crosstab Table Question 37: Minority status

			37. Arbitrary action, personal favoritism and coercion for partisan political purposes are not tolerated.	
			Strongly Disagree	Disagree
Minority status	Minority	Count	18017	14232
		% within Minority status	14.8%	11.7%
		% within 37. Arbitrary action, personal favoritism and coercion for partisan political purposes are not tolerated.	40.1%	34.8%
		% of Total	5.1%	4.0%
	Non-minority	Count	26934	26685
		% within Minority status	11.6%	11.5%
		% within 37. Arbitrary action, personal favoritism and coercion for partisan political purposes are not tolerated.	59.9%	65.2%
		% of Total	7.6%	7.5%
Total		Count	44951	40917
		% within Minority status	12.7%	11.6%
		% within 37. Arbitrary action, personal favoritism and coercion for partisan political purposes are not tolerated.	100.0%	100.0%
		% of Total	12.7%	11.6%

			37. Arbitrary action, personal favoritism and coercion for partisan political purposes are not tolerated.	
			Strongly Agree	Total
Minority status	Minority	Count	19738	121450
		% within Minority status	16.3%	100.0%
		% within 37. Arbitrary action, personal favoritism and coercion for partisan political purposes are not tolerated.	30.0%	34.3%
		% of Total	5.6%	34.3%
	Non-minority	Count	46109	232363
		% within Minority status	19.8%	100.0%
		% within 37. Arbitrary action, personal favoritism and coercion for partisan political purposes are not tolerated.	70.0%	65.7%
		% of Total	13.0%	65.7%
Total		Count	65847	353813
		% within Minority status	18.6%	100.0%
		% within 37. Arbitrary action, personal favoritism and coercion for partisan political purposes are not tolerated.	100.0%	100.0%
		% of Total	18.6%	100.0%

Table 41   Chi-Square Table Question-37

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1934.799ᵃ	4	.000
Likelihood Ratio	1927.209	4	.000
Linear-by-Linear Association	1497.453	1	.000
N of Valid Cases	353813		

The chi-square analysis resulted in, X^2 (4, N=353813) = 1934.799, p<.001, which

indicates a statistically significant relationship.

Table 42   Crosstab Table Question 38: Minority status

			38. Prohibited Personnel Practices are not tolerated.		
			Strongly Disagree	Disagree	Neither Agree nor Disagree
Minority status	Minority	Count	12030	8412	25155
		% within Minority status	10.2%	7.1%	21.3%
		% within 38. Prohibited Personnel Practices are not tolerated.	46.2%	41.2%	40.6%
		% of Total	3.5%	2.5%	7.4%
	Non-minority	Count	13998	11993	36759
		% within Minority status	6.2%	5.3%	16.4%
		% within 38. Prohibited Personnel Practices are not tolerated.	53.8%	58.8%	59.4%
		% of Total	4.1%	3.5%	10.7%
Total		Count	26028	20405	61914
		% within Minority status	7.6%	6.0%	18.1%
		% within 38. Prohibited Personnel Practices are not tolerated.	100.0%	100.0%	100.0%
		% of Total	7.6%	6.0%	18.1%

Table 42 (Continued)

| | | | 38. Prohibited Personnel Practices are not tolerated. | | |
			Agree	Strongly Agree	
Minority status	Minority	Count	46907	25446	117950
		% within Minority status	39.8%	21.6%	100.0%
		% within 38. Prohibited Personnel Practices are not tolerated.	32.4%	28.6%	34.5%
		% of Total	13.7%	7.4%	34.5%
	Non-minority	Count	98073	63452	224275
		% within Minority status	43.7%	28.3%	100.0%
		% within 38. Prohibited Personnel Practices are not tolerated.	67.6%	71.4%	65.5%
		% of Total	28.7%	18.5%	65.5%
Total		Count	144980	88898	342225
		% within Minority status	42.4%	26.0%	100.0%
		% within 38. Prohibited Personnel Practices are not tolerated.	100.0%	100.0%	100.0%
		% of Total	42.4%	26.0%	100.0%

Table 43   Chi-Square Table Question-38

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4675.401[a]	4	.000
Likelihood Ratio	4617.369	4	.000
Linear-by-Linear Association	4394.488	1	.000
N of Valid Cases	342225		

The chi-square analysis resulted in, X^2 (4, N=342225) = 4675.401, p<.001, which indicates a statistically significant relationship.

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Table 44   Crosstab Table Question 42: Minority status

| | | | 42. My supervisor supports my need to balance work and other life issues. | |
			Strongly Disagree	Disagree
Minority status	Minority	Count	7814	6791
		% within Minority status	6.1%	5.3%
		% within 42. My supervisor supports my need to balance work and other life issues.	45.3%	38.2%
		% of Total	2.1%	1.8%
	Non-minority	Count	9427	10985
		% within Minority status	3.8%	4.5%
		% within 42. My supervisor supports my need to balance work and other life issues.	54.7%	61.8%
		% of Total	2.5%	2.9%
Total		Count	17241	17776
		% within Minority status	4.6%	4.7%
		% within 42. My supervisor supports my need to balance work and other life issues.	100.0%	100.0%
		% of Total	4.6%	4.7%

| | | | 42. My supervisor supports my need to balance work and other life issues. | |
			Neither Agree nor Disagree	Agree
Minority status	Minority	Count	14209	50021
		% within Minority status	11.0%	38.8%
		% within 42. My supervisor supports my need to balance work and other life issues.	40.1%	34.3%
		% of Total	3.8%	13.3%
	Non-minority	Count	21254	96005
		% within Minority status	8.6%	39.0%
		% within 42. My supervisor supports my need to balance work and other life issues.	59.9%	65.7%
		% of Total	5.7%	25.6%
Total		Count	35463	146026
		% within Minority status	9.5%	38.9%
		% within 42. My supervisor supports my need to balance work and other life issues.	100.0%	100.0%
		% of Total	9.5%	38.9%

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Table 45   Chi-Square Table Question-42

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2080.014[a]	4	.000
Likelihood Ratio	2037.775	4	.000
Linear-by-Linear Association	1918.585	1	.000
N of Valid Cases	375002		

The chi-square analysis resulted in, X^2 (4, N=375002) = 2080.014, p<.001, which

indicates a statistically significant relationship.

Table 46   Crosstab Table Question 45 Minority status

			45. My supervisor is committed to a workforce representative of all segments of society.	
			Strongly Disagree	Disagree
Minority status	Minority	Count	8548	6485
		% within Minority status	7.1%	5.4%
		% within 45. My supervisor is committed to a workforce representative of all segments of society.	48.8%	43.8%
		% of Total	2.5%	1.9%
	Non-minority	Count	8963	8322
		% within Minority status	4.0%	3.7%
		% within 45. My supervisor is committed to a workforce representative of all segments of society.	51.2%	56.2%
		% of Total	2.6%	2.4%
Total		Count	17511	14807
		% within Minority status	5.1%	4.3%
		% within 45. My supervisor is committed to a workforce representative of all segments of society.	100.0%	100.0%
		% of Total	5.1%	4.3%

Table 46 (Continued)

			45. My supervisor is committed to a workforce representative of all segments of society.	
			Strongly Disagree	Disagree
Minority status	Minority	Count	8548	6485
		% within Minority status	7.1%	5.4%
		% within 45. My supervisor is committed to a workforce representative of all segments of society.	48.8%	43.8%
		% of Total	2.5%	1.9%
	Non-minority	Count	8963	8322
		% within Minority status	4.0%	3.7%
		% within 45. My supervisor is committed to a workforce representative of all segments of society.	51.2%	56.2%
		% of Total	2.6%	2.4%
Total		Count	17511	14807
		% within Minority status	5.1%	4.3%
		% within 45. My supervisor is committed to a workforce representative of all segments of society.	100.0%	100.0%
		% of Total	5.1%	4.3%

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Table 47   Chi-Square Table Question-46

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2486.550[a]	4	.000
Likelihood Ratio	2407.472	4	.000
Linear-by-Linear Association	2021.699	1	.000
N of Valid Cases	345455		

The chi-square analysis resulted in, X^2 (4, N=345455) = 2486.550, p<.001, which

indicates a statistically significant relationship.

Table 48   Crosstab Table Question 46 Minority status

			46. My supervisor provides me with constructive suggestions to improve my job performance.	
			Strongly Disagree	Disagree
Minority status	Minority	Count	11132	12151
		% within Minority status	8.7%	9.5%
		% within 46. My supervisor provides me with constructive suggestions to improve my job performance.	40.2%	32.6%
		% of Total	3.0%	3.3%
	Non-minority	Count	16540	25100
		% within Minority status	6.8%	10.2%
		% within 46. My supervisor provides me with constructive suggestions to improve my job performance.	59.8%	67.4%
		% of Total	4.4%	6.7%
Total		Count	27672	37251
		% within Minority status	7.4%	10.0%
		% within 46. My supervisor provides me with constructive suggestions to improve my job performance.	100.0%	100.0%
		% of Total	7.4%	10.0%

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Table 48 (Continued)

| | | | 46. My supervisor provides me with constructive suggestions to improve my job performance. | |
			Neither Agree nor Disagree	Agree
Minority status	Minority	Count	23616	45764
		% within Minority status	18.4%	35.6%
		% within 46. My supervisor provides me with constructive suggestions to improve my job performance.	33.9%	33.6%
		% of Total	6.3%	12.3%
	Non-minority	Count	45980	90296
		% within Minority status	18.8%	36.9%
		% within 46. My supervisor provides me with constructive suggestions to improve my job performance.	66.1%	66.4%
		% of Total	12.3%	24.2%
Total		Count	69596	136060
		% within Minority status	18.6%	36.4%
		% within 46. My supervisor provides me with constructive suggestions to improve my job performance.	100.0%	100.0%
		% of Total	18.6%	36.4%

| | | | 46. My supervisor provides me with constructive suggestions to improve my job performance. | |
			Strongly Agree	Total
Minority status	Minority	Count	35867	128530
		% within Minority status	27.9%	100.0%
		% within 46. My supervisor provides me with constructive suggestions to improve my job performance.	34.8%	34.4%
		% of Total	9.6%	34.4%
	Non-minority	Count	67114	245030
		% within Minority status	27.4%	100.0%
		% within 46. My supervisor provides me with constructive suggestions to improve my job performance.	65.2%	65.6%
		% of Total	18.0%	65.6%
Total		Count	102981	373560
		% within Minority status	27.6%	100.0%
		% within 46. My supervisor provides me with constructive suggestions to improve my job performance.	100.0%	100.0%
		% of Total	27.6%	100.0%

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Table 49   Chi-Square Table Question-46

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	519.233ᵃ	4	.000
Likelihood Ratio	510.052	4	.000
Linear-by-Linear Association	62.693	1	.000
N of Valid Cases	373560		

The chi-square analysis resulted in, X^2 (4, N=373560) =519.233, p<.001, which

indicates a statistically significant relationship.

Table 50   Crosstab Table Question 48 Minority status

			48. My supervisor listens to what I have to say.		
			Strongly Disagree	Disagree	Neither Agree nor Disagree
Minority status	Minority	Count	6470	9329	16336
		% within Minority status	5.0%	7.2%	12.6%
		% within 48. My supervisor listens to what I have to say.	41.5%	36.1%	39.3%
		% of Total	1.7%	2.5%	4.3%
	Non-minority	Count	9130	16500	25189
		% within Minority status	3.7%	6.7%	10.2%
		% within 48. My supervisor listens to what I have to say.	58.5%	63.9%	60.7%
		% of Total	2.4%	4.4%	6.7%
Total		Count	15600	25829	41525
		% within Minority status	4.1%	6.9%	11.0%
		% within 48. My supervisor listens to what I have to say.	100.0%	100.0%	100.0%
		% of Total	4.1%	6.9%	11.0%

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Table 50 (Continued)

			48. My supervisor listens to what I have to say.		
			Agree	Strongly Agree	
Minority status	Minority	Count	49966	47657	129758
		% within Minority status	38.5%	36.7%	100.0%
		% within 48. My supervisor listens to what I have to say.	34.3%	32.2%	34.4%
		% of Total	13.3%	12.6%	34.4%
	Non-minority	Count	95910	100312	247041
		% within Minority status	38.8%	40.6%	100.0%
		% within 48. My supervisor listens to what I have to say.	65.7%	67.8%	65.6%
		% of Total	25.5%	26.6%	65.6%
Total		Count	145876	147969	376799
		% within Minority status	38.7%	39.3%	100.0%
		% within 48. My supervisor listens to what I have to say.	100.0%	100.0%	100.0%
		% of Total	38.7%	39.3%	100.0%

Table 51   Chi-Square Table Question-48

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1144.669[a]	4	.000
Likelihood Ratio	1129.602	4	.000
Linear-by-Linear Association	922.511	1	.000
N of Valid Cases	376799		

The chi-square analysis resulted in, X^2 (4, N=376799) = 1144.669, p<.001, which indicates a statistically significant relationship.

Table 52   Crosstab Table Question 49 Minority status

			49. My supervisor treats me with respect.		
			Strongly Disagree	Disagree	Neither Agree nor Disagree
Minority status	Minority	Count	5704	6493	13511
		% within Minority status	4.4%	5.0%	10.4%
		% within 49. My supervisor treats me with respect.	40.7%	37.0%	39.3%
		% of Total	1.5%	1.7%	3.6%
	Non-minority	Count	8302	11061	20880
		% within Minority status	3.4%	4.5%	8.5%
		% within 49. My supervisor treats me with respect.	59.3%	63.0%	60.7%
		% of Total	2.2%	2.9%	5.6%
Total		Count	14006	17554	34391
		% within Minority status	3.7%	4.7%	9.1%
		% within 49. My supervisor treats me with respect.	100.0%	100.0%	100.0%
		% of Total	3.7%	4.7%	9.1%

			49. My supervisor treats me with respect.		
			Agree	Strongly Agree	
Minority status	Minority	Count	49415	54244	129367
		% within Minority status	38.2%	41.9%	100.0%
		% within 49. My supervisor treats me with respect.	35.1%	32.1%	34.4%
		% of Total	13.1%	14.4%	34.4%
	Non-minority	Count	91527	114774	246544
		% within Minority status	37.1%	46.6%	100.0%
		% within 49. My supervisor treats me with respect.	64.9%	67.9%	65.6%
		% of Total	24.3%	30.5%	65.6%
Total		Count	140942	169018	375911
		% within Minority status	37.5%	45.0%	100.0%
		% within 49. My supervisor treats me with respect.	100.0%	100.0%	100.0%
		% of Total	37.5%	45.0%	100.0%

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Table 53   Chi-Square Table Question-49

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1089.758[a]	4	.000
Likelihood Ratio	1080.168	4	.000
Linear-by-Linear Association	949.691	1	.000
N of Valid Cases	375911		

The chi-square analysis resulted in, X^2 (4, N=375911) =10589.758, p<.001, which

indicates a statistically significant relationship.

Table 54   Crosstab Table Question 51 Minority status

			51. I have trust and confidence in my supervisor.		
			Strongly Disagree	Disagree	Neither Agree nor Disagree
Minority status	Minority	Count	11343	11324	22390
		% within Minority status	8.8%	8.7%	17.3%
		% within 51. I have trust and confidence in my supervisor.	40.9%	36.1%	39.1%
		% of Total	3.0%	3.0%	6.0%
	Non-minority	Count	16383	20068	34868
		% within Minority status	6.6%	8.1%	14.1%
		% within 51. I have trust and confidence in my supervisor.	59.1%	63.9%	60.9%
		% of Total	4.4%	5.3%	9.3%
Total		Count	27726	31392	57258
		% within Minority status	7.4%	8.3%	15.2%
		% within 51. I have trust and confidence in my supervisor.	100.0%	100.0%	100.0%
		% of Total	7.4%	8.3%	15.2%

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Table 54 (Continued)

			51. I have trust and confidence in my supervisor.		
			Agree	Strongly Agree	
Minority status	Minority	Count	39782	44641	129480
		% within Minority status	30.7%	34.5%	100.0%
		% within 51. I have trust and confidence in my supervisor.	33.6%	31.6%	34.4%
		% of Total	10.6%	11.9%	34.4%
	Non-minority	Count	78736	96656	246711
		% within Minority status	31.9%	39.2%	100.0%
		% within 51. I have trust and confidence in my supervisor.	66.4%	68.4%	65.6%
		% of Total	20.9%	25.7%	65.6%
Total		Count	118518	141297	376191
		% within Minority status	31.5%	37.6%	100.0%
		% within 51. I have trust and confidence in my supervisor.	100.0%	100.0%	100.0%
		% of Total	31.5%	37.6%	100.0%

Table 55   Chi-Square Table Question-51

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1650.295[a]	4	.000
Likelihood Ratio	1632.963	4	.000
Linear-by-Linear Association	1351.938	1	.000
N of Valid Cases	376191		

The chi-square analysis resulted in, $X2$ (4, N=376191) = 1650.295, p<.001, which indicates a statistically significant relationship.

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Table 56   Crosstab Table Question 55 Minority status

			55. Supervisors work well with employees of different backgrounds.		
			Strongly Disagree	Disagree	Neither Agree nor Disagree
Minority status	Minority	Count	10941	10613	28292
		% within Minority status	8.9%	8.7%	23.1%
		% within 55. Supervisors work well with employees of different backgrounds.	47.5%	43.7%	37.3%
		% of Total	3.1%	3.0%	8.1%
	Non-minority	Count	12073	13658	47489
		% within Minority status	5.3%	6.0%	20.8%
		% within 55. Supervisors work well with employees of different backgrounds.	52.5%	56.3%	62.7%
		% of Total	3.4%	3.9%	13.5%
Total		Count	23014	24271	75781
		% within Minority status	6.6%	6.9%	21.6%
		% within 55. Supervisors work well with employees of different backgrounds.	100.0%	100.0%	100.0%
		% of Total	6.6%	6.9%	21.6%

			55. Supervisors work well with employees of different backgrounds.		
			Agree	Strongly Agree	
Minority status	Minority	Count	50886	21755	122487
		% within Minority status	41.5%	17.8%	100.0%
		% within 55. Supervisors work well with employees of different backgrounds.	31.9%	31.9%	34.9%
		% of Total	14.5%	6.2%	34.9%
	Non-minority	Count	108481	46523	228224
		% within Minority status	47.5%	20.4%	100.0%
		% within 55. Supervisors work well with employees of different backgrounds.	68.1%	68.1%	65.1%
		% of Total	30.9%	13.3%	65.1%
Total		Count	159367	68278	350711
		% within Minority status	45.4%	19.5%	100.0%
		% within 55. Supervisors work well with employees of different backgrounds.	100.0%	100.0%	100.0%
		% of Total	45.4%	19.5%	100.0%

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Table 57   Chi-Square Table Question-55

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3543.200^a	4	.000
Likelihood Ratio	3460.922	4	.000
Linear-by-Linear Association	3112.830	1	.000
N of Valid Cases	350711		

The chi-square analysis resulted in, X^2 (4, N=350711) = 3543.200, p<.001, which

indicates a statistically significant relationship.

Table 58   Crosstab Table Question 58 Minority status

			58. Managers promote communication among different work units.		
			Strongly Disagree	Disagree	Neither Agree nor Disagree
Minority status	Minority	Count	13888	15609	27637
		% within Minority status	11.1%	12.5%	22.1%
		% within 58. Managers promote communication among different work units.	35.4%	30.1%	34.8%
		% of Total	3.8%	4.3%	7.6%
	Non-minority	Count	25350	36329	51876
		% within Minority status	10.7%	15.3%	21.8%
		% within 58. Managers promote communication among different work units.	64.6%	69.9%	65.2%
		% of Total	7.0%	10.0%	14.3%
Total		Count	39238	51938	79513
		% within Minority status	10.8%	14.3%	21.9%
		% within 58. Managers promote communication among different work units.	100.0%	100.0%	100.0%
		% of Total	10.8%	14.3%	21.9%

Table 58 (Continued)

			58. Managers promote communication among different work units.		
			Agree	Strongly Agree	
Minority status	Minority	Count	48666	19220	125020
		% within Minority status	38.9%	15.4%	100.0%
		% within 58. Managers promote communication among different work units.	35.1%	35.9%	34.4%
		% of Total	13.4%	5.3%	34.4%
	Non-minority	Count	89942	34386	237883
		% within Minority status	37.8%	14.5%	100.0%
		% within 58. Managers promote communication among different work units.	64.9%	64.1%	65.6%
		% of Total	24.8%	9.5%	65.6%
Total		Count	138608	53606	362903
		% within Minority status	38.2%	14.8%	100.0%
		% within 58. Managers promote communication among different work units.	100.0%	100.0%	100.0%
		% of Total	38.2%	14.8%	100.0%

Table 59   Chi-Square Table Question-58

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	537.056[a]	4	.000
Likelihood Ratio	546.556	4	.000
Linear-by-Linear Association	132.461	1	.000
N of Valid Cases	362903		

The chi-square analysis resulted in, X^2 (4, N=362903) = 537.056, p<.001, which indicates a statistically significant relationship.

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Table 60   Crosstab Table Question 59 Minority status

| | | | 59. Managers support collaboration across work units to accomplish work objectives. | |
			Strongly Disagree	Disagree
Minority status	Minority	Count	12567	13020
		% within Minority status	10.1%	10.4%
		% within 59. Managers support collaboration across work units to accomplish work objectives.	36.3%	30.4%
		% of Total	3.5%	3.6%
	Non-minority	Count	22040	29811
		% within Minority status	9.3%	12.5%
		% within 59. Managers support collaboration across work units to accomplish work objectives.	63.7%	69.6%
		% of Total	6.1%	8.2%
Total		Count	34607	42831
		% within Minority status	9.6%	11.8%
		% within 59. Managers support collaboration across work units to accomplish work objectives.	100.0%	100.0%
		% of Total	9.6%	11.8%

| | | | 59. Managers support collaboration across work units to accomplish work objectives. | |
			Neither Agree nor Disagree	Agree
Minority status	Minority	Count	27727	50845
		% within Minority status	22.2%	40.8%
		% within 59. Managers support collaboration across work units to accomplish work objectives.	35.2%	34.6%
		% of Total	7.7%	14.0%
	Non-minority	Count	51018	96301
		% within Minority status	21.5%	40.5%
		% within 59. Managers support collaboration across work units to accomplish work objectives.	64.8%	65.4%
		% of Total	14.1%	26.6%
Total		Count	78745	147146
		% within Minority status	21.7%	40.6%
		% within 59. Managers support collaboration across work units to accomplish work objectives.	100.0%	100.0%
		% of Total	21.7%	40.6%

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Table 60 (Continued)

			59. Managers support collaboration across work units to accomplish work objectives. Strongly Agree	Total
Minority status	Minority	Count	20487	124646
		% within Minority status	16.4%	100.0%
		% within 59. Managers support collaboration across work units to accomplish work objectives.	34.8%	34.4%
		% of Total	5.7%	34.4%
	Non-minority	Count	38373	237543
		% within Minority status	16.2%	100.0%
		% within 59. Managers support collaboration across work units to accomplish work objectives.	65.2%	65.6%
		% of Total	10.6%	65.6%
Total		Count	58860	362189
		% within Minority status	16.3%	100.0%
		% within 59. Managers support collaboration across work units to accomplish work objectives.	100.0%	100.0%
		% of Total	16.3%	100.0%

Table 61   Chi-Square Table Question-59

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	388.750[a]	4	.000
Likelihood Ratio	394.412	4	.000
Linear-by-Linear Association	10.200	1	.001
N of Valid Cases	362189		

The chi-square analysis resulted in, X^2 (4, N=362189) = 388.750, p<.001, which

indicates a statistically significant relationship.

Reliability Test

Before testing my hypotheses, I tested the reliability of the selected assessment

items. A correlation analysis was conducted to examine the relationships between each of

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the questions related to fairness, cooperation, empowerment, cooperation, supportive,

openness and engagement.

Table 62   Reliability Statistics-Empowerment

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.856	.857	4

First, a correlation analysis was conducted to examine the relationships between

questions 2, 3, 11, 30 (empowerment).

Table 63   Item Statistics For Empowerment

	Mean	Std. Deviation	N
2. I have enough information to do my job well.	3.72	1.023	381100
3. I feel encouraged to come up with new and better ways of doing things.	3.50	1.226	381100
11. My talents are used well in the workplace.	3.41	1.226	381100
30. Employees have a feeling of personal empowerment with respect to work processes.	3.13	1.169	381100

2 I have enough information to do my job well, (N=381100) M=3.72 (SD=1.023).

3 I have feel encouraged to come up with new and better ways of doing my job, (N=381100) M= 3.50 (SD=1.226)

11 My talents are used well in the workplace, (N=381100) M=3.41(SD=1.226).

30 Employees have a feeling of personal empowerment with respect to work processes, (N=381100) M=3.13 (SD=1.169).

A reliability analysis resulted in a Cronbach's Alpha value of .856, which

indicates a high internal consistency within my question set.

Table 64   Inter-Item Correlation Matrix-Empowerment

	2. I have enough information to do my job well.	3. I feel encouraged to come up with new and better ways of doing things.	11. My talents are used well in the workplace.	30. Employees have a feeling of personal empowerment with respect to work processes.
2. I have enough information to do my job well.	1.000	.605	.562	.536
3. I feel encouraged to come up with new and better ways of doing things.	.605	1.000	.662	.632
11. My talents are used well in the workplace.	.562	.662	1.000	.599
30. Employees have a feeling of personal empowerment with respect to work processes.	.536	.632	.599	1.000

2 → 3 Resulted in a Pearson's correlation coefficient, r=.605, which suggests a strong, positive relationship.

2 →11 Resulted in a Pearson's correlation coefficient, r=.562, which suggests a strong, positive relationship.

2→30 Resulted in a Pearson's correlation coefficient, r=.536, which suggests a strong, positive relationship.

3 → 11 Resulted in a Pearson's correlation coefficient, r=.662, which suggests a strong, positive relationship.

3 → 30 Resulted in a Pearson's correlation coefficient, r=.632, which suggests a strong, positive relationship.

11 → 30 Resulted in a Pearson's correlation coefficient, r=.599, which suggests a strong, positive relationship.

The results for the correlation analysis for assessment items housed within the

empowerment category suggest strong, positive relationships.

Table 65   Reliability Statistics-Fairness

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.843	.843	4

Second, a correlation analysis was conducted to examine the relationships

between questions 23, 25, 37, 38 (fairness).

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Table 66   Inter Item Statistics-Fairness

	Mean	Std. Deviation	N
23. In my work unit, steps are taken to deal with a poor performer who cannot or will not improve.	2.81	1.216	328838
25. Awards in my work unit depend on how well employees perform their jobs.	3.09	1.247	328838
37. Arbitrary action, personal favoritism and coercion for partisan political purposes are not tolerated.	3.36	1.261	328838
38. Prohibited Personnel Practices are not tolerated.	3.71	1.146	328838

23 In my work unit, steps are taken to deal with a poor performer who cannot or will not improve (N=328838) M=2.81 (SD=1.216).

25 Awards in my work unit depend on how well employees perform their jobs, (N=328838) M=3.09 (SD=1.247).

37 Arbitrary action, personal favoritism and coercion for partisan political purpose are not tolerated, (N=328838) M=3.36 (SD=1.261).

38. Prohibited Personnel Practices are not tolerated, (N=328838) M=3.71, (SD=1.146).

A reliability analysis resulted in a Cronbach's Alpha value of .843, which

indicates a high internal consistency within my question set.

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Table 67   Inter-Item Correlation Matrix-Fairness

	23. In my work unit, steps are taken to deal with a poor performer who cannot or will not improve.	25. Awards in my work unit depend on how well employees perform their jobs.	37. Arbitrary action, personal favoritism and coercion for partisan political purposes are not tolerated.	38. Prohibited Personnel Practices are not tolerated.
23. In my work unit, steps are taken to deal with a poor performer who cannot or will not improve.	1.000	.627	.506	.446
25. Awards in my work unit depend on how well employees perform their jobs.	.627	1.000	.583	.538
37. Arbitrary action, personal favoritism and coercion for partisan political purposes are not tolerated.	.506	.583	1.000	.743
38. Prohibited Personnel Practices are not tolerated.	.446	.538	.743	1.000

23 → 25 Resulted in a Pearson's correlation coefficient, r=.627, which suggests a strong, positive relationship.

23 → 37 Resulted in a Pearson's correlation coefficient, r=.506, which suggests a strong, positive relationship.

23 → 38 Resulted in a Pearson's correlation coefficient, r=.446, which suggests a strong, positive relationship.

25 → 37 Resulted in a Pearson's correlation coefficient, r=.583, which suggests a strong, positive relationship.

25 → 38 Resulted in a Pearson's correlation coefficient, r=.538, which suggests a strong, positive relationship.

37 → 38 Resulted in a Pearson's correlation coefficient, r=.743, which suggests a strong, positive relationship.

All of the Pearson's correlation coefficients suggest a strong, positive relationship

between assessment items within the fairness category.

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Table 68   Reliability Statistics- Engagement

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.677	.718	4

Third, a correlation analysis was conducted to examine the relationships between

questions 4, 7, 8, and 51 (engagement).

Table 69   Item Statistics-Engagement

	Mean	Std. Deviation	N
4. My work gives me a feeling of personal accomplishment.	3.82	1.114	403236
7. When needed I am willing to put in the extra effort to get a job done.	4.58	.659	403236
8. I am constantly looking for ways to do my job better.	4.36	.735	403236
51. I have trust and confidence in my supervisor.	3.82	1.226	403236

4 My work gives me a feeling of personal accomplishments, (N=403236) M=3.82 (SD=1.114)

7 When needed I am willing to put in the extra effort to get a job done, (N=403236) M=4.58 (SD=.659)

8 I am constantly looking for ways to do my job better, (N=403236) M=4.36 (SD=.735)

51 I have trust and confidence in my supervisor, (N=403236) M=3.82 (SD=1.226)

A reliability analysis resulted in a Cronbach's Alpha value of .677, which

indicates a high internal consistency within my question set.

Table 70   Inter-Item Correlation Matrix-Engagement

	4. My work gives me a feeling of personal accomplishment.	7. When needed I am willing to put in the extra effort to get a job done.	8. I am constantly looking for ways to do my job better.	51. I have trust and confidence in my supervisor.
4. My work gives me a feeling of personal accomplishment.	1.000	.389	.411	.432
7. When needed I am willing to put in the extra effort to get a job done.	.389	1.000	.630	.246
8. I am constantly looking for ways to do my job better.	.411	.630	1.000	.226
51. I have trust and confidence in my supervisor.	.432	.246	.226	1.000

4➔7 Resulted in a Pearson's correlation coefficient, r=.389, which suggests a moderate, positive relationship.

4➔8 Resulted in a Pearson's correlation coefficient, r=.411, which suggests a moderate, positive relationship.

4➔51 Resulted in a Pearson's correlation coefficient, r=.432, which suggests a moderate, positive relationship.

7➔8 Resulted in a Pearson's correlation coefficient, r=.630, which suggests a strong, positive relationship.

7➔51 Resulted in a Pearson's correlation coefficient, r=.246, which suggests a weak, positive relationship.

8➔51 Resulted in a Pearson's correlation coefficient, r=.226, which suggests a weak, positive relationship.

Most of the Pearson's correlation coefficients suggest a moderate, positive

relationship between assessment items within the engagement category.

Table 71   Reliability Statistics-Support

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.915	.917	4

Fourth, a correlation analysis was conducted to examine the relationships between

questions 42, 46, 48, 49 (support).

Table 72   Item Statistic-Support

	Mean	Std. Deviation	N
42. My supervisor supports my need to balance work and other life issues.	4.09	1.058	403102
46. My supervisor provides me with constructive suggestions to improve my job performance.	3.66	1.190	403102
48. My supervisor listens to what I have to say.	4.02	1.074	403102
49. My supervisor treats me with respect.	4.15	1.023	403102

2 My supervisor supports my need to balance work and other life issues, (N=403102)
M=4.09 (SD=1.058)
46 My supervisor provides me with constructive suggestions to improve my job
performance, (N=403102) M=3.66 (SD=1.190)
48 My supervisor listens to what I have to say, N=403102) M=4.02 (SD=1.074)
49 My supervisor treats me with respect, N=403102) M=4.15 (SD=1.023)

A reliability analysis resulted in a Cronbach's Alpha value of .915, which

indicates a high internal consistency within my question set.

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Table 73   Inter-Item Correlation Matrix-Support

	42. My supervisor supports my need to balance work and other life issues.	46. My supervisor provides me with constructive suggestions to improve my job performance.	48. My supervisor listens to what I have to say.	49. My supervisor treats me with respect.
42. My supervisor supports my need to balance work and other life issues.	1.000	.657	.707	.709
46. My supervisor provides me with constructive suggestions to improve my job performance.	.657	1.000	.751	.716
48. My supervisor listens to what I have to say.	.707	.751	1.000	.859
49. My supervisor treats me with respect.	.709	.716	.859	1.000

42 → 46 Resulted in a Pearson's correlation coefficient, r=.657, which suggests a strong, positive relationship.

42→48 Resulted in a Pearson's correlation coefficient, r=.707, which suggests a strong, positive relationship.

42→ 49 Resulted in a Pearson's correlation coefficient, r=.709, which suggests a strong, positive relationship.

46→ 48 Resulted in a Pearson's correlation coefficient, r=.751, which suggests a strong, positive relationship.

46→49 Resulted in a Pearson's correlation coefficient, r=.716, which suggests a strong, positive relationship.

48→49 Resulted in a Pearson's correlation coefficient, r=.859, which suggests a strong, positive relationship.

The results for the correlation analysis for assessment items housed within the

support category suggest strong, positive relationships.

Table 74   Reliability Statistics- Cooperation

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.932	.932	2

Next, a correlation analysis was conducted to examine the relationships between

questions 58 and 59 (cooperation).

Table 75   Item Statistics-Cooperation

	Mean	Std. Deviation	N
58. Managers promote communication among different work units.	3.32	1.204	386156
59. Managers support collaboration across work units to accomplish work objectives.	3.41	1.178	386156

58 Managers promote communication among different work units (for example, about project, goals, needed resource), (N=386156) M= 3.32 (SD=1.204).
59 Managers support collaboration across work units to accomplish work objectives, (N=386156) M= 3.41 (SD=1.178).

Table 76   Inter-Item Correlation Matrix-Cooperation

	58. Managers promote communication among different work units.	59. Managers support collaboration across work units to accomplish work objectives.
58. Managers promote communication among different work units.	1.000	.873
59. Managers support collaboration across work units to accomplish work objectives.	.873	1.000

58→59 Resulted in a Pearson's correlation coefficient, r=.873, which suggests a strong, positive relationship.

Table 77   Reliability Statistics- Openness

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.830	.831	4

The final correlation analysis was conducted to examine the relationships between questions 32, 34, 45, and 55 (openness).

Table 78   Item Statistics-Openness

	Mean	Std. Deviation	N
32. Creativity and innovation are rewarded.	3.12	1.187	332052
34. Policies and programs promote diversity in the workplace.	3.56	1.085	332052
45. My supervisor is committed to a workforce representative of all segments of society.	3.88	1.074	332052
55. Supervisors work well with employees of different backgrounds.	3.65	1.080	332052

32 Creativity and innovation are rewarded, (N=332052) M=3.12 (SD=1.187)
34 Policies and programs promote diversity in the workplace (for example, recruiting minorities and women, training in awareness of diversity issues, mentoring), (N=332052) M=3.56 (SD=1.085)
45 My supervisor is committed to a workforce representative of all segments of society, (N=332052) M=3.88 (SD=1.074)
55 Supervisors work well with employees of different backgrounds, (N=332052) M=3.65 (SD=1.080)

Table 79   Inter-Item Correlation Matrix-Openness

	32. Creativity and innovation are rewarded.	34. Policies and programs promote diversity in the workplace.	45. My supervisor is committed to a workforce representative of all segments of society.	55. Supervisors work well with employees of different backgrounds.
32. Creativity and innovation are rewarded.	1.000	.513	.524	.590
34. Policies and programs promote diversity in the workplace.	.513	1.000	.519	.565
45. My supervisor is committed to a workforce representative of all segments of society.	.524	.519	1.000	.596
55. Supervisors work well with employees of different backgrounds.	.590	.565	.596	1.000

32→34 Resulted in a Pearson's correlation coefficient, r=.513, which suggests a strong, positive relationship.

32→45 Resulted in a Pearson's correlation coefficient, r=.524, which suggests a strong, positive relationship.

32→55 Resulted in a Pearson's correlation coefficient, r=.590, which suggests a strong, positive relationship.

34→45 Resulted in a Pearson's correlation coefficient, r=.519, which suggests a strong, positive relationship.

34→55 Resulted in a Pearson's correlation coefficient, r=.565, which suggests a strong, positive relationship.

45→55 Resulted in a Pearson's correlation coefficient, r=.596, which suggests a strong, positive relationship.

The results for the correlation analysis for assessment items housed within the

openness category suggest strong, positive relationships.

Correlation Between Minority and Non-minority

This section includes three correlation tables. The first table is a correlation table

for the five inclusion factors identified by OPM. The additional two tables include

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additional correlation analysis between the dependent variable (engagement) and the

independent variables (fairness, cooperation, empowerment, openness, and support).

These two correlations were conducted analyzing minority and non-minority populations

independently.

Table 80   Correlation Table For The Five Inclusion Factors

		Fair	Open	Empowering	Supportive	Cooperative
Fair	Pearson Correlation	1	.769**	.695**	.598**	.647**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	417324	410430	417297	409196	396311
Open	Pearson Correlation	.769**	1	.750**	.709**	.701**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	410430	413958	413929	411745	398596
Empowering	Pearson Correlation	.695**	.750**	1	.627**	.674**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	417297	413929	421699	413061	399349
Supportive	Pearson Correlation	.598**	.709**	.627**	1	.520**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	409196	411745	413061	413106	399328
Cooperative	Pearson Correlation	.647**	.701**	.674**	.520**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	396311	398596	399349	399328	399376

**Correlation is significance at the 0.01 level (2-tailed)

The results from the correlation analysis between the inclusion factors fairness

and openness yielded r=.769, which indicates a strong, positive relationship. The results

from the correlation analysis between the inclusion factors fairness and empowering

yielded r=.695, which indicates a strong, positive relationship. The results from the

correlation analysis between the inclusion factors fairness and support yielded r=.598,

which indicates a strong, positive relationship. The results from the correlation analysis

between the inclusion factors fairness and cooperation yielded r=.647, which indicates a

strong, positive relationship.

The results from the correlation analysis between the inclusion factors openness

and empowerment yielded r=.750, which indicates a strong, positive relationship. The

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results from the correlation analysis between the inclusion factors openness and support yielded r=.709, which indicates a strong, positive relationship. The results from the correlation analysis between the inclusion factors openness and cooperation yielded r=.701, which indicates a strong, positive relationship.

The results from the correlation analysis between the inclusion factors empowerment and support yielded r=.627, which indicates a strong, positive relationship. The results from the correlation analysis between the inclusion factors empowerment and cooperation yielded r=.674, which indicates a strong, positive relationship.

The results from the correlation analysis between the inclusion factors support and cooperative yielded r=.520, which indicates a strong, positive relationship.

All factors indicate a strong positive relationship between the inclusion factors.

Table 81   Minority status

Pearson Correlation	Fairness	Engagement	Cooperation	Empowerment	Support	Openness
Fairness	1	.516	.602	.649	.530	.746
Engagement	.516	1	.523	.684	.691	.608
Cooperation	.602	.523	1	.652	.533	.677
Support	.530	.691	.533	.614	1	.664
Openness	.746	.608	.677	.710	.664	1

**Correlation is significant at the 0.01 level (2-tailed)

Within the minority population an analysis of the variable fairness and engagement resulted in a Pearson's correlation coefficient, r=.516. Within the minority population an analysis of the variable fairness and cooperation resulted in a Pearson's correlation coefficient, r=.602. Within the minority population an analysis of the variable fairness and empowerment resulted in a Pearson's correlation coefficient, r=.649. Within the minority population an analysis of the variable fairness and support resulted in a Pearson's correlation coefficient, r=.530. Within the minority population an analysis of the variable fairness and openness resulted in a Pearson's correlation coefficient, r=.746.

Within the minority population an analysis of the variable engagement and cooperation resulted in a Pearson's correlation coefficient, r=.523. Within the minority population an analysis of the variable engagement and empowerment resulted in a Pearson's correlation coefficient, r=.691. Within the minority population an analysis of the variable engagement and support resulted in a Pearson's correlation coefficient, r=.691. Within the minority population an analysis of the variable engagement and openness resulted in a Pearson's correlation coefficient, r=.608.

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Within the minority population an analysis of the variable cooperation and empowerment resulted in a Pearson's correlation coefficient, r=.652. Within the minority population an analysis of the variable cooperation and support resulted in Pearson's correlation coefficient, r=.533. Within the minority population an analysis of the variable cooperation and openness resulted in a Pearson's correlation coefficient, r=.677.

Within the minority population an analysis of the variable support and empowerment resulted in a Pearson's correlation coefficient, r=.614. Within the minority population an analysis of the variable support and openness resulted in a Pearson's correlation coefficient, r=.664.

When comparing all of the variables to minority status, all of the above Pearson's correlation coefficient suggests a strong, positive relationship. The relationship between fairness and openness is the strongest for minorities.

Table 82   Non-minority Status

Pearson Correlation	Fairness	Engagement	Cooperation	Empowerment	Support	Openness
Fairness	1	.515	.575	.625	.512	.715
Engagement	.515	1	.507	.688	.693	.580
Cooperation	.575	.507	1	.641	.491	.627
Support	.512	.693	.491	.602	1	.596
Openness	.715	.580	.627	.664	.596	1

**Correlation is significant at the 0.01 level (2-tailed)

Within the non-minority population an analysis of the variable fairness and engagement resulted in a Pearson's correlation coefficient, r=.515. Within the non-minority population an analysis of the variable fairness and cooperation resulted in a Pearson's correlation coefficient, r=.575. Within the non-minority population an analysis

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of the variable fairness and empowerment resulted in a Pearson's correlation coefficient, r=.625. Within the non-minority population an analysis of the variable fairness and support resulted in a Pearson's correlation coefficient, r=.512. Within the non-minority population an analysis of the variable fairness and openness resulted in a Pearson's correlation coefficient, r=.715.

Within the non-minority population an analysis of the variable engagement and cooperation resulted in a Pearson's correlation coefficient, r=.507. Within the non-minority population an analysis of the variable engagement and empowerment resulted in a Pearson's correlation coefficient, r=.688. Within the non-minority population an analysis of the variable engagement and support resulted in a Pearson's correlation coefficient, r=.693. Within the non-minority population an analysis of the variable engagement and openness resulted in a Pearson's correlation coefficient, r=.580.

Within then non-minority population an analysis of the variable cooperation and empowerment resulted in a Pearson's correlation coefficient, r=.507. Within the non-minority population an analysis of the variable cooperation and support resulted in support Pearson's correlation coefficient, r=.491. Within the non-minority population an analysis of the variable cooperation and openness resulted in a Pearson's correlation coefficient, r=.627.

Within the non-minority population an analysis of the variable support and empowerment resulted in a Pearson's correlation coefficient, r=.602. Within the non-minority population an analysis of the variable support and openness resulted in a Pearson's correlation coefficient, r=.596.

When comparing all of the variables to non-minority status, most of the Pearson's correlation coefficient suggests a strong, positive relationship. The relationship between support and cooperation is a moderate positive relationship. The relationship between fairness and openness is the strongest for the non-minority group. The relationship between fairness and openness is the highest for both minority and non-minority group.

T-Test

A t-test is a simple comparison of means within an independent grouping variable. For this study the independent variable of race, included the following two categories: minority or non-minority. This t-test determined if there is a statistically significant difference between minority and non-minority groups.

Table 83   T-Test (Minority Status)

	Minority status	N	Mean	Std. Deviation	Std. Error Mean
Engagement	Minority	130150	4.1311	.70667	.00196
	Non-minority	247550	4.1631	.67691	.00136
Fair	Minority	128900	3.1604	1.05903	.00295
	Non-minority	245454	3.2575	1.01200	.00204
Cooperative	Minority	126934	3.3864	1.15624	.00325
	Non-minority	241549	3.3552	1.14795	.00234
Empowering	Minority	130139	3.4407	.98695	.00274
	Non-minority	247542	3.4402	.96551	.00194
Supportive	Minority	130132	3.9149	1.01905	.00282
	Non-minority	247518	4.0184	.94139	.00189
Open	Minority	129741	3.4013	.97817	.00272
	Non-minority	246833	3.5545	.87709	.00177

The first step involved an analysis of the Levene's Test results, which tests the assumption of equal variance. There are two options for the Levene's Test: either assumed either assumed [p-value >.05] or not assumed (violated) [p-value <.05]

Table 84   T-Test/Levene's Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Cooperative	Equal variances assumed	54.929	.000	21.424	1541652	.000	.04087	.00191	.03713	.04461
	Equal variances not assumed			21.346	1217467.531	.000	.04087	.00191	.03712	.04463
Empowering	Equal variances assumed	560.601	.000	16.846	1582451	.000	.02663	.00158	.02353	.02973
	Equal variances not assumed			16.726	1234451.894	.000	.02663	.00159	.02351	.02975
Engagement	Equal variances assumed	870.872	.000	-9.924	1582538	.000	-.01122	.00113	-.01344	-.00900
	Equal variances not assumed			-9.815	1219303.032	.000	-.01122	.00114	-.01346	-.00898
Fair	Equal variances assumed	2584.441	.000	-37.078	1571285	.000	-.06283	.00169	-.06615	-.05951
	Equal variances not assumed			-36.591	1200806.098	.000	-.06283	.00172	-.06620	-.05947
Open	Equal variances assumed	12206.100	.000	-85.621	1578347	.000	-.12848	.00150	-.13142	-.12554
	Equal variances not assumed			-83.330	1152659.269	.000	-.12848	.00154	-.13150	-.12546
Supportive	Equal variances assumed	4291.862	.000	-53.592	1582333	.000	-.08639	.00161	-.08955	-.08323
	Equal variances not assumed			-52.656	1192616.321	.000	-.08639	.00164	-.08961	-.08318

For the variable cooperation within the minority group (N=126934) M=3.3864 (SD=1.15624) and within the non-minority group (N=241549) M=3.3552 (SD=1.14795), results from an independent t-test were statistically significant t(1217467.531) = 21.346, p<.001.

For the variable empowerment within the minority group (N=130139) M=3.4407(SD=.98695) and within the non-minority group (N=247,542) M=3.4402 (SD=.96551), results from an independent t-test were statistically significant t(1234451.894) =16.726, p<.001.

For the variable fairness within the minority group (N=128900) M=3.1604 (SD=1.05903) and within the non-minority group (N=245454) M=3.2575 (SD=1.01200),

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results from an independent t-test were statistically significant t(1200806.098) = -36.591, p<.001.

For the variable openness within the minority group (N=129741) M=3.4013 (SD=.97817) and within the non-minority group (N=246833) M=3.5545 (SD=.87709), results from an independent t-test were statistically significant t(1152659.269) = -83.330, p<.001.

For the variable support within the minority group (N=130132) M=3.9149 (SD=1.01905) and within the non-minority group (N=247518) M=4.0184 (SD=.94139), results from an independent t-test were statistically significant t(1192616.321) = -52.656, p<.001.

The results from the t-test suggest that for each inclusion factor, there is a statistically significant difference between minority and non-minority groups. These findings support hypothesis 1-5. It should be noted, however, that these attitudinal differences between minority and non-minority groups were often small in magnitude. For example, the inter-group differences were so small on the cooperative and empowerment dimensions that minorities actually had very slightly higher scores than non-minorities, contrary to what the literature suggested. On the other hand, minorities clearly had lower scores on the openness dimension than did non-minorities.

Multiple Linear Regression

The next stage of my analysis involved a Multiple Linear Regression to determine the relationship between the dependent variable(engagement (N=365288) M=16.54462 (SD=2.81556), and independent variables: fairness (N=356288) M=12.0888 (SD=4.41152), cooperation (N=365288) M=6.6364 (SD=2.36174), empowerment

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(N=365288) M=13.5405 (SD=3.97972), support (N=365288) M=15.8741 (SD=3.92980),

and openness (N=365288) M=13.3200 (SD=4.12327).

Table 85   Descriptive Statistics

	Mean	Std. Deviation	N
Engagement	16.5462	2.81556	365288
Fairness	12.0888	4.41152	365288
Cooperation	6.6364	2.36174	365288
Empowerment	13.5405	3.97972	365288
Support	15.8741	3.92980	365288
Openness	13.3200	4.12327	365288
Minority status	1.66	.475	365288

The following include correlation tables. The correlation table examines the

relationship between the dependent variable (engagement) and the independent variables

(fairness, cooperation, empowerment, openness, and support).

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Table 86   Correlation Tables

		Engagement	Fairness	Cooperation	Empowerment
Pearson Correlation	Engagement	1.000	.519	.513	.688
	Fairness	.519	1.000	.584	.636
	Cooperation	.513	.584	1.000	.646
	Empowerment	.688	.636	.646	1.000
	Support	.695	.523	.506	.609
	Openness	.600	.727	.647	.688

		Support	Openness	Minority status
Pearson Correlation	Engagement	.695	.600	.026
	Fairness	.523	.727	.043
	Cooperation	.506	.647	-.011
	Empowerment	.609	.688	.006
	Support	1.000	.634	.052
	Openness	.634	1.000	.056

When compared to the dependent variable engagement, the independent variable fairness resulted in a Pearson's correlation coefficient r= .519, which suggests a strong, positive relationship.

When compared to the dependent variable engagement, the independent variable empowerment resulted in a Pearson's correlation coefficient r= .688, which suggests a strong, positive relationship.

When compared to the dependent variable engagement, the independent variable cooperation resulted in a Pearson's correlation coefficient r=.513, which suggests a strong, positive relationship.

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When compared to the dependent variable engagement, the independent variable support resulted in a Pearson's correlation coefficient r= .695, which suggests a strong, positive relationship.

When compared to the dependent variable engagement, the independent variable openness resulted in a Pearson's correlation coefficient r= .600, which suggests a strong, positive relationship.

The results from the correlation table examining the relationship between the five inclusion factors and employee engagement all related in a strong, positive relationship. The results support hypotheses 6-10.

The correlation table also examines the relationship between the independent variables (fairness, empowerment, support, cooperation, and openness). The following paragraphs provide detail regarding the strength of the relationships between the independent variables.

When compared to the independent variable fairness, the independent variable cooperation resulted in a Pearson's correlation coefficient r= .584, which suggests a strong, positive relationship.

When compared to the independent variable fairness, the independent variable empowerment resulted in a Pearson's correlation coefficient r= .636, which suggests a strong, positive relationship.

When compared to the independent variable fairness, the independent variable support resulted in a Pearson's correlation coefficient r= .523, which suggests a strong, positive relationship.

When compared to the independent variable fairness, the independent variable openness resulted in a Pearson's correlation coefficient r= .727, which suggests a strong, positive relationship.

When compared to the independent variable cooperation, the independent variable empowerment resulted in a Pearson's correlation coefficient r= .646, which suggests a strong, positive relationship.

When compared to the independent variable cooperation, the independent variable support resulted in a Pearson's correlation coefficient r= .506, which suggests a strong, positive relationship.

When compared to the independent variable cooperation, the independent variable openness resulted in a Pearson's correlation coefficient r= .647, which suggests a strong, positive relationship.

When compared to the independent variable empowerment, the independent variable support resulted in a Pearson's correlation coefficient r= .609, which suggests a strong, positive relationship.

When compared to the independent variable empowerment, the independent variable openness resulted in a Pearson's correlation coefficient r= .688, which suggests a strong, positive relationship.

When compared to the independent variable support, the independent variable openness resulted in a Pearson's correlation coefficient r=.634, which suggests a strong, positive relationship.

An analysis of Pearson's correlation coefficients of each independent variables suggests strong positive relationships.

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<center>**Models**</center>

After determining the strength and direction of relationships between the
dependent variable (engagement) and the independent variables (empowerment,
openness, fairness, cooperation, and support) and within independent variables, I wanted
to determine the impact of these combined factors on the dependent variable.

Table 87   Model Summary

R Square		Adjusted R Square	Std. Error of the Estimate
Model 1	.483	.483	2.02478
Model 2.	595	.595	1.79260
Model 3	.597	.597	1.78760
Model 4	.597	.597	1.78738
Model 5	.597	.597	1.78732

a .Predictors: (Constant), Support (Model 1)
b. Predictors: (Constant), Support, Empowerment (Model 2)
c. Predictors: (Constant), Support, Empowerment, Openness (Model 3)
d. Predictors: (Constant), Support, Empowerment, Openness, Cooperation (Model 4)
e. Predictors: (Constant), Support, Empowerment, Openness, Cooperation, and Fairness
(Model 5)

See the following page for details of the model summary.

The R-square represents the percent of variance that can be explained by a model.

Model 1 resulted in a R Square value of .483, which means that 48.4% of variance

in employee engagement can be explained by the predictive independent

variable support.

Model 2 resulted in a R Square value of .595, which means that 59.5% of variance

in employee engagement can be explained by the linear combination of

support and empowerment.

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Model 3 resulted in a R Square value of .597, which means that 59.7% of variance in employee engagement can be explained by the linear combination of support, empowerment, and openness.

Model 4 resulted in a R Square value of .597, which means that 59.7% of variance in employee engagement can be explained by the linear combination of support, empowerment, openness, cooperation.

Model 5 resulted in a R Square value of .597, which means that 59.7% of variance in employee engagement can be explained by the linear combination of support, empowerment, openness, cooperation, and fairness.

The model summary results indicate that Model 3, Model 4, and Model 5 account for 59.7% of variance in the dependent variance engagement.

ANOVA

The ANOVA describes which model is statistically significant.

Table 88   Anova Table

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1398178.976	1	1398178.976	341040.535	.000[b]
	Residual	1497579.182	365286	4.100		
	Total	2895758.158	365287			
2	Regression	1721942.435	2	860971.218	267929.510	.000[c]
	Residual	1173815.723	365285	3.213		
	Total	2895758.158	365287			
3	Regression	1728490.188	3	576163.396	180304.159	.000[d]
	Residual	1167267.970	365284	3.196		
	Total	2895758.158	365287			
4	Regression	1728774.179	4	432193.545	135282.881	.000[e]
	Residual	1166983.979	365283	3.195		
	Total	2895758.158	365287			
5	Regression	1728862.330	5	345772.466	108239.703	.000[f]
	Residual	1166895.828	365282	3.195		
	Total	2895758.158	365287			

a. Dependent Variable: Engagement

b. Predictors: (Constant), Support (Model 1)

c. Predictors: (Constant), Support, Empowerment (Model 2)

d. Predictors: (Constant), Support, Empowerment, Openness (Model 3)

e. Predictors: (Constant), Support, Empowerment, Openness, Cooperation (Model

f. Predictors: (Constant), Support, Empowerment, Openness, Cooperation, and Fairness
(Model 5)

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The ANOVA for Model 1 resulted in, $F(1, 365286) = 341040.535$, $p<.001$, which is significant.

Model 2 resulted in, $F(2, 365285) = 267929.510$, $p<.001$, which is significant.

Model 3 $F(3, 365284) = 180304.159$, $p<.001$, which is significant

Model 4 resulted in $F(4, 365283) = 135282.881$, $p<.001$, which is significant.

Model 5 resulted in $F(5, 365288) = 108239.703$, $p<.001$, which is significant.

Models 3, 4, and 5 all account for the same percentage of variance within the dependent variable, and they are all significant; however Model 3 which only includes the variables support, empowerment, and openness, does just as good of a job predicting employee engagement as Models 4 and 5 which include more independent variables.

Coefficients

Table 89   Coefficient Table

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.643	.014		619.992	.000
	Support	.498	.001	.695	583.987	.000
2	(Constant)	7.525	.013		586.205	.000
	Support	.314	.001	.438	329.961	.000
	Empowerment	.298	.001	.422	317.417	.000
3	(Constant)	7.481	.013		582.877	.000
	Support	.297	.001	.414	289.857	.000
	Empowerment	.274	.001	.388	254.975	.000
	Openness	.048	.001	.071	45.266	.000
4	(Constant)	7.474	.013		581.384	.000
	Support	.296	.001	.413	288.876	.000
	Empowerment	.271	.001	.383	237.211	.000
	Openness	.045	.001	.066	39.769	.000
	Cooperation	.017	.002	.014	9.428	.000
5	(Constant)	7.474	.013		581.375	.000
	Support	.296	.001	.413	288.607	.000
	Empowerment	.269	.001	.381	231.448	.000
	Openness	.042	.001	.061	33.613	.000
	Cooperation	.015	.002	.013	8.668	.000
	Fairness	.005	.001	.008	5.253	.000

The coefficients table for Model 1 using the predictor support resulted in $p < .001$ which is significant.

For Model 2 using the predictors support and empowerment both resulted in

$p < .001$, which is significant.

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For Model 3 using the predictors support, empowerment, and openness all

resulted in p<.001, which is significant.

Model 4 using the predictors support, engagement, openness, and cooperative all

resulted in p<.001, which is significant.

Model 5 using the predictors support, engagement, openness, cooperative, and

fairness all resulted in p<.001, which is significant.

The coefficients table results indicate that all predictive variables within their respective models are significant. However, support and empowerment have the highest Beta coefficients, indicating that they are the two most powerful predictors of employee engagement.

Collinearity

After identifying a model that serves as the best predictor for employee engagement, I wanted to check for conflicts with collinearity. The following section include collinearity statistics.

Table 90   Collinearity Table

		Correlations			Collinearity Statistics	
Model		Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)					
	Support	.695	.695	.695	1.000	1.000
2	(Constant)					
	Support	.695	.479	.348	.629	1.589
	Empowerment	.688	.465	.334	.629	1.589
3	(Constant)					
	Support	.695	.432	.304	.541	1.848
	Empowerment	.688	.389	.268	.477	2.095
	Openness	.600	.075	.048	.453	2.206
4	(Constant)					
	Support	.695	.431	.303	.539	1.855
	Empowerment	.688	.365	.249	.424	2.358
	Openness	.600	.066	.042	.406	2.465
	Cooperation	.513	.016	.010	.503	1.987
5	(Constant)					
	Support	.695	.431	.303	.539	1.856
	Empowerment	.688	.358	.243	.407	2.455
	Openness	.600	.056	.035	.330	3.029
	Cooperation	.513	.014	.009	.495	2.021
	Fairness	.519	.009	.006	.429	2.331

a. Dependent Variables: Engagement

Model 1 which includes the predictive variable support resulted in a VIF=1.000,

which is less than 5 and indicates no issue with collinearity. Model 2 which includes the

linear combination of predictive variables support and empowerment both resulted in

VIF= 1.589, which is less than 5 and indicates no issue with collinearity. Model 3 which

includes the linear combination of predictive variables support, empowerment, and

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openness resulted in VIF = 1.848, VIF=2.095, and VIF= 2.206 respectively which is less than 5 and indicates no issue with collinearity. Model 4 which includes the linear combination of predictive variables support, empowerment, openness, and cooperation resulted in VIF = 1.855, VIF=2.358, VIF=2.465, and VIF=1.987 respectively which is less than 5 and indicates no issue with collinearity. Model 5 which includes the linear combination of predictive variables support, empowerment, openness, cooperation, and fairness resulted in VIF = 1.856, VIF=2.455, VIF=3.029, VIF=2.021, and VIF=2.331.

Table 91   Hypotheses Accepted or Rejected

Hypothesis	Accepted or Rejected
H1: There is a difference in perception of fairness in the work environment based on whether an employee is a minority or non-minority.	Accepted
H2: There is a difference in perception of cooperation in the work environment based on whether an employee is a minority or non-minority.	Accepted
H3: There is a difference in perception of empowerment in the work environment based on whether an employee is a minority or non-minority.	Accepted
H4: There is a difference in perception of support in the work environment based on whether an employee is a minority or non-minority.	Accepted
H5: There is a difference in perception of openness in the work environment based on whether an employee is a minority or non-minority.	Accepted
H6: Employees' perceptions of fairness will have a positive relationship to employee engagement.	Accepted
H7: Employees' perceptions of cooperation will have a positive relationship to employee engagement.	Accepted
H8: Employees' perceptions of empowerment will have a positive relationship to employee engagement.	Accepted
H9: Employees' perceptions of support will have a positive relationship to employee engagement.	Accepted
H10: Employees' perceptions of openness will have a positive relationship to employee engagement.	Accepted

The following section will detail the findings for Hypotheses 1-5 in detail.

Independent Variable: Fairness

Hypothesis 1 There is a difference in perception of fairness in the work

environment based on whether an employee is a minority or non-minority.

This hypothesis was accepted. Minorities have a different perception of the work

environment being fair than non-minorities. The findings from this study are consistent

with the literature on race and perceptions of workplace settings. Greenberg (1990)

contends that prior research suggest that employees tend to demonstrate more positive

work-related attitudes and behaviors when they perceive the organization to be fair.

Many scholars (Dipboye & Colellam 2005; Goldman, Gutek, Stein, & Lewis, 2006;

Triana, Garcia, and Colella, 2010) argue that much evidence indicates that discrimination

in the workplace exists. Both organizations and employees are effected by perceived

racial discrimination that exists in the workplace (Cox, 1993; Dipboye & Colella, 2005,

Goldman et al., 2006). Triana, Garcia, and Colella (2010) suggest that understanding why

racial discrimination exists is important.

Independent Variable: Cooperation

Hypothesis 2: There is a difference in perception of cooperation in the work

environment based on whether an employee is a minority or non-minority.

This hypothesis was accepted. Minorities have different perception than non-

minorities on the cooperativeness of the work environment. However, the intergroup

differences were minute, with minorities actually having mean scores on the cooperative

scale that were .03 higher in the workplace. Fong and Isajiw (2000) suggest that interracial friendships are often rare, especially in workplace settings where members of racial and ethnic groups are often spatially and symbolically separated. Scholars such as Blau (1977) and Marsden (1987) suggest that one reason that homogenous networks are maintained is a result of individual preferences for forming relationships with others who appear like oneself. Payne, McDonald, and Hamm (2013) cite the work of other scholars (Collins, 1993, 1997; Fullerton and Anderson 2013; Sorensen 2004; Tomaskovic-Devey, 1993) that suggest that factors within the organizations-including social closure processes, discrimination, and racialized jobs—likewise hinder the formation of diverse work relationships.

Independent Variable: Empowerment

Hypothesis 3**:** There is a difference in perception of empowerment in the work environment based on whether an employee is a minority or non-minority.

This hypothesis was also accepted. The independent variable was statistically significant, but the inter-group differences were tiny. Indeed, minorities had a mean that was .0005 higher in empowerment than non-minorities. The results from the study suggests that minorities and non-minorities have very little differing perceptions regarding empowerment. Seck, Finch, Mor-Barak, & Poverny (1993) argue that "acquiring a boarding pass in corporate America is less arduous to women, minorities, immigrants, older adults, and people with disabilities than gaining access to power and influence in the form of supervisory and managerial positions" (as cited in Barak 1999, p. 50)

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Independent Variable: Support

Hypothesis 4: There is a difference in perception of support in the work

environment based on whether an employee is a minority or non-minority.

This hypothesis was accepted. Minorities have different perceptions than non-minorities about the support of the work environment. The findings from this study are consistent with the literature. Diversity researchers (e.g. Kossek & Zonia, 1993; Mor Bark et al., 1998, Thomas & Ely, 1996; William & O'Reilly, 1998) have argued that in order for organizations to achieve success with a diverse workforce, employees need to perceive that their organization supports and values the contributions of all employees (as cited in Triana & Garcia, 2009). Triana and Garcia (2009) demonstrate how perceiving organizational efforts to support diversity can counteract the harm by perceived acts of racial discrimination and improved perceptions of procedural justice.

Independent Variable: Openness

Hypothesis 5: There is a difference in perception of openness in the work

environment based on whether an employee is a minority or non-minority.

This hypothesis was accepted. Minorities hold different perceptions than non-minorities about the openness of the work environment. The findings from this study are consistent with the literature. The findings are also consistent with Hartel, Douthitt, Hartel, and Douthitt's (1999) study that found that individuals' attitudes vary toward specific minority groups. Avery (2003) contends that relational demography proposes that the outcomes of diversity are dependent on the demographic characteristics of a supervisor or group relative to those of the perceiver.

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Findings Hypothesis 6-10

The following section details the findings for Hypotheses 6-10 in detail.

Engagement is the dependent variable for each hypotheses.

Independent Variable: Fairness

Hypothesis 6: Employees' perceptions of fairness will have a positive relationship to employee engagement.

This hypothesis was accepted. Employees' perception of fairness has a positive relationship with engagement. This finding is consistent with the literature. Khosrovani and Ward (2011) argue that workplace discrimination and inequality produce cynicism and disappointment in the work environment, which results in employees' apathy, negative attitudes toward their establishments, subsequent poor work performance, and loss of experienced manpower by the organizations (p. 139).

Independent Variable: Cooperation

Hypothesis 7: Employees' perceptions of cooperation will have a positive relationship to employee engagement.

This hypothesis was accepted. Perceptions of cooperation has a positive relationship to engagement. Wegge and Haslam (2003) contend that group goals encourage social identities more pertinent by providing the group with a shared propose. The authors add that "when goals are set they help to direct and give meaning to a shared social identity which is used as a framework for coordination and organizing behavior of potentially disparate individuals" (Weggee and Haslam, 2003, p. 51).

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Independent Variable: Empowerment

Hypothesis 8: Employees' perceptions of empowerment will have a positive

relationship to employee engagement.

This hypothesis was accepted. There is statistically significant relationship between empowerment and engagement. These findings are consistent with the literature. Previous research by Harter, Schmidt, and Hayes (2002) contends that compared to psychological empowerment, work engagement would be a more direct predictor of task performance. Li and Qi (2015) found that supervisors' power sharing enhanced subordinates' task performance via the mediator of work performance. The authors argue that when supervisors share power, this can enhance subordinates' work engagement.

Independent Variable: Support

Hypothesis 9**:** Employees' perceptions of support will have a positive relationship

to employee engagement.

This hypothesis was also accepted. Employees' perception of support is positively related to employee engagement. May et al. (2004) argues that organizations seeking to increase employee engagement should focus on employees perceptions of support they receive from their organization.

Independent Variable: Openness

Hypothesis 10: Employees' perceptions of openness will have a positive

relationship to employee engagement.

This hypothesis was accepted. There is a positive relationship between openness and engagement. This finding is consistent with the literature on openness. Homan et al.

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(2008) found that indirect evidence for the idea that openness to experience enhances the functioning of diverse teams. They argue that openness to experience should help diverse teams make better use of difference and perform better. Homan et al. (2008) cite Ely and Thomas (2001) reports that when an organization's diversity perspective emphasized "cultural diversity as a valuable resource for the organization, group members reported feeling more valued and respected; and they reported a higher quality of intergroup relations (p. 1208).

Summary

Analysis of the data included descriptive statistics for each question which tells how many respondents answered each question and how many questions were left unanswered. The analysis also included frequency tables, which details what is in the data set. Next, a crosstabs analysis was conducted, which describes the question items, and the percentage of respondents that answered each of the two race/ethnic categories. Next, t-tests were conducted to examine the comparison of means. This helped establish whether or not there was a relationship. The t-test was used to test hypotheses 1-5. While the results from the analysis cannot definitively state that minorities score lower than non-minorities on perception on the five factors of inclusion, it does demonstrate there is a significantly statistical difference in responses based on minority status. A multiple regression analysis was used to test hypothesis 6-10. The multiple linear regression specifically helped to develop models that best support employee engagement. A test was also conducted to test for multicollinearity. Models 3, 4, and 5 all account for the same percentage of variance within the dependent variable, and they are all significant.

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All ten hypotheses in this study were accepted. The findings from the study are important from a scholarly perspective because they provide empirical evidence of the factors that lead to an inclusive work environment, and the factors that lead to engagement. It appears that the independent variables are important in explaining the dependent variable. The study contributes to the theoretical base by providing a measurement to analyze workplace inclusion.

CHAPTER VI

CONCLUSION

This final chapter includes a restatement of the key findings from this research.

Next, theoretical and practical implications are discussed. The last section will discuss

research limitations and future research directions.

Key Findings

The following section contains a restatement of the findings of this research

dissertation in relationship to the six research questions posed in the introduction chapter:

1. What is the relationship between the demographic characteristic of race
    and perception of inclusion?

2. Is there a positive relationship between fairness and engagement?

3. Is there a positive relationship between cooperation and engagement?

4. Is there a positive relationship between empowerment and engagement?

5. Is there a positive relationship between support and engagement?

6. Is there a positive relationship between openness and engagement?

The Relationship Between Race and Inclusion

1. Fairness: There is a difference in perception of fairness based on minority and

    non-minority status.

2. Cooperation: There is difference in perception of cooperation based on

    minority and non-minority status.

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3. Empowerment: There is a difference in perception of empowerment based on minority and non-minority status.

4. Support: There is a difference in perception of support based on minority and non-minority status.

5. Openness: There is a difference in perception of openness based on minority and non-minority status.

The Relationship Between Inclusion and Engagement

6. Fairness: There is a positive relationship between fairness and engagement

7. Cooperation: There is a positive relationship between cooperation and engagement.

8. Empowerment: There is positive relationship between empowerment and engagement.

9. Support: There is a positive relationship between support and engagement

10. Openness: There is a positive relationship between openness and support.

Based on the findings from this study it does appear that the five factors identified by OPM do contribute to an inclusive work environment. However, the perception of the inclusion factors do vary by minority and non-minorities. Additionally the five inclusion factors do have a positive relationship with engagement.

Theoretical Implications

This research makes various theoretical and empirical contributions. Fernandez, Resh, Moldogaziev, and Oberfield (2015) cite the work of other scholars (Robins, 1999; Weisberg, Krosnick, and Bowen 1996; and Zikmund, 2003) that contend that a survey should have a central focus or guiding research question(s) that guide the design if relevant concepts can be identified and measured. Fernandez et al. (2015) contend that the FEVS questions should be grounded in a thorough review of the literature and a sound theoretical framework. This research adds to the literature by identifying the theoretical grounding and literature that are pertinent to OPM's inclusion factors. This study also adds to the literature by examining the contributing factors of inclusion.

OPM's inclusion index is new, and the research supporting it is limited. This study adds empirical support to OPM's New IQ. The study also helps bolster the assumption that inclusion is a contributing factor of engagement.

Hwang (2007) contends that "according to social psychological theories, members of low status groups (i.e., women, ethnic minorities, low rank employees) are more likely than members of high status groups to believe that their own group attributes are inconsistent with their employing organization's idea of success for employees" (p. 14). The author cites the work of Foley, Fu, Ng, and Zhao (2002) that found that perceptions of ethnic and gender discrimination have caused increased perceptions of a glass ceiling and decreased perceptions of organizational fairness. Inclusion in the workplace dictates that fair and equal treatment of every employee regardless of race, ethnicity, gender, age, or any other characteristics that may be used to discriminate against individuals (Lalonde, 2011). Ely (1994) argues that demographic characteristics of organizations such as race,

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contribute to the manner in which people attached their identity to group membership. Barak (2008) posits that social identity theory has demonstrated that the way we perceive our social realities is appreciably determined by group membership. The author adds that an individuals' experiences regarding work actions and policies will be affected by their identity group memberships. When exploring ways to make workplaces more inclusive and increasing employee engagement, it is vital that employers recognized, embrace, and support the differing social identities of all employees.

Diversity climate describes employees' shared perceptions of organizational diversity policies and practices. Hofhuis, van der Zee, and Otten (2012) contend that in environments where diversity is considered an asset, the organization is considered to have a pro-diversity climate. Groggins and Ryan (2013) identify ways in which a "positive climate for diversity can lead to positive organizational climates for change, learning, and interpersonal exchanges" (p.277). From an empirical perspective, the findings from this study add to the literature by showing that minorities and non-minorities differ on perceptions of workplace inclusion.

Findler et al. (2007) argue that employees' behaviors are related to a significant degree on their perception of their standing within the social system and their consonance or dissonance with the group and the organization. Employees' perceptions of their standings in an organization are both linked to social identity theory and diversity climate. Singh et al. (2013) argue that in work environments, race influences employees' organizational experiences.

Practical Implications

Clark (2015) argues that diversity is one of our greatest resources, and that "our diverse experiences, backgrounds, opportunities, thinking, and beliefs weave a rich tapestry from which federal agencies can draw an exceptional collection of individuals to address the nation's most complex and vexing problems" (p. 42). Hartel and Fujimoto (2000) suggest that the existence of diversity is not the problem in organizations, because people vary for example in age, behavior, personality, education, and other characteristics (as cited in Hartel, 2004). The challenge is making individuals from diverse backgrounds feel embraced and included. Hartel (2004) posits that the degree of openness to the differences we perceive is an essential component of diversity.

April and Peters (2009) and Giovannoni (2004) contend that "Inclusion, involves acknowledgement and utilization of individual differences in the work environment, such that the individual is engaged and his/her performance is subsequently enhanced" (as cited in Daya, 2014, p. 294). Consistent with OPM's goal to increase inclusion, Shore et al. (2009, 2010) emphasize that there is an urgency to integrate diverse individuals in organizations through inclusion. Clark (2015) suggests that increased levels of engagement, perceived fit, fairness, and inclusion are characteristics of an inclusive workplace climate. Mor Barak (2000) argues that "an inclusive workplace allows, encourages, and facilitates the inclusion of individual employees who are different from the mainstream in the organizational information networks and decision-making processes" (p.334). Shore et al. (2010) argue that scholars have not agreed on the construct and the theoretical underpinnings of inclusion. This study provides both empirical findings and a theoretical framework for workplace inclusion.

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Raines (2011) asserts that "the level of employee engagement is a direct result of the level of involvement that employees have in their work processes and activities "(p. 43). Employee engagement is especially important in the federal government workforce. The Obama Administration has placed an emphasis on strengthening engagement at all levels of the government. Goldenkoff (2015) contends that in "a 2014 memorandum to the heads of all federal agencies, the Directors of the Office of Management and Budget (OMB), Office of Personnel Management (OPM), and other senior officials underscored the link between employee engagement and performance" (p. 397). The memo stated that agency leaders would be held accountable for making engagement a priority, and included a performance target of increasing employee engagement as measure by the FEVS from 63 percent to 67 percent by 2016. One significant theoretical contribution is the confirmation of inclusion as a contributor to employee engagement. The findings from this study suggests that cooperation, empowerment, fairness, openness, and support are all good predictors of engagement. Findings also suggest that just the factors of support, openness, and empowerment are just as strong of predictors of engagement as all five inclusion factors combined.

With the increased emphasize on engagement within the federal workforce, organizations cannot afford to have employees that are not engaged. The results from this study suggest that organization leaders focus on the factors of support, openness, and empowerment to increase employee engagement. Consistent with the literature, and the findings of this study, to help encourage employee engagement, managers can create work environments that encourage power sharing with subordinates. Organizational leaders might also consider creating an environment of openness to increase engagement.

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Scholars (e.g. Costa & McCrae, 1992; Lepine, 2003; McCrae 1987) posit that people who score high on openness to experience tend to be less rigid in their ideas. Scholars (Kahn, 1992; and Bakker et al., 2008) suggest that a high level of engagement results in positive organizational-level outcomes.

Practitioners and scholars are both concerned with demographic characteristics that identify organizational determinants that help promote inclusion. The study found that that the demographic characteristic of race results in differing perceptions of inclusion. The leadership of federal agencies have the opportunity to address disparities in perceptions of workplace inclusion. The five inclusion factors identified in the New IQ index should be applicable to all demographic groups in the labor force. The findings from the study, coupled with the literature regarding demographic differences on perception of inclusion demonstrate that more efforts are needed to improve minorities perceptions of inclusion. Especially in the areas of fairness, support, and openness.

This study has overall implications for how organizations approach diversity and inclusion. As organizational leaders seek ways to successfully promote inclusion, OPM's New IQ serves as a potential guide to help workforces achieve workplace inclusion. OPM serves as a model to state and local governments, and other workforce sectors. Other employers often view OPM as a leader in human resource management. If OPM gets it right, the New IQ might perhaps be the new leading edge approach to inclusion. If they get it right they will set the path for the way that other organizations approach diversity, inclusion, and employee engagement.

Limitations and Future Research Recommendations

The sample for this study was significantly large. The survey focused on perceptions for a large sample of federal employees. The fact that the study focused on the federal government and not any individual agency is one limit of this study. Because the study is not agency specific, the study is limited in its ability to assess some of the true perceptions of employees regarding inclusion and engagement at their agency. OPM views the survey as a snapshot in time of Federal workforce perceptions (as cited in Fernandez et al., 2015). Future research should focus on agency specific perceptions of diversity, inclusion, and engagement. Perhaps a specific survey addressing diversity, inclusion, and engagement will provide an enhanced measure of employee perception of these areas.

Another limitation includes the assessment of just one demographic group. The FEVS survey includes demographic information such as veteran's status, age, management status, and education level. The survey also captures the employees' work component (e.g. headquarters, regional office, field office, etc.). This study only focuses on the demographic characteristic of race. This is a limitation because it does not measure the difference in perceptions of other demographic groups. The results from this survey suggest in some areas, employees perceptions do vary by demographic groups. Future research should examine if other demographic groups have varying perceptions of workplace inclusion.

OPM also suggests that workplace inclusion contributes to organizational performance. Empirical research is needed to test this assumption. Additionally Fernandez et al. (2015) suggest that OPM appears to have largely neglected to examine

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key outcomes such as organizational commitment and work motivation when designing the Federal Employee Viewpoint survey, "even though the literature points to the significance of these variable in managing human resources and improving performance" (p. 388). Because of the changing workforce, and the current human capital concerns of the federal workforce, future studies should examine the relationship between diversity, inclusion, engagement, motivation, and organizational commitment.

The survey sample is also limited to the federal government workforce. Future studies should continue to expand the study of inclusion at the state and local level of government, as well as private sector organizations. Additional research should also focus on how employee inclusion and employee engagement impact the customers and clients of the federal government.

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APPENDIX A

BAR CHARTS FOR EACH FEVS QUESTION

Frequency of Respondents Assessment Items 4, 7, 8, and 51: Engagement:

4. My work gives me a feeling of personal accomplishment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	22581	5.4	5.4	5.4
	Disagree	37109	8.8	8.9	14.3
	Neither Agree nor Disagree	59005	14.0	14.1	28.3
	Agree	175809	41.7	42.0	70.3
	Strongly Agree	124265	29.5	29.7	100.0
	Total	418769	99.3	100.0	
Missing	System	2979	.7		
Total		421748	100.0		

7. When needed I am willing to put in the extra effort to get a job done.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3240	.8	.8	.8
	Disagree	3227	.8	.8	1.5
	Neither Agree nor Disagree	10943	2.6	2.6	4.2
	Agree	134208	31.8	32.1	36.2
	Strongly Agree	266976	63.3	63.8	100.0
	Total	418594	99.3	100.0	
Missing	System	3154	.7		
Total		421748	100.0		

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8. I am constantly looking for ways to do my job better.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2911	.7	.7	.7
	Disagree	5055	1.2	1.2	1.9
	Neither Agree nor Disagree	32579	7.7	7.8	9.7
	Agree	176494	41.8	42.1	51.7
	Strongly Agree	202549	48.0	48.3	100.0
	Total	419588	99.5	100.0	
Missing	System	2160	.5		
Total		421748	100.0		

51. I have trust and confidence in my supervisor.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	30820	7.3	7.5	7.5
	Disagree	34799	8.3	8.5	16.0
	Neither Agree nor Disagree	63808	15.1	15.5	31.5
	Agree	129302	30.7	31.5	63.0
	Strongly Agree	151960	36.0	37.0	100.0
	Total	410689	97.4	100.0	
Missing	System	11059	2.6		
Total		421748	100.0		

176

Frequency of Respondents Assessment Items: Fairness

23. In my work unit, steps are taken to deal with a poor performer who cannot or will not improve.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	76822	18.2	20.3	20.3
	Disagree	80038	19.0	21.1	41.4
	Neither Agree nor Disagree	104526	24.8	27.6	68.9
	Agree	92192	21.9	24.3	93.2
	Strongly Agree	25726	6.1	6.8	100.0
	Total	379304	89.9	100.0	
Missing	System	42444	10.1		
Total		421748	100.0		

25. Awards in my work unit depend on how well employees perform their jobs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	61792	14.7	15.8	15.8
	Disagree	63574	15.1	16.3	32.1
	Neither Agree nor Disagree	95522	22.6	24.4	56.5
	Agree	126904	30.1	32.5	89.0
	Strongly Agree	43178	10.2	11.0	100.0
	Total	390970	92.7	100.0	
Missing	System	30778	7.3		
Total		421748	100.0		

177

37. Arbitrary action, personal favoritism and coercion for partisan political purposes are not tolerated.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	50105	11.9	12.9	12.9
	Disagree	45579	10.8	11.8	24.7
	Neither Agree nor Disagree	84746	20.1	21.9	46.5
	Agree	136565	32.4	35.2	81.7
	Strongly Agree	70845	16.8	18.3	100.0
	Total	387840	92.0	100.0	
Missing	System	33908	8.0		
Total		421748	100.0		

38. Prohibited Personnel Practices are not tolerated.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	29043	6.9	7.8	7.8
	Disagree	22736	5.4	6.1	13.8
	Neither Agree nor Disagree	69463	16.5	18.5	32.4
	Agree	157613	37.4	42.1	74.4
	Strongly Agree	95804	22.7	25.6	100.0
	Total	374659	88.8	100.0	
Missing	System	47089	11.2		
Total		421748	100.0		

178

Frequency of Respondents Answers Assessment Items 58 and 59: Cooperative

58. Managers promote communication among different work units.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	43033	10.2	10.9	10.9
	Disagree	56717	13.4	14.4	25.4
	Neither Agree nor Disagree	86945	20.6	22.1	47.5
	Agree	149182	35.4	37.9	85.4
	Strongly Agree	57315	13.6	14.6	100.0
	Total	393192	93.2	100.0	
Missing	System	28556	6.8		
Total		421748	100.0		

59. Managers support collaboration across work units to accomplish work objectives.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	37952	9.0	9.7	9.7
	Disagree	46772	11.1	11.9	21.6
	Neither Agree nor Disagree	86186	20.4	22.0	43.6
	Agree	158480	37.6	40.4	84.0
	Strongly Agree	62950	14.9	16.0	100.0
	Total	392340	93.0	100.0	
Missing	System	29408	7.0		
Total		421748	100.0		

179

Frequency of Respondent Assessment Items 2, 3, 11, 30: Empowering

2. I have enough information to do my job well.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15881	3.8	3.8	3.8
	Disagree	48493	11.5	11.6	15.4
	Neither Agree nor Disagree	60288	14.3	14.4	29.8
	Agree	212915	50.5	50.9	80.7
	Strongly Agree	80606	19.1	19.3	100.0
	Total	418183	99.2	100.0	
Missing	System	3565	.8		
Total		421748	100.0		

3. I feel encouraged to come up with new and better ways of doing things.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	35148	8.3	8.5	8.5
	Disagree	63864	15.1	15.4	23.9
	Neither Agree nor Disagree	73191	17.4	17.6	41.5
	Agree	150667	35.7	36.3	77.8
	Strongly Agree	92002	21.8	22.2	100.0
	Total	414872	98.4	100.0	
Missing	System	6876	1.6		
Total		421748	100.0		

180

11. My talents are used well in the workplace.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42010	10.0	10.3	10.3
	Disagree	59923	14.2	14.8	25.1
	Neither Agree nor Disagree	66586	15.8	16.4	41.5
	Agree	168333	39.9	41.4	82.9
	Strongly Agree	69394	16.5	17.1	100.0
	Total	406246	96.3	100.0	
Missing	System	15502	3.7		
Total		421748	100.0		

30. Employees have a feeling of personal empowerment with respect to work processes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	44517	10.6	11.0	11.0
	Disagree	82841	19.6	20.5	31.5
	Neither Agree nor Disagree	98272	23.3	24.3	55.8
	Agree	138369	32.8	34.2	90.1
	Strongly Agree	40201	9.5	9.9	100.0
	Total	404200	95.8	100.0	
Missing	System	17548	4.2		
Total		421748	100.0		

181

Frequency of Respondent Assessment Items 42, 46, 48, 49: Supportive

42. My supervisor supports my need to balance work and other life issues.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19141	4.5	4.7	4.7
	Disagree	19699	4.7	4.8	9.5
	Neither Agree nor Disagree	39741	9.4	9.7	19.2
	Agree	159986	37.9	39.0	58.2
	Strongly Agree	171448	40.7	41.8	100.0
	Total	410015	97.2	100.0	
Missing	System	11733	2.8		
Total		421748	100.0		

46. My supervisor provides me with constructive suggestions to improve my job performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	30670	7.3	7.5	7.5
	Disagree	41203	9.8	10.1	17.6
	Neither Agree nor Disagree	77211	18.3	18.9	36.5
	Agree	148303	35.2	36.3	72.8
	Strongly Agree	110909	26.3	27.2	100.0
	Total	408296	96.8	100.0	
Missing	System	13452	3.2		
Total		421748	100.0		

48. My supervisor listens to what I have to say.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17365	4.1	4.2	4.2
	Disagree	28664	6.8	7.0	11.2
	Neither Agree nor Disagree	46486	11.0	11.3	22.5
	Agree	159537	37.8	38.8	61.3
	Strongly Agree	159373	37.8	38.7	100.0
	Total	411425	97.6	100.0	
Missing	System	10323	2.4		
Total		421748	100.0		

49. My supervisor treats me with respect.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15609	3.7	3.8	3.8
	Disagree	19570	4.6	4.8	8.6
	Neither Agree nor Disagree	38634	9.2	9.4	18.0
	Agree	154477	36.6	37.6	55.6
	Strongly Agree	182147	43.2	44.4	100.0
	Total	410437	97.3	100.0	
Missing	System	11311	2.7		
Total		421748	100.0		

183

Frequency of Respondent Assessment Items 32, 34, 45, 55: Open

32. Creativity and innovation are rewarded.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	51434	12.2	12.9	12.9
	Disagree	78184	18.5	19.6	32.5
	Neither Agree nor Disagree	112057	26.6	28.1	60.6
	Agree	115228	27.3	28.9	89.6
	Strongly Agree	41601	9.9	10.4	100.0
	Total	398504	94.5	100.0	
Missing	System	23244	5.5		
Total		421748	100.0		

34. Policies and programs promote diversity in the workplace.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	27850	6.6	7.3	7.3
	Disagree	28898	6.9	7.6	14.9
	Neither Agree nor Disagree	103056	24.4	27.0	41.8
	Agree	156278	37.1	40.9	82.7
	Strongly Agree	65896	15.6	17.3	100.0
	Total	381978	90.6	100.0	
Missing	System	39770	9.4		
Total		421748	100.0		

184

45. My supervisor is committed to a workforce representative of all segments of society.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19369	4.6	5.1	5.1
	Disagree	16359	3.9	4.3	9.5
	Neither Agree nor Disagree	79288	18.8	21.1	30.5
	Agree	140399	33.3	37.3	67.8
	Strongly Agree	121167	28.7	32.2	100.0
	Total	376582	89.3	100.0	
Missing	System	45166	10.7		
Total		421748	100.0		

55. Supervisors work well with employees of different backgrounds.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25433	6.0	6.7	6.7
	Disagree	26724	6.3	7.0	13.7
	Neither Agree nor Disagree	83272	19.7	21.9	35.7
	Agree	171274	40.6	45.1	80.8
	Strongly Agree	72925	17.3	19.2	100.0
	Total	379628	90.0	100.0	
Missing	System	42120	10.0		
Total		421748	100.0		

Minority Status

Minority status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Minority	130153	30.9	34.5	34.5
	Non-minority	247557	58.7	65.5	100.0
	Total	377710	89.6	100.0	
Missing	System	44038	10.4		
Total		421748	100.0		

Bar Charts
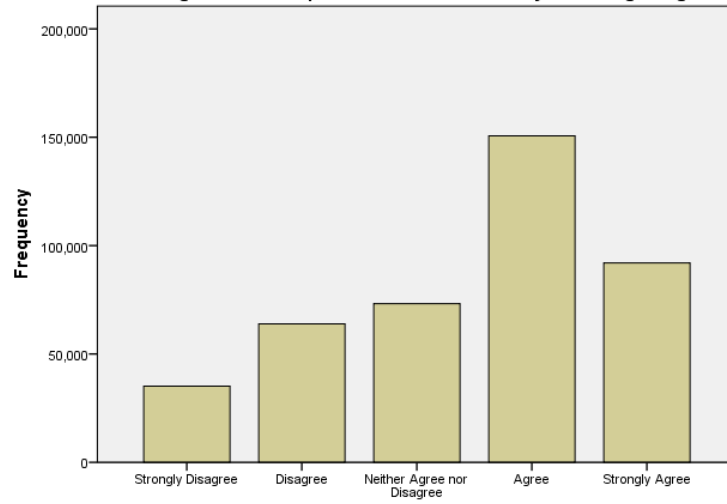
2. I have enough information to do my job well.

186

3. I feel encouraged to come up with new and better ways of doing things.

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4. My work gives me a feeling of personal accomplishment.
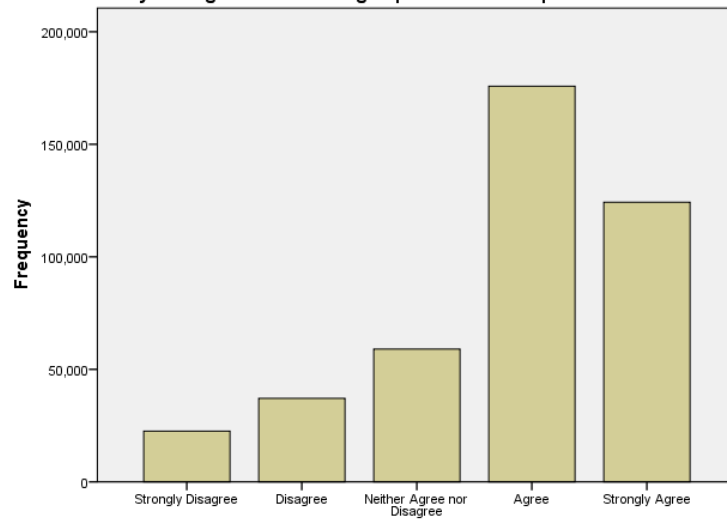
4. My work gives me a feeling of personal accomplishment.

7. When needed I am willing to put in the extra effort to get a job done.
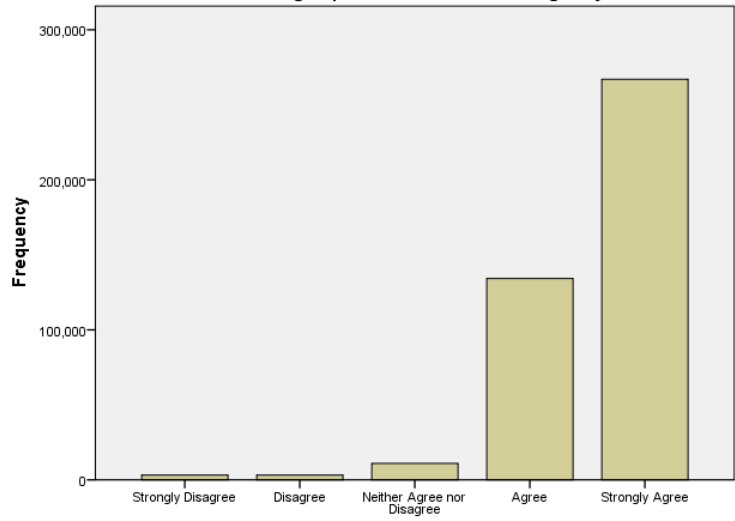
7. When needed I am willing to put in the extra effort to get a job done.

8. I am constantly looking for ways to do my job better.

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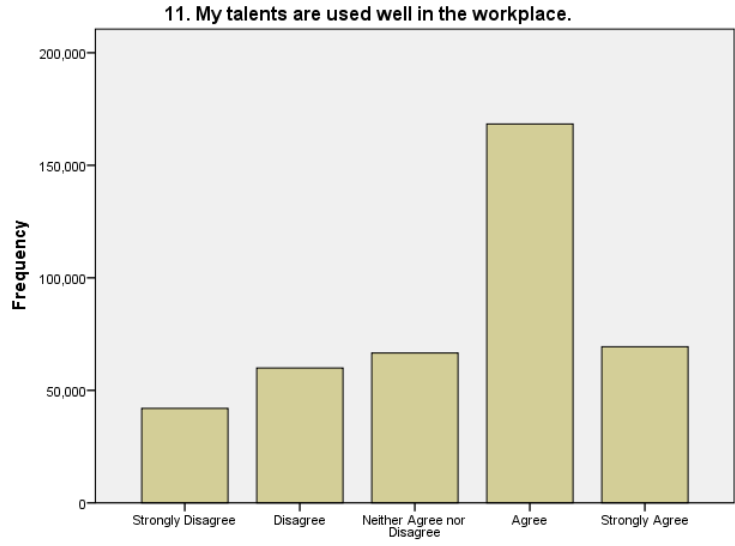
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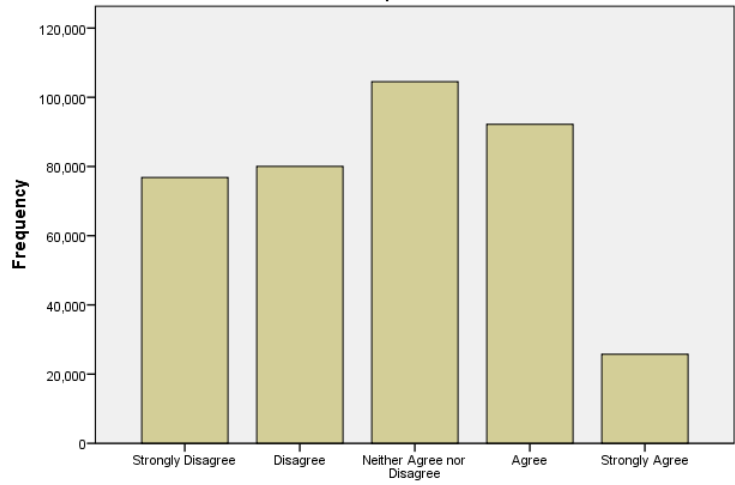
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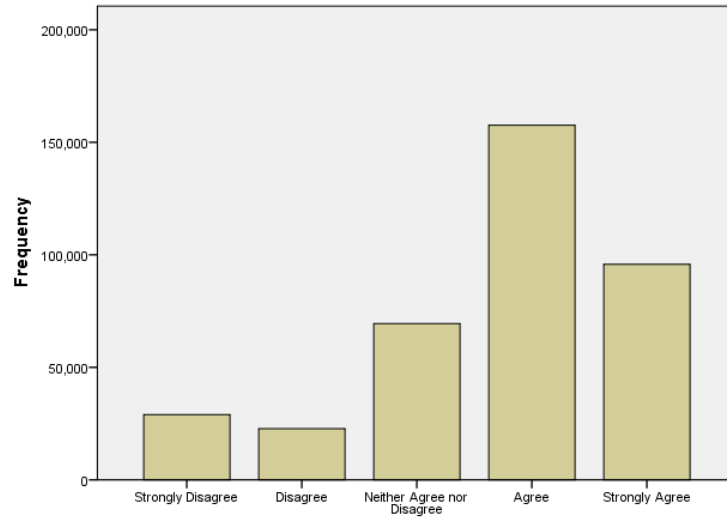
190

32. Creativity and innovation are rewarded.

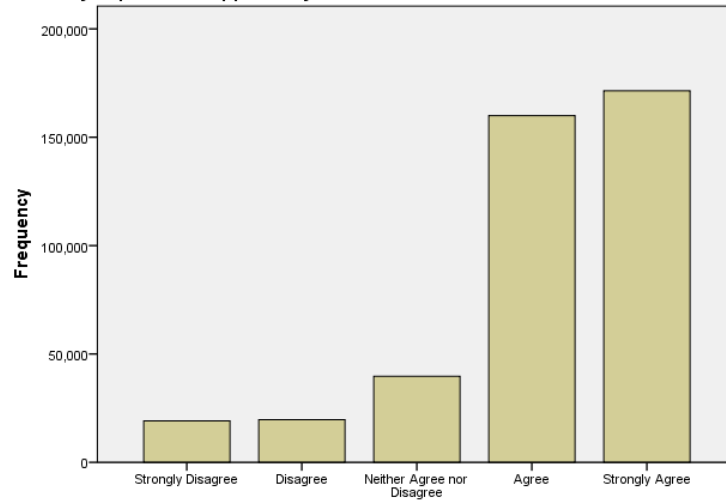34. Policies and programs promote diversity in the workplace.

191
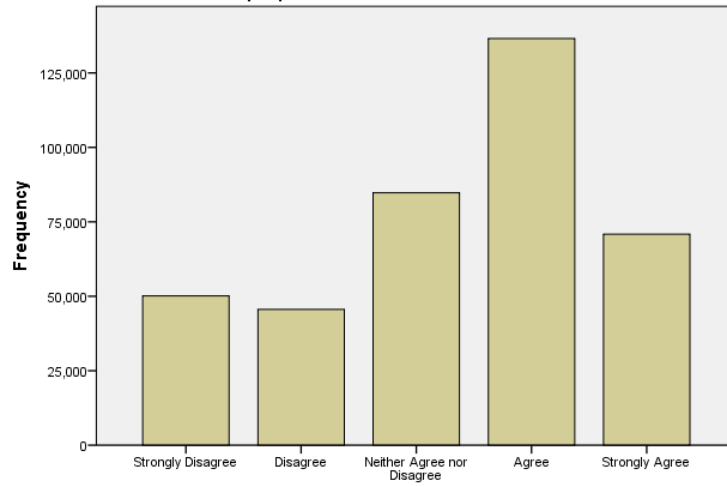
37. Arbitrary action, personal favoritism and coercion for partisan political purposes are not tolerated.

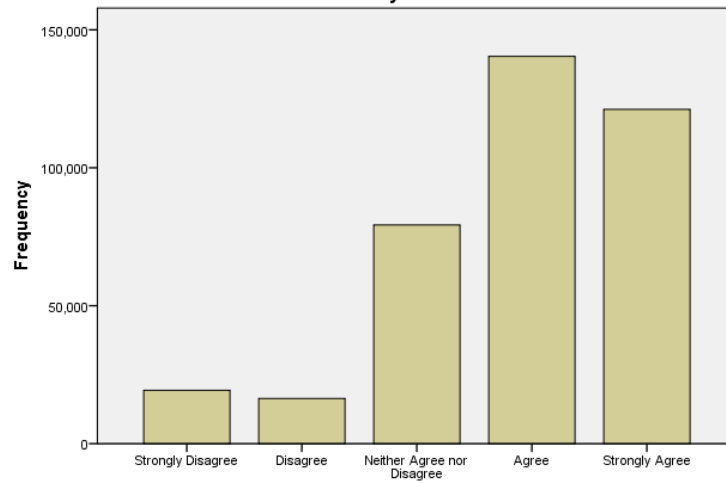38. Prohibited Personnel Practices are not tolerated.

**42. My supervisor supports my need to balance work and other life issues.**

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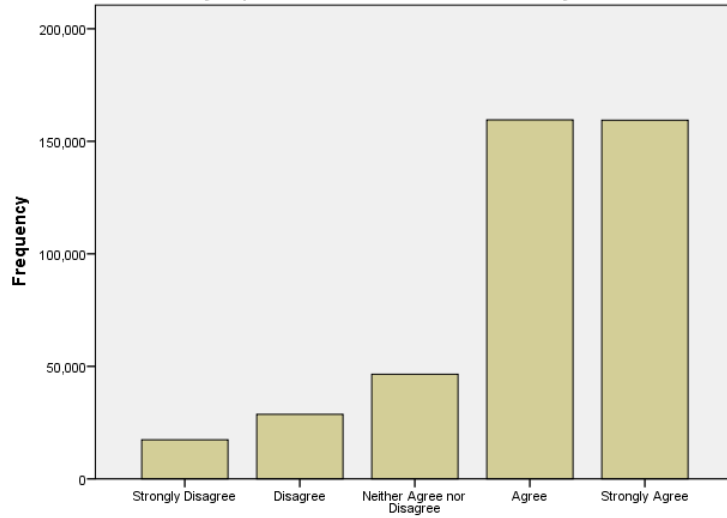

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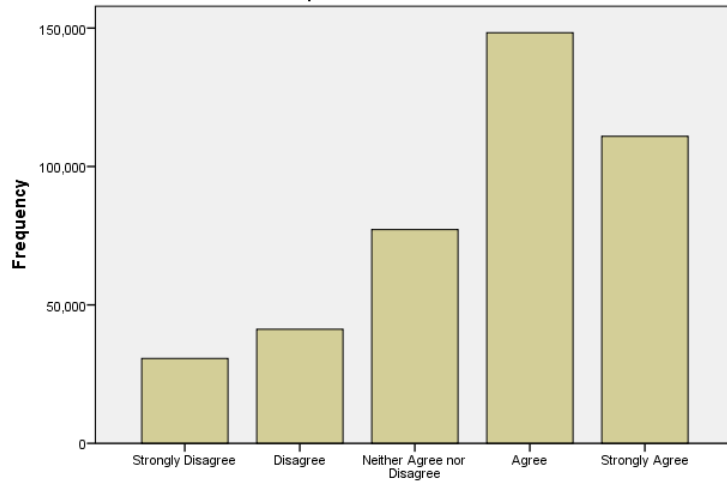
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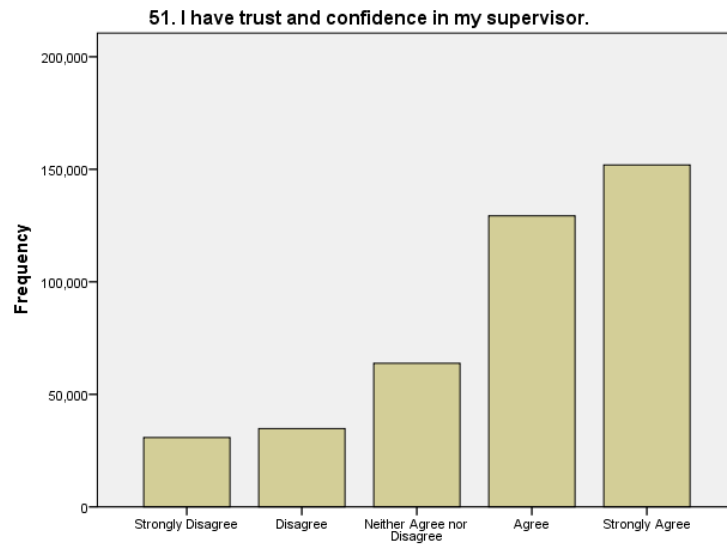
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194

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195

55. Supervisors work well with employees of different backgrounds.
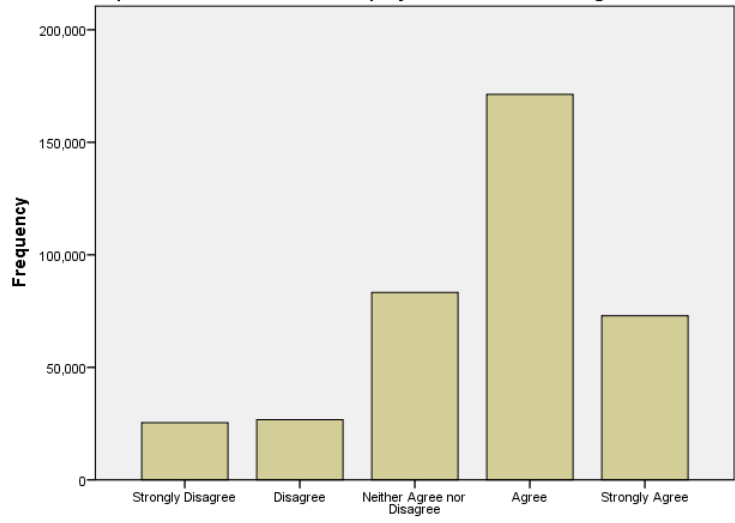
55. Supervisors work well with employees of different backgrounds.

58. Managers promote communication among different work units.
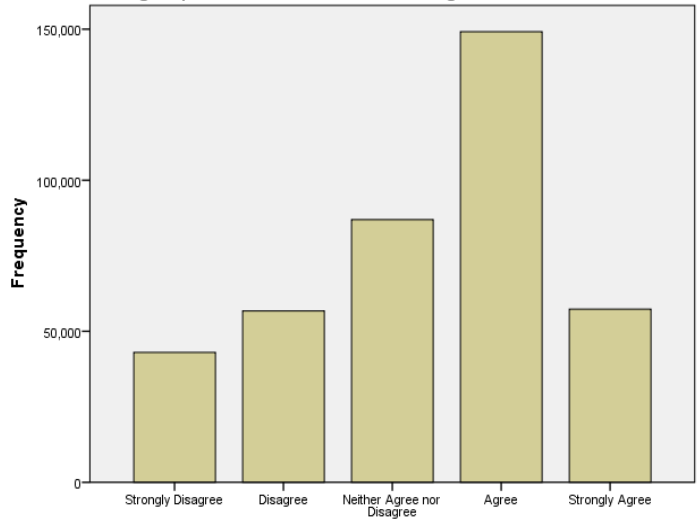
58. Managers promote communication among different work units.

196

59. Managers support collaboration across work units to accomplish work objectives.

Minority status

Minority status

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Minority and Nonminority Correlations

Correlations[a]

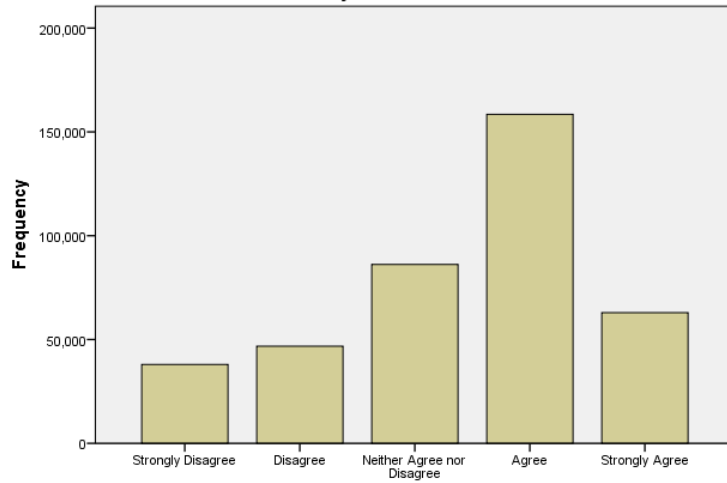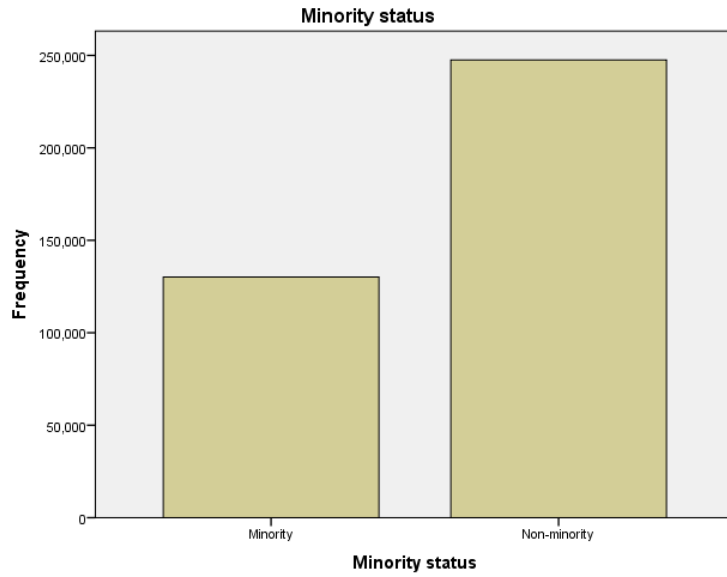|		Fairness	Engagement	Cooperation	Empowerment
Fairness	Pearson Correlation	1	.516**	.602**	.649**
	Sig. (2-tailed)		.000	.000	.000
	N	128900	128900	125957	128893
Engagement	Pearson Correlation	.516**	1	.523**	.684**
	Sig. (2-tailed)	.000		.000	.000
	N	128900	130150	126933	130139
Cooperation	Pearson Correlation	.602**	.523**	1	.652**
	Sig. (2-tailed)	.000	.000		.000
	N	125957	126933	126934	126923
Empowerment	Pearson Correlation	.649**	.684**	.652**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	128893	130139	126923	130139
Support	Pearson Correlation	.530**	.691**	.533**	.614**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	128885	130129	126925	130118
Openness	Pearson Correlation	.746**	.608**	.677**	.710**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	128617	129741	126708	129732

Correlations[a]

		Support	Openness
Fairness	Pearson Correlation	.530**	.746**
	Sig. (2-tailed)	.000	.000
	N	128885	128617
Engagement	Pearson Correlation	.691**	.608**
	Sig. (2-tailed)	.000	.000
	N	130129	129741
Cooperation	Pearson Correlation	.533**	.677**
	Sig. (2-tailed)	.000	.000
	N	126925	126708
Empowerment	Pearson Correlation	.614**	.710**
	Sig. (2-tailed)	.000	.000
	N	130118	129732
Support	Pearson Correlation	1	.664**
	Sig. (2-tailed)		.000
	N	130132	129730
Openness	Pearson Correlation	.664**	1
	Sig. (2-tailed)	.000	
	N	129730	129741

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Minority status = Non-minority

		Fairness	Engagement	Cooperation	Empowerment
Fairness	Pearson Correlation	1	.515**	.575**	.625**
	Sig. (2-tailed)		.000	.000	.000
	N	245454	245448	239845	245445
Engagement	Pearson Correlation	.515**	1	.507**	.688**
	Sig. (2-tailed)	.000		.000	.000
	N	245448	247550	241549	247539
Cooperation	Pearson Correlation	.575**	.507**	1	.641**
	Sig. (2-tailed)	.000	.000		.000
	N	239845	241549	241549	241547
Empowerment	Pearson Correlation	.625**	.688**	.641**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	245445	247539	241547	247542
Support	Pearson Correlation	.512**	.693**	.491**	.602**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	245421	247514	241533	247504
Openness	Pearson Correlation	.715**	.580**	.627**	.664**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	244944	246830	241115	246827

		Support	Openness
Fairness	Pearson Correlation	.512**	.715**
	Sig. (2-tailed)	.000	.000
	N	245421	244944
Engagement	Pearson Correlation	.693**	.580**
	Sig. (2-tailed)	.000	.000
	N	247514	246830
Cooperation	Pearson Correlation	.491**	.627**
	Sig. (2-tailed)	.000	.000
	N	241533	241115
Empowerment	Pearson Correlation	.602**	.664**
	Sig. (2-tailed)	.000	.000
	N	247504	246827
Support	Pearson Correlation	1	.596**
	Sig. (2-tailed)		.000
	N	247518	246806
Openness	Pearson Correlation	.596**	1
	Sig. (2-tailed)	.000	
	N	246806	246833

**. Correlation is significant at the 0.01 level (2-tailed).

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Multiple Regression Correlation Tables

		Engagement	Fairness	Cooperation	Empowerment
Pearson Correlation	Engagement	1.000	.519	.513	.688
	Fairness	.519	1.000	.584	.636
	Cooperation	.513	.584	1.000	.646
	Empowerment	.688	.636	.646	1.000
	Support	.695	.523	.506	.609
	Openness	.600	.727	.647	.688
	Minority status	.026	.043	-.011	.006
Sig. (1-tailed)	Engagement	.	.000	.000	.000
	Fairness	.000	.	.000	.000
	Cooperation	.000	.000	.	.000
	Empowerment	.000	.000	.000	.
	Support	.000	.000	.000	.000
	Openness	.000	.000	.000	.000
	Minority status	.000	.000	.000	.000
N	Engagement	365288	365288	365288	365288
	Fairness	365288	365288	365288	365288
	Cooperation	365288	365288	365288	365288
	Empowerment	365288	365288	365288	365288
	Support	365288	365288	365288	365288
	Openness	365288	365288	365288	365288
	Minority status	365288	365288	365288	365288

Correlations

		Support	Openness	Minority status
Pearson Correlation	Engagement	.695	.600	.026
	Fairness	.523	.727	.043
	Cooperation	.506	.647	-.011
	Empowerment	.609	.688	.006
	Support	1.000	.634	.052
	Openness	.634	1.000	.056
	Minority status	.052	.056	1.000
Sig. (1-tailed)	Engagement	.000	.000	.000
	Fairness	.000	.000	.000
	Cooperation	.000	.000	.000
	Empowerment	.000	.000	.000
	Support	.	.000	.000
	Openness	.000	.	.000
	Minority status	.000	.000	.
N	Engagement	365288	365288	365288
	Fairness	365288	365288	365288
	Cooperation	365288	365288	365288
	Empowerment	365288	365288	365288
	Support	365288	365288	365288
	Openness	365288	365288	365288
	Minority status	365288	365288	365288