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Measuring Organizational Climate for Diversity

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MEASURING ORGANIZATIONAL CLIMATE FOR DIVERSITY

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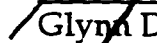
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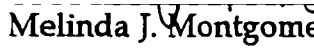
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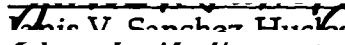
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ABSTRACT

MEASURING ORGANIZATIONAL CLIMATE FOR DIVERSITY.

Amy L. Vick
Old Dominion University, 1996
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The Climate for Diversity Index measures three dimensions associated with the ability of organizations or units to create an environment that allows members of all sociocultural backgrounds to participate and fully develop. The climate for diversity impacts individual outcomes such as general job satisfaction, affective commitment, identification with a psychological group/department, organizational citizenship behavior, and the intent to turnover. Several structural models depicting the relationship between the climate for diversity and the individual outcome variables were examined. Significant differences in perceptions of the climate for diversity are predicted by ethnicity, disability, and position. Data were provided by 319 members of a wide variety of organizations including hospitals, banks, and athletic clubs. Tests of reliability and validity indicate that the Climate for Diversity Index is a dependable instrument for the assessment of the climate for diversity. The scale reflects intentionally designed "openness to diversity" differences in the environment. The scale is internally consistent and distinct from social

desirability and the desirability of diversity. Participants were probed at the

group level. However, evidence supporting aggregation is contradictory; the

analysis of variance and the test of interrater reliability suggest that aggregation

is appropriate, but the conservative within- and between-analysis rejects the

group level. The a priori and alternate structural models were examined with

both disaggregated and aggregated data. The model of best fit was the a priori

model using disaggregated data. Thus, the construct may be best considered at

the individual level of analysis. Implications of an "independent" climate for

diversity construct are fully discussed.

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INTRODUCTION

Many organizations are increasingly becoming composed of individuals of diverse cultural backgrounds. For example, Cox (1993) notes that approximately 45 percent of the new hires in the United States in the 1990s will be non-White. *Workforce 2000* anticipates that minorities, women, and immigrants will compose 85 percent of the work force growth by the year 2000 (Johnston & Packer, 1987). While white males will still comprise the largest group, they will only constitute approximately 45 percent of the labor force. Diversity in the work force is becoming a reality.

Cultural diversity refers to the existence of people of distinct and varying group affiliations within one social system such as an organization (Cox, 1993). Group affiliations include age, ethnicity, gender, physical ability, sexual/affectional orientation, geographic location, income, marital status, military experience, parental status, religious beliefs, and work experience (Gardenswartz & Rowe, 1993). Each group is defined by distinct values and methods of interpreting the world that may then affect interactions with persons of other groups; differing norms and expectations can result in misunderstandings and conflict (Jackson & Alvarez, 1992).

As asserted by Thomas (1991, p. ix), regardless of moral and ethical considerations, "managing diversity is an idea whose time has come." Studies

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Note. The Journal of Applied Psychology will serve as the Journal Model.

have shown that, without proper care, racial, sexual, and/or cultural differences

may result in the erection of barriers that impede organizational effectiveness

(Allen & Meyer, 1990; Butler & Holmes, 1984; Cox, 1993; Cox & Nkomo,1991;

Hershberger, Lichtenstein, & Knox, 1994; Hymowitz, 1989; Jackson et al., 1991;

Jans,1985; Litwin & Stringer, 1968; Mael & Tetrick, 1992; Meyer, Paunonen,

Gellatly, Goffin, & Jackson, 1989; Organ & Konovsky, 1989; Schwartz, 1989; Van

Dyne, Graham, & Dienesch, 1994).

This study was designed to measure the climate for diversity and identify

its proper level of analysis. I will first discuss different conceptions of

organization climate. I will then address the manner in which diversity is an

aspect of climate. I will review various approaches to the measurement of

culture and climate as well as their relationship to each other. Finally, I will

describe how I created and evaluated a measure of climate for diversity.

Defining Culture

Trice and Beyer (1984) suggest that the cultural approach provides new

and advantageous insights into organizations, allowing them to face changes and

competition. Reichers and Schneider (1990) assert that culture is a borrowed

concept that is indigenous to anthropology rather than psychology. In

anthropology, culture includes the concepts of symbolism, myth, and ritual.

Pettigrew (1979) has suggested that these concepts may be applied to

organizational analysis. A clear foundation for comprehending culture is found

in Schein's (1985, pp. 1-84) dynamic model, which is described next.

Organizational culture involves groups of people using basic patterns of assumptions to cope with problems of external adaptation and integration. These assumption patterns may be invented, discovered, or developed by the group at hand, and have worked well enough to be considered valid. Based on this success, then, the incumbents teach the patterns to new members, showing them the preferred way to perceive, think, and feel in relation to given problems. Knowledge of organizational culture may enable comprehension of the irrational actions of individuals and organizations.

The focus of culture is a set of people with a large number of shared experiences and shared views. Thus, a company may have a single culture as well as various subcultures.

Schein's (1985) overall definition of culture does not include overt behavior patterns. Instead, he suggests that the overt behaviors are a result of cultural predisposition, such as the patterns of assumptions, perceptions, thoughts, feelings, and situational contingencies determined by the external environment. Schein's three levels of culture assist in determining if behaviors are actually a reflection of the culture.

The first level, artifacts, is constructed by the physical and social environment. Artifacts include physical space, technological output, written and spoken language, and even the overt behaviors of members. Values, the second level, involve a greater level of awareness. Essentially, values come about as the first solution to a problem, and are thus not yet shared views of facts and reality.

Finally, the deepest level of awareness includes underlying assumptions. Here, the solution to a problem works repeatedly and comes to be the only conceivable behavior.

The possibilities, options, and constraints of the organization's environment influence the formation of culture. For example, if customers refuse to buy products that senior managers considered "sound" and "valuable," the organization must compare it's underlying assumptions to the requirements for economic survival. In turn, culture aids in survival and adaptation to the external environment through group definitions of the core mission of success maintenance. This group definition may include consensus about the following: core mission, primary tasks, manifest and latent functions, operational goals derived from the mission, means used to achieve goals, criteria for measuring results, and remedial and repair strategies.

Groups must also integrate internal processes to ensure continued survival and adaptation. Relationships among members are defined and organized. A common language and conceptual strategies are developed. Similarly, there is consensus about group boundaries, criteria for differentiation of influence and power, criteria for intimacy, friendship, and love, criteria for allocation of rewards and punishments, and on managing the unmanageable and explaining the unexplainable. In all, this clarity should enhance performance as well as provide personal comfort.

Finally, culture helps to reduce the anxiety that results from uncertainty and overload. Cultural assumptions allow members to filter relevant portions of the environment. In this sense, attempts to alter the culture can be destabilizing and therefore induce anxiety.

On the one hand, culture and openness to diversity may seem to be contradictory notions. While culture involves groups of people using basic patterns of assumptions to cope with problems of external adaptation and integration, openness to diversity demands that various cultures be enhanced. This seemingly paradoxical situation is possible. Schein (1985) suggests that various subcultures often exist within the larger organizational culture. Thus, while a variety of cultures provides diversity, the larger culture subsumes and integrates them all for the purposes of organizational survival.

Defining Climate

The concept of climate has a long history of study in the field of industrial and organizational psychology; indeed, climate was studied prior to the development of a definition or a measure of the construct (Lewin, Lippitt, & White, 1939). While culture involves groups of people using basic patterns of assumptions to cope with problems of external adaptation and integration, climate is defined as the shared perceptions of the formal and informal organizational policies, practices, and procedures (Reichers & Schneider, 1990). Kopelman, Brief, and Guzzo (1990, p. 295) describe climate as the "perceptual

medium through which the effects of the environment on attitudes and behavior pass."

Though climate may exist on a molar level, it is often found as a more specific construct with a particular referent (Schneider & Rentsch, 1988). While the constructs of culture and climate appear at first glance to be similar, they are not identical. Rather, climate is best understood as a manifestation of culture (Reichers & Schneider, 1990; Schein, 1985).

James, James, and Ashe (1990) suggest that climate reflects a personal orientation and is a function of personal values. On the other hand, culture reflects an organizational orientation as a function of system values and norms. From this perspective, culture represents a macro, organizational, or systems construct, while climate represents a micro, individual, or phenomenological construct.

Joyce and Slocum (1990) suggest that the labels of "psychological" and "organizational" are inappropriate when referring to climate. Climate does not exist at only one or the other of these levels. Though the unit of theory and the source of data emphasize individual perceptions, the researcher may examine climate data at various levels of analysis, including groups, units, departments, divisions, and so on.

As Schneider's (1987) attraction-selection-attrition theory (ASA) explains, climate is likely to be shared widely within units. ASA theory proposes that organizations are functions of the kinds of people they contain. Individual

attraction to an organization/unit, selection by it, and attrition from it results over time in an organization composed of similar persons; in turn, these people determine the behavior of the organization/unit. On the surface, this might appear to be beneficial, but Schneider (1987) suggests that this homogeneity may lead to an organization/unit that is excessively ingrown. If the occupied ecological niche becomes increasingly narrow, environmental change may lead to organizational failure, as the ingrown nature prevents adaptation. Since particular types of persons are attracted to particular environments, and since those who do not fit will leave, the organization/unit is likely to be composed of persons with a restricted range of individual differences; perceptions of climate will be widely shared as a result (Kopelman et al., 1990).

Kopelman et al. (1990, p. 296) describe five features (or characteristics) that are common elements of climate across different work settings. These features represent the molar concept of climate since they may be used to describe underlying aspects regardless of the situation or climate of focus. For each climate under consideration, the dimensions have different levels of salience depending on the work environment. Moreover, within a single organization, the importance of the feature may vary by department, unit, and so on. The features include:

1. Goal emphasis — the extent to which management makes known the types of outcomes and standards that employees are expected to accomplish

2. Means emphasis — the extent to which management makes known the methods and procedures that employees are expected to use in performing their jobs

3. Reward orientation — the extent to which various organizational rewards are perceived to be allocated on the basis of job performance

4. Task support — the extent to which employees perceive that they are being supplied with the materials, equipment, services, and resources necessary to perform their jobs

5. Socioemotional support— the extent to which employees perceive that their personal welfare is protected by a kind, considerate, and generally humane management

Goal emphasis, means emphasis, reward orientation, and socioemotional support were adopted for use in the climate for diversity measure that was developed in this research study. In particular, each department must make known the standards to be upheld with regard to diversity and must provide training and guidance for the achievement of these goals. Likewise, departments should reward and be rewarded for their attempts to manage diversity. Moreover, each department must be perceived as kind, considerate, and humane to persons of all backgrounds. In this sense, then, the focus is on the departmental level of analysis. Task support was excluded from use in this research study because it was believed to have the least impact on the construct of climate for diversity since it is a necessary component of job success regardless of group membership.

Now that the differences between culture and climate have been described, we must return to our original concern. As mentioned previously, Thomas (1991) asserts that organizations must begin to manage racial, sexual,

and/or cultural differences. Without proper management, the cultural differences are likely to impede organizational effectiveness. An obvious avenue for the management of diversity is the creation of formal and informal organizational policies, practices, and procedures to support diversity. To know if the policies, procedures, and practices surrounding diversity are effective, we must examine their impact on the people in the organization as well as on the accomplishments of the organization. As such, it seems appropriate to examine the climate for diversity rather than the diversity culture. That is, while culture involves groups of people using basic patterns of assumptions to cope with problems of external adaptation and integration, climate is defined as the shared perceptions of the formal and informal organizational policies, practices, and procedures (Reichers & Schneider, 1990).

The Issue of Level of Analysis

When studying either culture or climate, investigators must confront the issue of the appropriate level of analysis. In theory construction and data analysis, it is often difficult to determine whether the culture/climate issues are functioning at the individual or at higher levels of analysis. Though individuals are commonly the source of perceptions, it is not always clear that aggregation to higher levels of analysis is appropriate (Schneider, 1990). Dansereau and Alutto (1990) note that researchers may select from four potential levels of analysis: single-level, multiple-level, multiple-variable, and multiple-relationship.

In single-level analysis, there is a focus on only one level of analysis. The options include persons, dyads, groups, and collectives. The goal of this analysis is to determine whether or not particular aspects of culture/climate are inherent to the specified level of analysis. Multiple-level analysis allows researchers to consider various combinations of levels of analysis in uncovering the foci of climate and culture; the data may show that levels are antithetical. Multiple variable analysis is employed to examine different aspects of the climate and culture constructs as they exist at different levels of analysis. And, finally, analysis with the multiple-relationship approach considers time as a factor in the choice of the level of analysis of climate and culture; moreover, this approach allows features of culture/climate to serve as moderating variables.

Klein, Dansereau, and Hall (1994) note that problems arise when there is no agreement among the level of theory, the level of measurement, and the level of statistical analysis. The level of theory refers to the target the researcher intends to examine; levels in this sense might include individuals, groups, or organizations. Theory predicts whether individuals in the group are homogeneous, independent, or heterogeneous with regard to a particular construct. The level of measurement describes the unit to which the data are attached; for example, self-report data generally stem from the individual level. Finally, the level of statistical analysis refers to the treatment of the data during statistical procedures; aggregation is typically used to alter the level of analysis. If the three levels are not congruent, the results may be faulty.

Dansereau and Alutto (1990) and Klein et al. (1994) suggest that researchers should give deep consideration to the levels of analysis issue in theory formulation and data analysis. Investigators should be explicit about their choice, and they should expose and test their initial conclusions with alternative levels of analysis. Schneider (1990) suggests that climate and culture studies should use the level of analysis that makes conceptual sense; respondents can be given guidance with a meaningful frame of reference.

Once the level of theory is chosen, the level of measurement should be designed to be congruent. That is, if researchers plan to test theories that expect within-group homogeneity, then research measures that focus on the group as a whole should be used (Klein et al., 1994). However, in many cases the level of organizational constructs is open to debate (Glick, 1985; Glick & Roberts, 1984). In such situations, the data-collection strategy should be designed to allow the empirical testing of the theory's predictions of homogeneity, independence, or heterogeneity (Klein et al., 1994).

Given explicit description of the level to which generalization is appropriate and data collection designed to match such explicitly indicated level of theory, the data must then be examined to ensure fit or conformity to the theory's predictions of homogeneity, independence, or heterogeneity. Erroneous conclusions are likely to be drawn if the level of theory and statistical analysis match, but the data do not conform. For example, theory may predict homogenous groups, but the data may not conform. In such cases, relationships

with aggregated scores may be misleading and may yield artifactual results (Klein et al., 1994).

It appears that the department level has the relatively low within group variability and relatively high between group variability recommended by Schneider (1990). Given the identified level of theory (homogeneous), the level of measurement should be designed to fit with theory (homogenous). Thus, the measure of the climate for diversity developed in this research focuses on the department level and the dimensions of goal emphasis, means emphasis, and socioemotional support. However, as Klein et al. (1994) suggest, prior to analysis of relationships the data will be examined to ensure conformity with the designated level of theory/measurement.

<u>Culture, Climate, and Organizational Performance</u>

Kopelman et al. (1990) discuss the role of climate and culture in productivity. Their model indicates that culture leads to human resource management practices which then lead to climate. Climate then impacts cognitive and affective states, salient organizational behaviors, and organizational productivity. Human resource management practices may also directly impact organizational productivity such as physical output and total labor costs.

The culture of organizations also impacts profitability, innovation and creativity, transmission of core values, commitment, satisfaction, and stress. In instituting a bank culture that incorporated participative management, Pati and

Salitore (1989) found evidence of improved work skills and overall performance of the bank. Similarly, Akin and Hopelain (1986) asserted that three high-productivity organizations shared a culture of productivity, based on the five elements of person type, teamwork, work structure, person in charge, and open-mindedness. Nicholson (1990) found that cultures that show concern for self-actualization and are based on nonhierarchical and decentralized forms of decision making result in greater innovation and creativity.

The culture of organizations also impacts the transmission of core values and employee levels of commitment, satisfaction, and stress. James et al. (1990) point out that organizational culture is an effective medium for the transmission of core values to organizational members. System norms and values help individuals to choose and defend appropriate causes of actions, potentially selecting a course of action that subordinates their own personal values. Flamholtz (1990) indicates that cultures fall on a continuum in their efforts toward satisfying employees' needs and making them feel valued. At one end, companies engender a strong competitive spirit between themselves and rival organizations. At the other end are organizations that view employees as replaceable. Between these extremes are organizations that view some employees as valuable assets and others as expendable.

Like culture, climate is known to impact a variety of organizational outcomes. Schneider and Rentsch (1988) found that, in striving for efficiency, an emphasis on rules and procedures rather than service results in frustration and

reduced motivation to provide desired service behaviors. Parkington and

Schneider (1979) report a negative relationship between a climate for service and

employee reported role ambiguity, role conflict, frustration at work, and

intention to turn over. Similarly, a positive relationship was reported between

employee and customer perceptions of service quality (Schneider, Parkington, &

Buxton, 1980). Abbey and Dickson (1983) investigated the research and

development subsystem of semiconductor companies and found that the climate

for innovation in the subsystem was related to the number of technological

breakthroughs.

Climate for Diversity

One aspect of managing diversity is creating a climate that supports

diversity. Again, climate refers to incumbent perceptions of the events, practices,

procedures, and behaviors that are rewarded, expected, and supported

(Schneider, 1990). In this context, the routines and rewards of interest are those

that facilitate the existence and effectiveness of a diverse work force.

Cox (1993) provides a model of diversity climate (see Figure 1). In this

model, diversity climate incorporates individual-level factors,

group/intergroup factors, and organizational-level factors. Individual-level

factors include identity structures, prejudice, stereotyping, and personality.

Group/intergroup factors refer to cultural differences, ethnocentrism, and

intergroup conflict. Finally, the organizational-level factors are the culture and
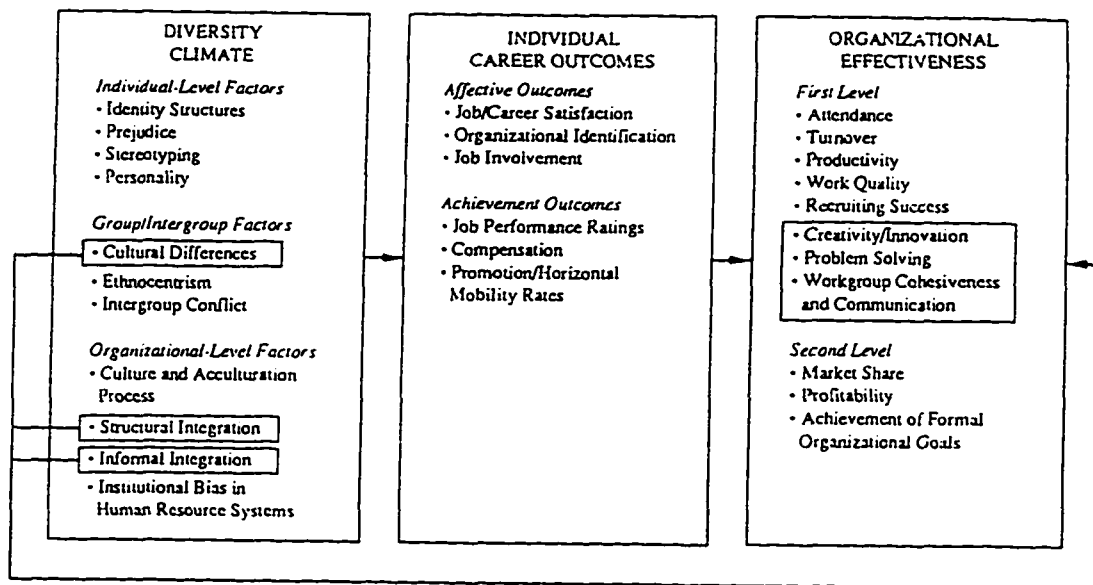
Figure 1. An Interactional Model of the Impact of Diversity on Individual Career Outcomes and Organizational Effectiveness (Cox, 1993, p. 7).

acculturation process, structural integration, informal integration, and

institutional bias in human resource systems.

Cox (1993) suggests that the diversity climate impacts individual career

outcomes, including affective and achievement outcomes. Affective outcomes

include job/career satisfaction, organizational identification, and job

involvement. Achievement outcomes refer to job performance ratings,

compensation, and promotion/lateral mobility rates.

In turn, the individual career outcomes impact first and second level measures of organizational effectiveness. The first level measures of organizational performance are attendance, turnover, productivity, work quality, recruiting success, creativity/innovation, problem solving, and workgroup cohesiveness and communication. The second level measures of organizational effectiveness are market share, profitability, and achievement of formal organizational goals. First level measures of effectiveness predict second level measures of organizational effectiveness. The climate for diversity directly affects some of the first level measures of organizational performance. Cox (1993) suggests that the climate for diversity directly affects creativity/innovation, problem solving, and workgroup cohesiveness and communication. Other measures of organizational effectiveness are influenced indirectly by diversity climate through its impact on individual career outcomes.

As will be seen in later sections, Cox's (1993) model was combined with other research to develop the dimensions of the Climate for Diversity Questionnaire that is the focus of the present research. In addition, Cox's (1993) work was extremely helpful in that it summarized evidence that the climate for diversity impacts individual and organizational outcomes.

Dimensions of the climate for diversity. The existence of a diverse work force does not, in itself, indicate that there is a climate for diversity. In addition, the diverse work force must be used effectively. The routines and rewards that promote multiculturalism must be put into place. Bowens, Merenivitch,

Johnson, James, and McFadden-Bryant (1993, p. 36) describe the distinguishing

characteristics of a multicultural organization.

1. It actively seeks to capitalize on the advantages of its diversity – rather than attempting to stifle or ignore the diversity – and to minimize the barriers that can develop as a result of people's having different backgrounds, attitudes, values, behavior styles, and concerns.

2. Organizational resources (key jobs, income, perquisites, access to information, etc.) are distributed equitably and are not determined or affected by cultural characteristics such as race or sex.

3. The organizational culture (assumptions about people and groups, take-it-for-granted norms, the way work gets done) is pluralistic in that it recognizes and appreciates diversity; it acknowledges both the need for "being the same" in some ways to work together and the need for "being different" in some ways to recognize individual and group interests, concerns, and backgrounds.

4. Institutional policies, practices, and procedures are flexible and responsive to the needs of all employees.

Cox (1993) also talks about monolithic, plural, and multicultural

organizations. This is a typology for organizations in terms of their climate for

diversity. Monolithic organizations have the weakest climate for diversity,

plural organizations have a mild climate for diversity, and multicultural

organizations have a strong climate for diversity.

Monolithic organizations are demographically and culturally

homogeneous. Those of nonmajority backgrounds who are hired are expected to

assimilate entirely to the existing norms. Nonmajority members are likely to be

segregated into lower status occupations. General practices and policies will be

biased against persons of other cultural backgrounds. Intergroup conflict is likely to be minimal due to the homogeneity of the work force.

The plural organization has a more heterogeneous population than does the monolithic organization. The steps toward including and accepting persons of varied cultural backgrounds consist of affirmative action programs, manager training regarding civil rights laws, adherence to the Americans with Disabilities Act, sexual harassment training, and use of compensation system audits to guard against discrimination. Through various tools, then, plural organizations are more structurally integrated in that there is a weak correlation between culture group identity and job status. Moreover, there should be a lessened degree of bias in the organizational procedures and policies. Despite these differences, plural organizations still suffer from skewed representation across functions, organization levels, and workgroups. In addition, like the monolithic organization, nonmajority employees of the plural organization are expected to completely assimilate to fit the existing norms; in no way may the minority culture perspectives influence the norms and values of the organization. Though the organization is more tolerant of diversity, participation of minorities is still quite limited. In addition, the plural organization may find that complaining white males allege there exists a backlash effect, where group identities (minority) rather than performance serve as the basis for personnel decisions; greater intergroup conflict is often the result.

The multicultural organization has a strong climate for diversity. While monolithic and plural organizations discourage, ignore, or simply tolerate diversity, multicultural organizations value diversity, and they consistently demonstrate this value through their policies, procedures, and practices. The socialization process in the multicultural organization works in both directions; just as organizational norms impact members, minority culture perspectives influence the norms and values of the organization. There is full structural integration in that there is no correlation between culture group identity and job status. Through practices such as mentoring programs and support groups, members of minority groups are free to enter and participate in informal networks. Of equal importance, the human resource management system and practices are free from cultural bias; this often requires the elimination of deeply ingrained prejudices. Finally, the proactive management of diversity should result in a minimum of intergroup conflict based on group identity and the backlash of dominant group members. Managers replace conflict with intergroup understanding.

Cox (1993) represents the multicultural organization as the ideal type. He admits that few, if any, organizations have fully adopted the described characteristics. Companies such as Xerox (Sessa, 1992), Pacific Bell (Roberson & Gutierrez, 1992), Digital Equipment Corporation (Walker & Hanson, 1992), American Express (Wolfe Morrison & Mardenfeld Herlihy, 1992), and Avon

Products, Inc. (Thomas, 1991) are thought to make great efforts toward achieving

these goals.

The ideas of Bowens et al. (1993) and Cox (1993) may be merged to clarify

the a priori dimensions of a strong climate for diversity. The dimensions include:

1. **Values Diversity:** The organization or unit values and fosters diversity and actively seeks to capitalize on the advantages of its diversity; this includes identifying and making use of the skills of individuals from diverse groups.

2. **Manages Conflict:** The organization or unit manages both existing and potential barriers and intergroup conflict in a manner that results in a more harmonious work environment. This includes providing members with the appropriate communication and confrontation resolution skills.

3. **Structural Integration:** Women and minorities are fully represented across occupations and levels within the organization and unit; in addition, they participate fully in formal networks.

4. **Informal Integration:** Women and nonmajorities participate fully in informal networks in the unit or organization (access to informal communication networks and establishment of friendship ties and mentoring activity).

5. **Systems and Practices:** Human resource management systems and practices (institutional policies and practices) are flexible, responsive to individual needs, and free from institutionalized cultural bias toward differences. Policies and practices include such areas as hiring, promotion, pay, benefits, career development, job training, grievances, and so on.

6. **Differences and Similarities:** The organization or unit makes use of both the celebration of diversity (allowing recognition of varied interests, needs, backgrounds) and the need to sacrifice individual differences in order to work together toward a common goal (being different yet being the same).

It should be recalled at this point that climate is defined as the shared perceptions of the formal and informal organizational policies, practices, and procedures (Reichers & Schneider, 1990). Thus, these dimensions of climate for diversity must be measured in the form of member perceptions.

Evidence of the climate for diversity. Empirical studies provide evidence for the existence of differing climates for diversity in organizations and units. For example, Blum, Fields, and Goodman (1994), in conducting research involving personnel and human resources managers in 279 companies, found that organizational characteristics such as average management salary, percentage of management positions filled by nonwhites, annual management vacancies, company age, and industry type account for a substantial portion of the variance in the number of managerial positions filled by women. In particular, the authors suggest that there may be pervasive organizational/unit views dictating that only men should serve as managers. In a similar study, Ohlott, Ruderman, and McCauley (1994) found that while women were receiving promotions, they were not being given the same responsibilities offered men in similar positions. The authors suggest that women were only being given stereotypical challenges such as situations requiring nurturing and the handling of difficult relationships. On the surface, it appears that the organization is fostering and welcoming diversity, but it is, in fact, perpetuating gender-role stereotypes.

With reference to units rather than organizations, James, Lovato, and Khoo (1994) examined the relationship between minority workers' health and openness to differences. The authors found that high levels of value differences between minority individuals and their supervisors resulted in a negative health assessment, lowered self-esteem, and elevated blood pressure. The value differences indicate that the department fails to value and foster diversity. Under successful diversity management programs many differing values can exist under the umbrella of a larger value system. Indeed, a broad continuum of values would be acceptable and desirable.

Thomas (1993) investigated the mentor-protégé bond, a practice used in organizations thought to maintain a strong climate for diversity. Thomas discovered that in cross-racial mentoring relationships the key to success was complementarity in the racial perspective. That is, both pair members should prefer the same method of dealing with racial dynamics (direct engagement or denial and suppression). Thus, it is not enough simply to put a mentoring program into place; mentors and protégés should be matched in a fashion that considers and accommodates the relating style of individuals.

Williams and Bauer (1994) find that appropriate management of diversity enhances organizations' attractiveness. In their study, two different organizations were described to participants. The organization that managed diversity exhibited a proactive stance toward hiring and promoting a diverse work force, seeking contributions from diverse employees, and providing

diversity awareness training. Participants in this condition rated the organization significantly more positively than did participants in the control condition.

In sum, empirical evidence shows that, while many organizations proclaim multiculturalism, many still function at the plural stage. It is not enough to be composed of a diverse group of individuals, as are plural organizations; in addition, organizations must be able to enhance the effectiveness of these widely varying individuals, as do multicultural organizations. Moreover, instituting policies and procedures does not complete the transition. Organizations must ensure the functioning of multicultural policies, and members must perceive the existence of the multicultural dimensions.

The appropriate unit of analysis. Schneider (1990) notes that perceptions of climate come from individuals. However, the analysis of these perceptions may take place at any meaningful level. Thus, individual perceptions may be aggregated to any level of consideration that makes conceptual sense. More specifically, the level of theory should guide the level of analysis (Roberts, Hulin, & Rousseau, 1978). The data should be examined to determine if the expected level of theory is supported. This notion can be combined with Schneider's suggestion that the appropriate unit of analysis is with the group that has relatively low within-group variability and relatively high between-group

variability. Dansereau and Alutto (1990) suggest that researchers should be explicit about their choice of the level of analysis.

Thomas (1991) describes the need to use alternative management styles that make use of empowerment. Sessa (1992) describes the training and development programs at Xerox that sensitize managers to their biases and provide them with the tools and information necessary for dealing with these biases. DeLuca and McDowell (1992) assert that behavioral diversity is an old concept; what is new is the need for leaders that can transform behavioral differences into motivational synergies rather than conflicts. In each of these examples, change will be seen at both the department and the organizational level. However, it seems that the change will be more apparent and dramatic at the department/group/dyad level rather than the more macro organizational level. The department level has the relatively low within group variability and relatively high between group variability recommended by Schneider (1990).

The defined dimensions of the climate for diversity suggest that the climate for diversity varies at the organizational or unit level. Indeed, leading researchers regarding the management of diversity make many suggestions for change at the organizational level (Cox, 1993; Thomas, 1991). It is also apparent that the climate for diversity varies at lower levels of aggregation. Despite suggested changes at the organizational level, as one looks at the overall change implementation, it is clear that a large focus is on the relationship between individual managers and their departments and subordinates. Thus, the current

study focuses on the unit level in assessing the climate for diversity and its impact on organizational outcomes. When questions are asked about the climate for diversity, the participant will be prompted to consider a particular department or unit.

Despite prompting to focus participants on the appropriate level of theory, the data must be evaluated to determine whether or not responses conform to the intended level of theory and measurement. That is, may the data be aggregated to the unit level? Given explicit description of the level to which generalization is appropriate and data collection designed to match such explicitly indicated level of theory, the data must be examined to ensure fit or conformity to the theory's predictions of homogeneity. Erroneous conclusions are likely to be drawn if the level of theory and statistical analysis match, but the data do not conform. In such cases, relationships with aggregated scores may be misleading and may yield artifactual results (Klein et al., 1994).

A critical area for examination in this study is to find the level at which the climate for diversity exists. As discussed above, theory and change efforts regarding the climate for diversity focus on the organizational and unit level. This study will determine whether this focus is appropriate.

Measurement of diversity. Much of the literature in the area of diversity seems to focus on the implementation of organizational change to become a multicultural organization, or an organization with a strong climate for diversity. That is, researchers emphasize discussing methods for becoming diverse and for

managing that diversity (Cox, 1993; Dennehy & Sims, 1993; Gardenswartz & Rowe, 1993; Thomas, 1991).

Cox (1993) states that we must transform monolithic and plural organizations into multicultural organizations. But, how is one to know under which category the organization falls? Organizations and units must first assess their climate for diversity. Before organizations, departments, units, and so on, can begin the change process toward the management of diversity, they must first know where they stand. If the climate for diversity is shown to be wanting, the appropriate organization development and change can be put into place.

While the requirement for organizational diagnosis is practically important, the study of theory also depends on measurement. Theories regarding the impact of both diversity and the climate for diversity cannot be tested without measuring the extent of their existence; measurement is a prerequisite for theory testing.

Cox (1993) admits that, at this point, measures relating to diversity are not well developed. There is no instrument that has been designed to assess the different aspects of the climate for diversity. Gardenswartz and Rowe (1993) offer the "Managing Diversity Questionnaire," the "Diversity Opinionaire," and the "Management Development Diversity Needs Analysis." As is seen in the titles, these scales do not fully address the climate for diversity dimensions described above. In addition, the authors do not offer evidence of reliability and validity.

Sims and Sims (1993) have developed the Revised Multicultural Self-Report Inventory (RMSRI). Like those developed by Gardenswartz and Rowe (1993), this scale focuses primarily on behaviors and beliefs of individuals rather than on employee perceptions of departments and organizations. Moreover, the RMSRI has never been evaluated in terms of validity and reliability.

Grote (1993) has designed the Diversity Awareness Profile (DAP). The goal of this instrument is to provide individuals with a greater awareness of their discriminatory, judging, or isolating behaviors; these issues may be included in the climate for diversity dimensions, but they are not sufficient. As with the other published scales, Grote offers no evidence for the reliability and validity of the DAP.

Thomas (1991) and Sessa (1992) describe Avon's and Xerox Corporation's, respectively, use of interviews to assess the climate for diversity in their organizations. The interviews focused on behaviors that enabled the growth of employees. That is, the interviews determined the degree to which the organizations valued and accommodated diversity. However, there is no evidence regarding the reliability and validity of interviewing for this purpose.

Ernst Kossek and Zonia (1993) developed a diversity climate scale to use when examining reactions to employer efforts to promote diversity. However, the scale has two limitations. First, it was designed for use in an academic setting. Second, it does not completely address the earlier described dimensions of diversity.

In sum, the existing measures for the assessment of the climate for

diversity are inadequate. The available measures fail to completely address the

suggested climate for diversity dimensions and lack psychometric support.

Since theory depends on measurement, and since a needs assessment employing

a valid and reliable questionnaire can enable appropriate organizational

development, there is a clear need to develop a new measure to assess the

climate for diversity in organizations. This new measure should include the

previously described dimensions and should meet psychometric standards

including convergent and divergent validity.

Purpose of the Present Study

Cox (1993) indicated that a strong climate for diversity leads to improved

individual career outcomes as well as improved organization effectiveness.

Likewise, Schneider (1990) asserts that organizations can clarify and then assess

the routines and rewards related to the achievement of some goal such as

diversity. Once the status of the organization's climate for diversity is clear, the

appropriate organizational change effort may be selected (Bowens et al., 1993;

Cox, 1993; Thomas, 1991). The gap in this process is the availability of an

instrument that reliably and validly assesses a unit's climate for diversity; the

goal of the present study, then, is to develop a tool for this purpose.

In parallel with creating a measure, the study attempts to reveal the

appropriate level of analysis for perceptions of the climate for diversity.

Organizational change efforts hinge on a greater understanding of this level of

analysis; for example, a focus on departments may be inappropriate and ineffective if individual data cannot be aggregated to the department level.

The climate for diversity model used to guide development of the climate for diversity questionnaire is presented in Figure 2. As described previously, the climate for diversity latent trait is anticipated to include the Values Diversity, Manages Conflict, Structural Integration, Informal Integration, Systems and Practices, and Differences and Similarities dimensions. These latent traits are described in more detail in the Methods section. The climate for diversity questionnaire assessment was anticipated to relate to, but remain distinct from, human resources generalist ratings of each group's climate for diversity. In addition, the climate for diversity was expected to have no relationship with social desirability. As described earlier, Cox (1993) asserts that the climate for diversity predicts individual/career outcomes such as job satisfaction. In particular, research has shown that the climate for diversity predicts outcomes such as affective commitment (Allen & Meyer, 1990; Burke, 1991; Cox & Nkomo, 1991; Curry, Wakefield, Price, & Mueller, 1986; Meyer et al., 1989; Steers, 1977; Vanderberg & Lance, 1992), unit identification (Cox, 1993; Mael & Tetrick, 1992), job satisfaction (Burke, 1991; Curry et al., 1986; Hershberger et al., 1994; Litwin & Stringer, 1968; Vanderberg & Lance, 1992; Van Dyne et al., 1994), organizational citizenship behavior (Organ & Konovsky, 1989; Van Dyne et al., 1994), and intent to turn over (Butler & Holmes, 1984; Hymowitz, 1989; Jackson et al., 1991; Mobley, 1977; Schwartz, 1989).
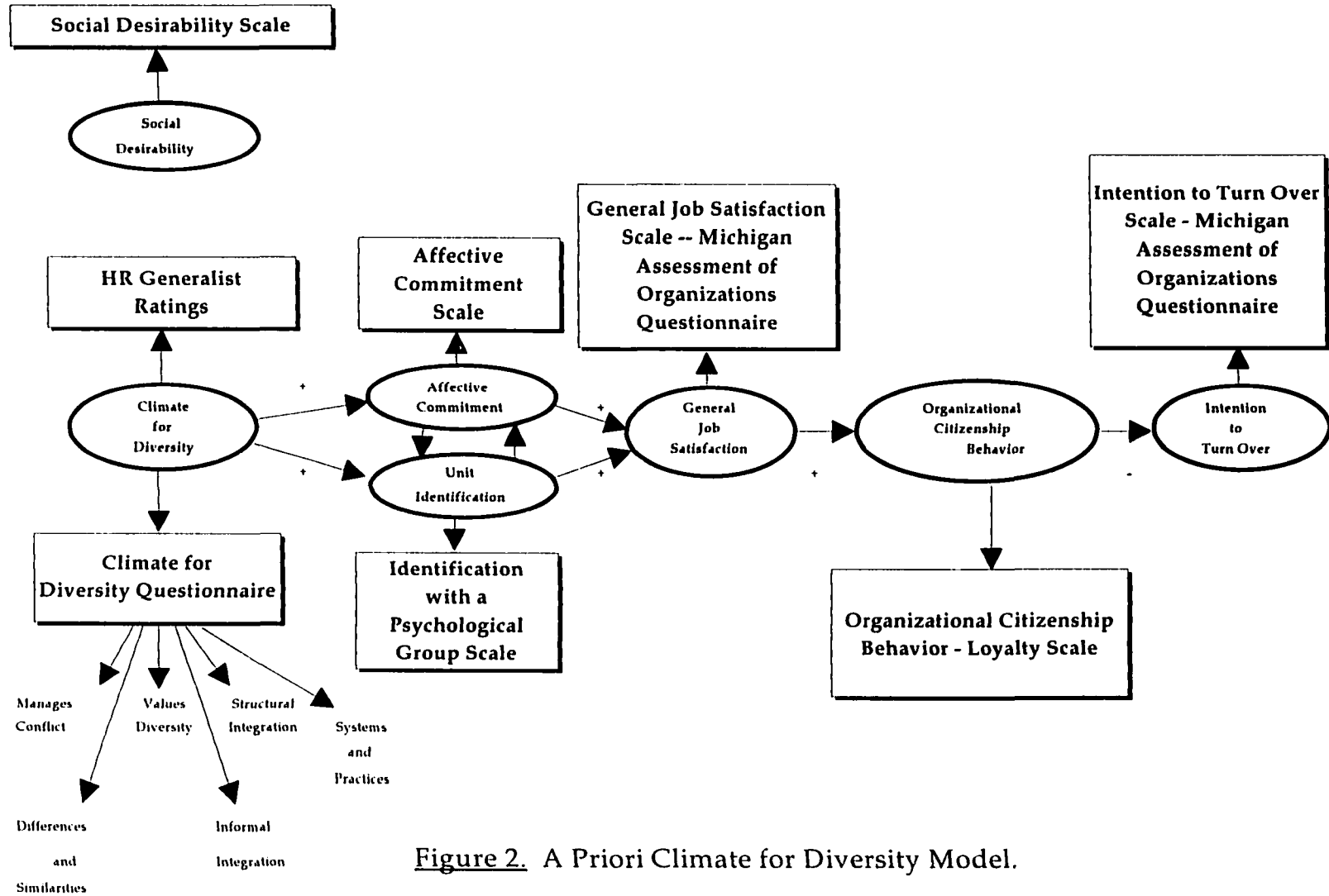
Figure 2. A Priori Climate for Diversity Model.

Litwin and Stringer (1968) note that the dimensions of climate are associated with job satisfaction. For example, in a study examining the two organizational climate factors of supportive climate and time pressure, Hershberger et al. (1994) found that climate predicts job satisfaction. In particular, there was a positive relationship between Supportive Climate and job satisfaction, or positive affect. Similarly, Burke (1991) found that white managers reported less satisfaction when they perceived that their organizations were less responsive to minorities and treated minorities in a negative fashion.

Affective commitment is described as the degree to which an employee is emotionally attached to and involved with an organization (Allen & Meyer, 1990; Meyer et al., 1989). Cox and Nkomo (1991), in a race and gender-group analysis of the early career experience of MBAs, found that blacks and women were more involved with their organization than white males. Moreover, Burke (1991) found that white managers reported less commitment when they perceived that their organizations were less responsive to minorities and treated minorities in a negative fashion.

Vanderberg and Lance (1992), following on the work of Curry et al. (1986), examined the causal ordering of job satisfaction and organizational commitment. Vanderberg and Lance examined all possible types of relationships between these two constructs and tested all possible models; the authors found support for a model where commitment causes satisfaction.

Meyer et al. (1989) explain that affective commitment is based on attachment and involvement rather than on the prohibitive costs associated with leaving (continuance commitment) or the perceived obligation to remain with the organization (normative commitment). Only affective commitment correlates positively with performance (Meyer et al., 1989). In their meta-analysis, Mathieu and Zajac (1990) noted that the different types of commitment are not entirely distinct concepts. Nevertheless, the authors find they are adequately distinguishable to allow examination in relation to other variables. The antecedents of affective commitment include such variables as equitable treatment, management receptiveness to employee suggestions, and a feeling of personal importance to the organization (Allen & Meyer, 1990). It is likely, then, that a strong climate for diversity is an antecedent of affective commitment, which, in turn, influences job satisfaction. Quantitative summaries of findings indicate small relationships between commitment and turnover. Instead, as in this study, other variables such as satisfaction influence the relationship (Cohen, 1993; Mathieu & Zajac, 1990).

The identification construct is distinct from the constructs of organizational commitment, job satisfaction, and organizational satisfaction. Of these variables, identification is most similar to commitment. Thus, in the present model, the group identification construct stands parallel to affective commitment and precedes job satisfaction (Mael & Tetrick, 1992).

Cox (1993) suggests that women and minority group members are in conflict as they attempt to identify with both the majority culture of the organization as well as their own minority culture. In organizations that are not multicultural, minority group members are pressured to act unnaturally. In addition, minority group members must make behavioral choices between vying cultural responses. Finally, minority members may feel pressured to identify with the majority organizational culture in order to keep their jobs; in turn, part of their minority cultural identity is sacrificed. These problems may be resolved by maintaining a strong climate for diversity. The multicultural organization welcomes and fosters various cultural backgrounds; minority members are not pressured to choose between competing cultures. Instead, they may identify with both cultures, as they are compatible. In this sense, then, a strong climate for diversity will be associated with organizational or unit identification.

Organizational citizenship behaviors are constructive and cooperative behaviors that are neither mandatory nor compensated. In a study of 369 hospital employees, Organ and Konovsky (1989) found that mood states are unlikely to be antecedents of organizational citizenship behaviors. Rather, the authors suggest the behaviors have a deliberate, controlled character similar to making a conscious decision. Organ and Konovsky (1989) suggest that organizational citizenship behaviors are the result of a sense of long-term fairness in the relationship with the organization. The a priori dimensions of the climate for diversity reflect this notion of fairness. Since Van Dyne et al. (1994)

report that job satisfaction is an antecedent of organizational citizenship

behavior, the climate for diversity impacts organizational citizenship behavior

through the commitment, identification, and satisfaction variables.

Turnover is an organizational effectiveness variable that is indirectly

impacted by the climate for diversity (Cox, 1993; Jackson et al., 1991). Butler and

Holmes (1984), in a study of 2,300 black and white enlisted U.S. Army personnel,

found that agreement between the employee's beliefs regarding racial separation

and the army's policies on integration increased the likelihood that the employee

would stay in the organization. Thus, congruence of personal and organizational

values impacts the continuation of employment. Studies show that the turnover

rates for nonmajority employees are often twice those for majority group

members (Hymowitz, 1989; Schwartz, 1989). In order to avoid the high costs of

turnover, organizations will need to make efforts to retain the nonmajority

members that constitute approximately 45 percent of the labor force (Cox, 1993).

It was anticipated that the climate for diversity, through the commitment,

identification, satisfaction, and organizational citizenship behavior variables,

would be negatively related to turnover rates.

Cox (1993) notes that organizational effectiveness outcomes, such as

turnover, are influenced by individual career outcomes such as identification,

commitment, satisfaction, and organizational citizenship behaviors. Various

authors have studied the antecedents of turnover (Hom, Prussia, & Griffith, 1992;

Mathieu & Zajac, 1990; Mobley, 1977; Steers, 1977). In particular, commitment

and satisfaction are known to prevent organizational withdrawal. However, these variables have produced few large correlations with turnover; instead, it is likely that other variables, such as organizational citizenship behaviors, impact the relationship. For example a lack of commitment and satisfaction may first influence an employee's willingness to engage in organizational citizenship behaviors and may finally influence attrition.

Mobley, Horner, & Hollingsworth (1978) describe a model of employee turnover that clarifies the linkages between job attitudes and the employee's decision to remain with or leave the organization. Turnover intention is a conscious and deliberate plan to leave the organization. Turnover intention is the last in a sequence of withdrawal cognitions and strongly predicts actual withdrawal (Tett & Meyer, 1993). The intention to quit is nevertheless a self-report measure and subject to inflated correlation with the predictor. Crampton and Wagner (1994) analyzed the differences between self-report and multisource mean absolute values assessed in t-tests; they report a statistically significant inflation of .17 between turnover intentions and turnover. Nevertheless, the correlation between intent to turn over and turnover often exceeds .50; despite inflation, the correlation between intention to quit and turnover still exists.

Anderson and Gerbing (1988) recommend examination of at least one alternative model to test against the a priori model. Several are considered here. For alternative one, Cox (1993) suggests that the climate for diversity may directly impact job satisfaction and intent to turn over. In the proposed model,

these relationships are mediated by affective commitment, unit identification, and organizational citizenship behavior. Alternative Model #1 is shown in Figure 3.

The second alternative comes from the turnover literature that suggests a direct link between satisfaction and intention to turnover (Hollenbeck & Williams, 1986; Tett & Meyer, 1993). Thus, in the second alternative model, a direct link is added from job satisfaction to intention to turn over, and the path from organizational citizenship behavior to intention to turn over is eliminated. Alternative Model #2 is presented in Figure 4.

The third alternative model builds on the model of the second alternative. In addition to the change made in the second alternative, this model incorporates the findings of Tett and Meyer (1993) and Organ and Konovsky (1989). Contradicting the evidence presented by Vanderberg and Lance (1992), Tett and Meyer (1993) suggest that commitment also uniquely influences turnover. Moreover, Organ and Konovsky (1989) suggest that organizational citizenship behaviors are influenced by mood states; thus, it may be that the organizational citizenship behaviors are impacted directly by both commitment and satisfaction. The third alternative thus retains the changes made in the second alternative, and adds direct links between affective commitment and intention to turn over and affective commitment and organizational citizenship behavior. Alternative Model #3 is presented in Figure 5.
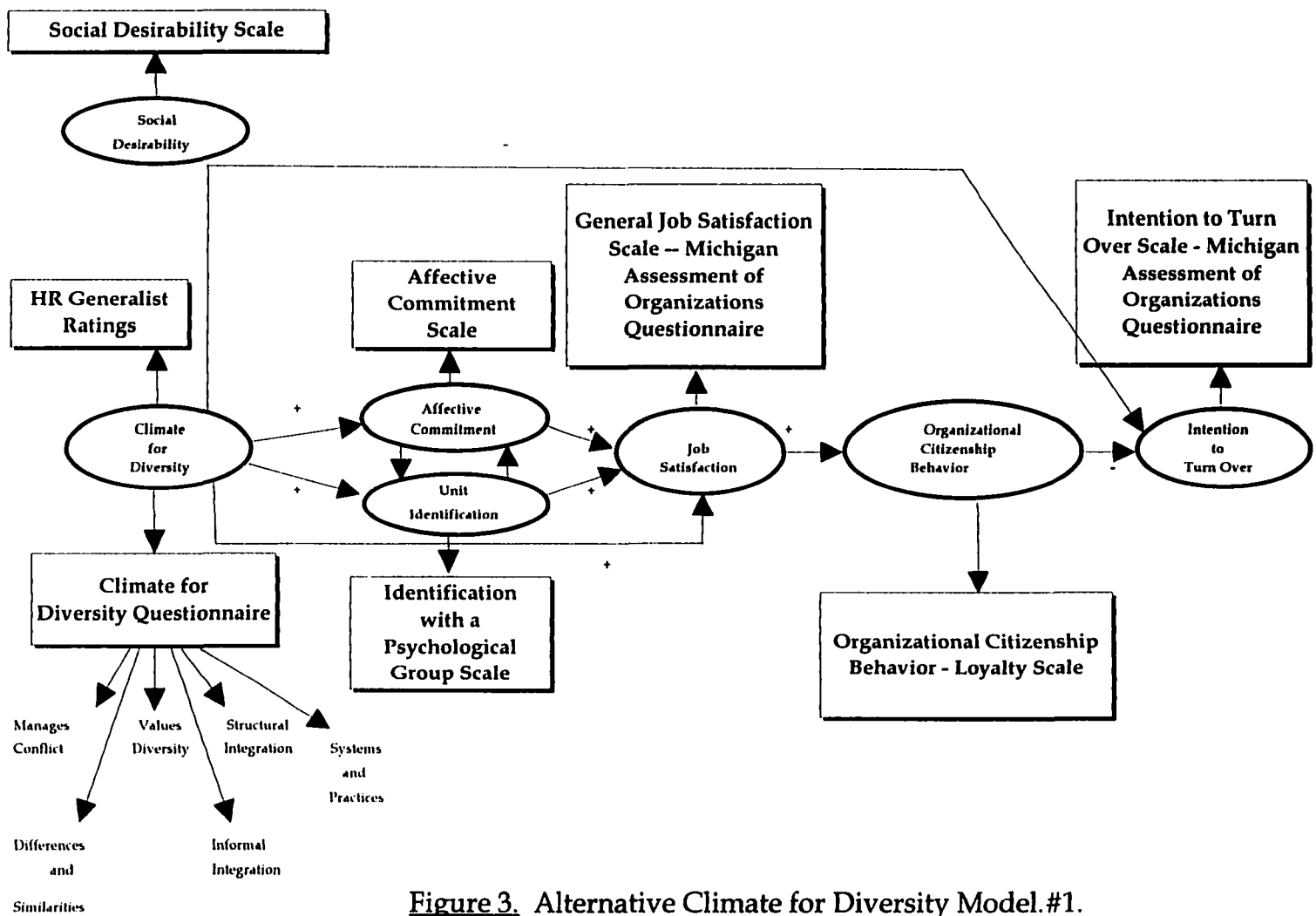
Figure 3. Alternative Climate for Diversity Model.#1.
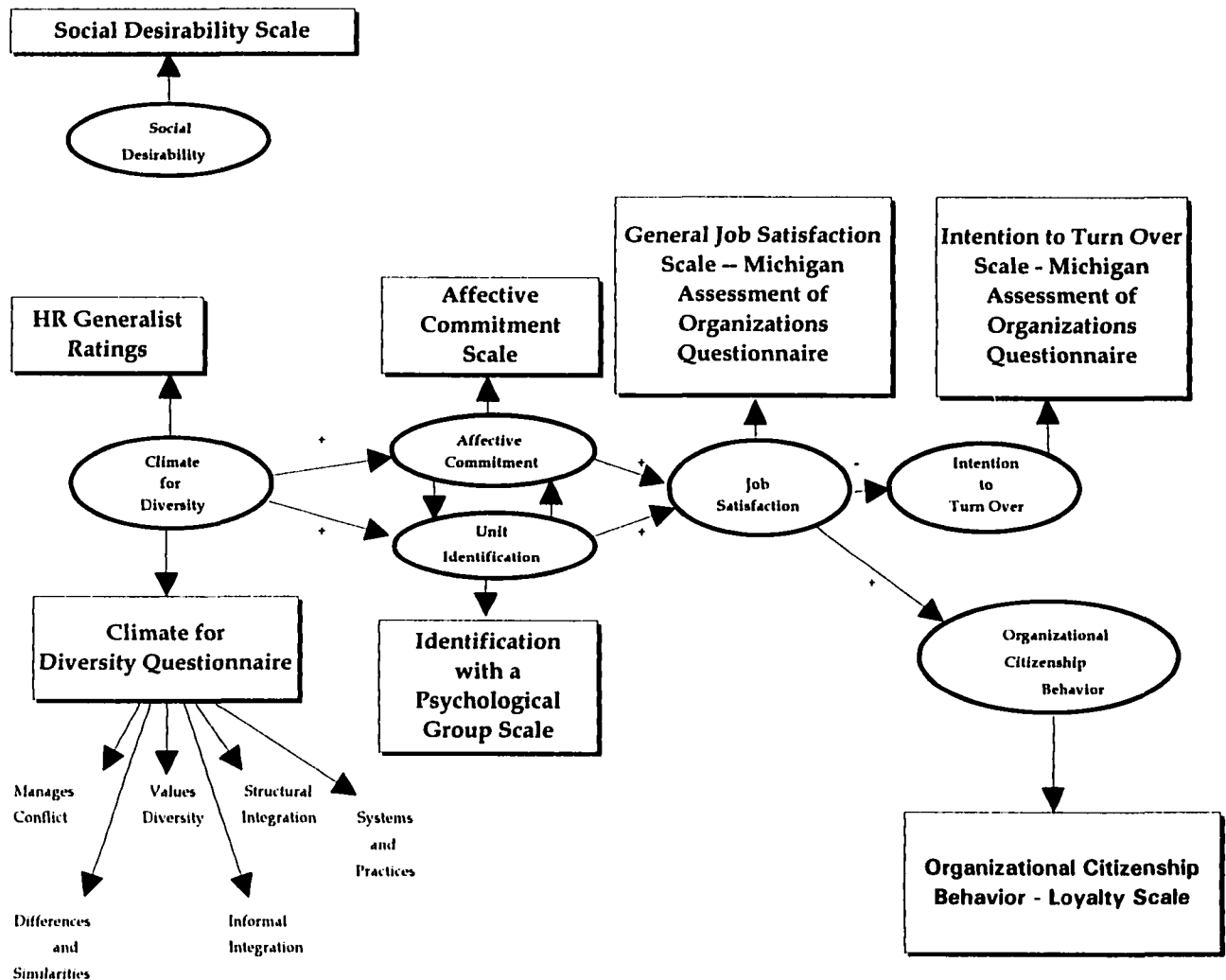
Figure 4. Alternative Climate for Diversity Model #2.

Social Desirability Scale

Social Desirability

HR Generalist Ratings

Affective Commitment Scale

General Job Satisfaction Scale – Michigan Assessment of Organizations Questionnaire

Intention to Turn Over Scale - Michigan Assessment of Organizations Questionnaire

Climate for Diversity

Affective Commitment

Job Satisfaction

Intention to Turn Over

Unit Identification

Organizational Citizenship Behavior

Climate for Diversity Questionnaire

Identification with a Psychological Group Scale

Organizational Citizenship Behavior - Loyalty Scale

Manages Conflict

Values Diversity

Structural Integration

Systems and Practices

Differences and Similarities

Informal Integration

Figure 5. Alternative Climate for Diversity Model #3.

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METHOD

Samples

The initial subjects in this study were employees from the Life Care division of Sentara Health System. The division is composed of 10 different facilities that are geographically separated; this geographic variation enhances the generalizability of the study. The department was chosen as the appropriate unit of analysis.

Sentara Life Care Corporation offered complete participation of their 1,185 employees in 249 departments. All employees of the organization were eligible for participation. That is, instead of sampling, the goal was a complete enumeration of all of the elements in the Life Care population. Questionnaires were handed out to all employees with their paychecks. The introduction explained to employees that the goal of the study was to assess the climate for diversity in the organization. In addition, the directions noted that the study would ask questions about the feelings and behaviors of employees with regard to themselves, their jobs, or their departments/work groups. Managers were given repeated reminders to give employees work time to complete the questionnaire. In addition, flyers were placed throughout the facilities to remind employees to complete the questionnaire.

Employees returned survey packets by placing them in specially designated boxes that were distributed throughout the facilities. These measures were taken to ensure confidentiality, increase the response rate, and enhance the

openness of responses. The researcher periodically emptied these boxes and removed them completely after six weeks time.

Ninety-five Life Care employees returned the packets. The responses represented 48 work groups; 26 groups had more than one group member complete the questionnaire. Thus, there was an eight percent response rate.

Due to the low response rate at Sentara Life Care Corporation, several convenience samples were collected from a wide variety of organizations; the organizations ranged from banks to athletic clubs to airlines. The convenience samples added 224 participants from 57 different organizational units. Fifty-one of these groups were composed of more than one responding member.

Combining the samples resulted in an overall sample of 319 individuals from 105 organizational units. In the combined sample, 77 of the units had more than one member responding. Table 1 identifies participating organizational units and the number of subjects from each. Demographic representation of the Sentara and convenience samples is provided in Table 2. Table 3 shows means and standard deviations for all variables of the Sentara and convenience samples.

Analysis of Variance and Chi-Square procedures were used to justify combining the Sentara and convenience samples into a single sample. In the analysis of variance, a significant difference was found only between the samples on the Work-Family Issues subscale of the climate for diversity index, $F(1, 274) = 6.17$, $p < .05$. The chi-square analysis only showed significant differences

Table 1

Organizations and Number of Participants

Unit	Number Responding
Sentara sample:	
Life Care - Quality Assurance	3
Life Care - Administration	2
Life Care - Finance	2
Chesapeake - Nursing Administration	1
Chesapeake - Skilled Nursing	3
Chesapeake - Nursing Facility	2
Chesapeake - Assisted Living	1
Chesapeake - Dietary	9
Chesapeake - Environmental Services	2
Norfolk - Nursing Administration	1
Norfolk - Skilled Nursing	1
Norfolk - Nursing Facility	3
Norfolk - Human Resources	1
Norfolk - Finance	3
Norfolk - Social Services	2
Portsmouth - Nursing Administration	2
Portsmouth - Skilled Nursing	3
Portsmouth - Assisted Living	2
Portsmouth - Medical Records	2
Portsmouth - Dietary	6
Portsmouth - Social Services	1
Currituck - Skilled Nursing	1
Currituck - Nursing Facility	1
Currituck - Administration	4
Hampton - Nursing Administration	1
Hampton - Medical Records	1
Hampton - Administration	1
Hampton - Social Services	1
Virginia Beach - Nursing Administration	1
Virginia Beach - Skilled Nursing	1
Virginia Beach - Nursing Facility	1
Virginia Beach - Medical Records	1
Virginia Beach - Plant Operations	2

Table 1 (continued)

Unit	Number Responding
Virginia Beach - Activities	2
Virginia Beach - Administration	1
Virginia Beach - Finance	1
Virginia Beach - Marketing	1
Village Chesapeake - Assisted Living	2
Village Chesapeake - Environmental Services	1
Village Chesapeake - Activities	1
Village Chesapeake - Administration	2
Village Norfolk - Nursing Facility	2
Village Norfolk - Assisted Living	6
Village Norfolk - Mobile Meals	2
Village Norfolk - Activities	3
Village Norfolk - Administration	1
Village Virginia Beach - Activities	2
Human Resources - General	2

Convenience sample:

Unit	Number Responding
Beach Ford	3
Government Service Computer Analysts #1	10
Government Service Computer Analysts #2	5
Lillian Vernon Staffing	5
Lillian Vernon Employee Relations	2
Downtown Athletic Club	2
Community Development Department	7
Blazer Financial Services	4
First Virginia Bank	2
Audiovox	2
Fairfax Hospital - Orthopedics	15
Landscaping Services	2
Old Dominion University Psychology Secretaries	3
Blue Cross Blue Shield Claims #1	2
Blue Cross Blue Shield Claims #2	3
Bell Atlantic Staffing Research	7
Trinity Baptist Church - Administration	5

Table 1 (continued)

Unit	Number Responding
Modesto Crime Laboratory	3
Zenith Insurance	6
Raley's Human Resources	6
Raley's Benefits	3
Raley's Accounting	3
Raley's Management Information Services	4
Raley's Payroll	4
CompuCare Management Information Services	3
Canon Human Resources	3
Canon Employment Department	3
Canon Compensation and Benefits	3
City of Norfolk Human Resources	7
Old Dominion University Psychology Faculty	1
Old Dominion University Psychology Graduate Students	2
Old Dominion University Engineering Graduate Students	1
Uarco Incorporated #1	6
Uarco Incorporated #2	1
Uarco Incorporated #3	1
Paine Webber Sales Associates	3
Paine Webber Stock Brokers	5
United Airlines Flight Attendants	2
Virginia Beach Rehabilitation Services	3
Herndon Rehabilitation Center	3
Bank of America Branch #1 - Tellers	2
Bank of America Branch #1 - Customer Services	7
Bank of America Branch #2 - Tellers	3
Bank of America Branch #2 - Customer Services	6
Bank of America Branch #3 - Tellers	11
Bank of America Branch #3 - Customer Services	2
Bank of America Branch #4 - Tellers	2

Table 1 (continued)

Unit	Number Responding
Bank of America Branch #4 - Customer Services	4
Bank of America Branch #5 - Tellers	2
Bank of America Branch #5 - Customer Services	3
Great Western - Tellers	2
Great Western - Customer Services	2
Andrulis Research Corporation	6
Claim Services	6
Financial Services	1
Kempsville Elementary School Teachers	1

Table 2

Demographic Frequencies by Sample

Group	n (Sentara)	n (convenience)
Age		
under 20	0	1
20-29	11	60
30-39	19	71
40-49	24	57
50-59	14	21
60+	2	5
Sex		
male	4	54
female	66	160
Ethnicity		
Asian American/Pacific Islander	4	9
Caucasian/White	31	167
African American/Black	29	26
American Indian/Alaskan Native	1	3
Latin/Hispanic	0	8
Other	1	3
Marital Status		
single	14	65
separated	3	7
divorced	9	21
married	42	120
widowed	2	3
Parental Status		
yes	51	118
no	18	98
Tenure with Department		
less than 1 year	16	31
1-5 years	44	116
6-10 years	7	35
11-15 years	1	14
16-20 years	1	9
21-25 years	1	5
26-30 years	1	0
more than 30 years	0	0

Table 2 (continued)

Group	n (Sentara)	n (convenience)
Disability		
Yes	11	11
No	60	198
Position		
Manager	14	26
Clinical Associate	4	8
Administrative Associate	4	23
Service Associate	12	34
Clerical	5	37
Educator	1	11
Other	28	69
Diversity Awareness Training		
yes	12	42
no	57	165
Shift		
First Shift (7:00 AM - 3:30 PM)	15	39
Second Shift (3:00 PM - 11:00 PM)	13	6
Third Shift (11:00 PM - 5:00 PM)	4	1
Weekend	2	1
7AM - 7PM	0	9
7PM - 7AM	0	1
Rotating	4	10
Business Hours (8:00 AM - 5:00 PM)	21	115
Flexipool	1	8
Other	6	19
TOTAL	**95**	**224**

Table 3

Variable Means and Standard Deviations (in parentheses) for the Combined, Sentara, and Convenience Samples

Scale	Sample			Potential Range
	Combined[a]	Sentara[b]	Convenience[c]	
Affective Commitment	3.80 (1.42)	3.95 (1.51)	3.69 (1.38)	0 - 6
Unit Identification	4.23 (1.16)	4.49 (1.30)	4.08 (1.11)	0 - 6
Job Satisfaction	4.39 (1.37)	4.62 (1.37)	4.25 (1.38)	0 - 6
Organizational Citizenship Behavior	4.17 (1.22)	4.23 (1.28)	4.11 (1.21)	0 - 6
Intent to Turn Over	2.63 (1.90)	2.43 (1.86)	2.79 (1.90)	0 - 6
Social Desirability	4.08 (0.98)	4.08 (0.88)	4.06 (0.99)	0 - 7
Diversity Opinions	2.96 (1.54)	2.84 (1.53)	3.04 (1.58)	0 - 6
Generalist ratings of Diversity Climate	4.00 (0.00)	4.00 (0.00)	not available	0 - 6
Climate for Diversity Index	4.12 (0.93)	3.99 (0.97)	4.14 (0.94)	0 - 6
Managing Diversity Subscale	3.91 (1.14)	4.09 (1.15)	3.81 (1.12)	0 - 6
Support and Employment Practices Subscale	5.00 (1.08)	4.85 (1.28)	5.00 (1.04)	0 - 6
Work-Family Issues Subscale	3.48 (1.64)	3.04 (1.47)	3.64 (1.67)	0 - 6

Table 3 (continued)

Scale	Sample Combined[a]	Sentara[b]	Convenience[c]	Potential Range
Age	2.34 (1.07)	2.67 (1.06)	2.24 (1.05)	0 - 5
Sex	0.81 (0.42)	0.94 (0.23)	0.76 (0.47)	0 - 1
Ethnicity	1.30 (0.81)	1.47 (0.77)	1.27 (0.84)	0 - 5
Marital Status	2.04 (1.31)	2.21 (1.24)	1.95 (1.36)	0 - 4
Parental Status	0.39 (0.50)	0.26 (0.44)	0.45 (0.50)	0 - 1
Tenure with Department	1.25 (1.07)	1.07 (1.05)	1.38 (1.10)	0 - 7
Disability	0.92 (0.26)	0.85 (0.36)	0.95 (0.22)	0 - 1
Position	3.65 (2.20)	3.54 (2.40)	3.72 (2.07)	0 - 6
Diversity Awareness Training	0.81 (0.39)	0.83 (0.38)	0.80 (0.40)	0 - 1
Shift	5.15 (3.16)	4.07 (3.37)	5.51 (3.01)	0 - 9

[a]N = 319. [b]n = 95. [c]n = 224.

between samples on the sex, ethnicity, parental status, disability, and shift variables.

Both samples had more women than men, but the Sentara sample had proportionately more women. The Sentara sample was equally composed of Caucasians and African Americans, while the convenience sample was largely Caucasian. Proportionately, the Sentara sample had many more parents and persons with disabilities than did the convenience sample. Finally, the convenience sample had most participants working business hours, while the Sentara sample was spread across business hours and shift/weekend work. There were no differences with regard to age, marital status, tenure, position, or diversity awareness training. Given the two analyses, it was determined that the samples were adequately similar to justify combination into a single sample.

Procedure

Construction of the Climate for Diversity Scale. Several actions were taken to develop of the Climate for Diversity Questionnaire. These actions included: subject matter expert interviews, question development, Q-sort procedures, pilot studies, and analysis of the factor structure and validity of the preliminary data.

The first step was the development of the instrument that assesses the climate for diversity. To start, 10 employees of Sentara Health System were interviewed; interviewees included men and women, Caucasians and African Americans, and employees from all areas of the human resources department. A

grounded theory approach was used to allow modifications, additions, and/or

deletions of the a priori climate for diversity dimensions (Values Diversity,

Manages Conflict, Structural Integration, Informal Integration, Systems and

Practices, and Differences and Similarities) and uncover critical incidents that

could be used to create questionnaire items (Strauss & Corbin, 1990). Using the a

priori dimensions for structure, participants were asked to describe

characteristics of units with high and low levels of climate for diversity. The

interview guide is provided in Appendix A.

Interview responses resulted in clarification rather than addition or

deletion of dimensions. Questionnaire items were then developed to assess

individual perceptions of the degree to which their department: (a) values and

fosters diversity and actively seeks to capitalize on the advantages of its

diversity; (b) manages both the existing and the potential barriers and intergroup

conflict in a manner that results in a more harmonious work environment; (c)

ensures that women and minorities are fully represented across occupations and

levels within the organization and unit; (d) ensures that women and

nonmajorities participate fully in informal networks in the unit or organization

(access to informal communication networks and establishment of friendship ties

and mentoring activity); (e) provides human resource management systems and

practices (institutional policies and practices) that are flexible, responsive to

individual needs, and free from institutionalized cultural bias toward

differences; and (f) makes use of both the celebration of diversity (allowing

recognition of varied interests, needs, backgrounds) and the need to sacrifice

individual differences in order to work together toward a common goal (being

different yet being the same). The initial proposed climate for diversity scale,

based on the a priori dimensions, is presented in Appendix B; survey items are

categorized by dimension.

The climate for diversity items and dimensions were next provided to five

graduate psychology students. The participants were asked to use a Q-sort

procedure to assess the agreement regarding the fit between items and their

intended dimensions (Fowler, 1993). Items that could not be sorted accurately

were considered too complex, and the researcher probed to gain an

understanding of the perception of the item and/or dimension. Items that were

not sorted accurately were then either discarded or modified appropriately,

resulting in a 60-item questionnaire with a minimum of 6 items per dimension.

Next, the instrument was administered to 138 Old Dominion University

undergraduate psychology students. Each respondent was required to have a

minimum of 6 months of work experience. For purposes of construct validation,

the students first read one of two scenarios; one described a company with a

good climate for diversity, and the other described a company with a poor

climate for diversity. Good and poor climates were defined through use of the

behaviors described by the Values Diversity, Manages Conflict, Structural

Integration, Informal Integration, Systems and Practices, and Differences and

Similarities dimensions. The vignettes are provided in Appendix C. Participants

were asked to complete the climate survey as if they were a member of the company described in the vignette that they read. In addition, a set of questions asked respondents to estimate how they thought they would feel about working in the organization depicted in the vignette they read. They rated their expected job satisfaction, affective commitment, identification with a psychological group/department, organizational citizenship behavior, intent to turn over, social desirability, and diversity opinions. Demographic questions were also posed to permit examination of their relationship with other variables.

Factor analyses and item analyses were performed to assess the factor structure of the climate for diversity scale. Four factors with eigenvalues greater than one resulted; the dimensions were labeled "training for diversity," "differences and similarities," "employment practices," and "support for diversity efforts." Reliability estimates for the four scales, respectively, were .95, .71, .87, and .77. "Training for diversity" was composed primarily from items of the "manages diversity" dimension. "Differences and similarities" reduced the number of items found in the initial "differences and similarities" dimension. "Employment practices" essentially collapsed selected items from the "structural integration" and "informal integration" dimensions. "Support for diversity efforts" was composed of a variety of items across each of the dimensions.

T-tests indicated that ratings on all factors except "support for diversity efforts" were significantly different based on the vignette (good or poor climate for diversity). Only the "differences and similarities" component was

significantly correlated with the social desirability scale. The four components as well as the overall diversity questionnaire were significantly correlated, in the anticipated directions, with the outcome variables.

Given this preliminary construct and criterion-related support, the modified four-factor version of the diversity questionnaire was deemed ready for the next phase after three additional revisions. First, due to poor reliability and a reexamination of the literature and questions, one of the factors was split into two ("employment practices" and "work-family issues"), and additional items were written to enhance reliability. Second, the valuing diversity component was rewritten in a format consistent with values questionnaires (e.g., Gordon, 1960). That is, three statements were provided for each item; the three statements represented high, moderate, and low levels of valuing diversity. For each question in this series, participants were asked to choose the one statement that they considered to be most important to their unit/department. The modifications resulted in a six-component, 42-item, climate for diversity questionnaire.

Following modification based on the pilot study with undergraduate students, a second pilot study was carried out with an organizational sample. Considering the need for a power of 0.80 and the effect size of 2.59 from the initial pilot study for t-test comparisons, 18 organizational members from the human resources department completed the revised version of the questionnaire

and responded to vignettes, outcome variables, social desirability, and demographic data.

Once again, t-tests were performed to assess the validity of the climate for diversity scale. T-tests indicated that only ratings of the overall questionnaire were significantly different based on the vignette (good or poor climate for diversity). None of the other factors were significantly different based on the ratings of vignettes. Only the "valuing diversity" dimension was eliminated due to poor factor analysis results in the first pilot study and insignificant t-test findings in the second pilot study. Due to the small sample size of the second pilot, all other items were retained in the final questionnaire. The final 36 items are presented in Appendix D.

The final version of the climate for diversity questionnaire was administered to the organizational samples. As with the pilot studies, a set of questions assessing respondents' general job satisfaction, affective commitment, identification with a psychological group/department, organizational citizenship behavior, intent to turn over, social desirability, and diversity opinions were added to collect data for the criterion-related and construct validation of the climate for diversity scale. Similarly, for the Sentara Life Care sample, human resources generalists provided climate for diversity ratings for each unit. Demographic questions were also posed to permit examination of each of the demographic variables in relation to the climate variables.

<u>Measures</u>

In the following section, I describe the measures that will be assessed in addition to the climate for diversity and their relationship with each other and the climate for diversity. Moreover, I provide a brief background on various analyses and their role in the evaluation of the climate for diversity measure. The data and their analyses are presented more completely in the Results chapter.

In the current study, job satisfaction was anticipated to exhibit a significant positive relationship with the climate for diversity. Job satisfaction was assessed with the General Job Satisfaction subscale of the Michigan Assessment of Organizations Questionnaire (Cammann, Jenkins, Lawler, & Nadler, 1973). The 3-item scale is presented in Appendix E and has a reliability of .88.

Climate for diversity was predicted to be an antecedent of affective commitment. The Affective Commitment Scale of Allen and Meyer (1990) was administered in the current study. The scale has a reliability of .85, and is distinct from the components of continuance commitment and normative commitment. The 8-item scale is presented in Appendix F.

Departmental identification was measured with the Shared Experiences subscale of the Identification with a Psychological Group Scale (Mael & Tetrick, 1992). Shared Experiences are defined as employee perceptions of sharing the

experiences, successes, and failures of the department; it is perceived that successes and

failures reflect upon the individual as much as they do the department. The 6-item scale has a reliability of .82 and is presented in Appendix G.

Perceptions of organizational citizenship behaviors were assessed with the Loyalty subscale, or category, of the Organizational Citizenship Behavior scale developed by Van Dyne et al. (1994). The 7-item subscale has a reliability of .82 and is presented in Appendix H.

The Intent to Turn Over subscale of the MAOQ was administered to serve as an indicator of turnover. It was anticipated that the climate for diversity would be negatively related to the intent to turn over. One item was added to increase the reliability. The final scale has an alpha coefficient of .90, and is composed of three items. The 3-item scale is presented in Appendix I (Cammann et al., 1973).

Aggregation statistics. Interrater agreement and consensus were computed using a one-way analysis of variance and the eta-squared statistic. Unit (department) membership was the independent variable, and the climate for diversity was the dependent variable. Significant F ratios provide evidence that variance in diversity scores is greater between than within units/departments, offering justification for aggregating responses to the unit level (Klein et al., 1994). In addition, within-unit agreement was assessed with r_{wg} (James, Demaree, & Wolf, 1984). Significant F ratios and large r_{wg} estimates

(above .7) provide support for the agreement of within unit responses of individuals and contribute evidence for the ability of the instrument to measure shared perceptions as well as individual beliefs.

In addition, the need to aggregate may be assessed with a more sophisticated tool. Dansereau et al. (1986) provide a computer program (DETECT - Data Enquiry That tests Entity and Correlational/Causal Theories) that tests entity and correlational/causal theories. For the single-level analysis, the program distinguishes among parts, wholes, and the rejection of the level of analysis (equivocal or inexplicable). If analysis indicates a variable must be viewed as parts, the individuals in the group are considered independent parts of the group, and multiple scores are appropriate. If analysis indicates the variable may be viewed as a whole entity, the opinions of individuals in the group are considered homogeneous, and each group may be described by one score aggregated across individuals on each variable. If the analysis indicates that a variable is equivocal, the variable is free to vary between and within the focal level of analysis (for example, groups), and both between- and within-unit deviations must be considered. Finally, the analysis may indicate that the variable is inexplicable; in this case the variable represents error, and its variation is null.

The program assesses practical and statistical significance with a ratio of within and between cell variance. A cell, in this sense, is the unit within which each case is embedded. For example, cells may be dyads, groups, departments,

organizations, and so on. Cell variance or deviation, then, refers to the differences (variance) between cases in the same cell. Scores are thus expressed as total, between- and within-cell deviations. The correlation of a variable's total scores with its within-cell scores is the within-eta correlation. Similarly, the correlation between the variable's total scores and its between-cell scores is the between-eta correlation. The E-ratio is the between-eta correlation divided by the within-eta correlation. When the between-eta correlation is significantly greater than the within-eta correlation the data may be legitimately aggregated to the group level. When the between-eta correlation is significantly less than the within-eta correlation, the individuals must be viewed as independent parts of the group, and aggregation is inappropriate. If no significant differences are found between the within-eta and between-eta correlations, the results are either equivocal or inexplicable, and the level must be rejected. That is, aggregation is inappropriate.

Fit of the measurement and structural models. Confirmatory factor analysis was used to examine the fit of the model presented in Figure 2. The paths among latent constructs were examined, as were the paths between the latent constructs and their measures. The procedure uses covariance structure modeling to determine the model's ability to account for the covariance of the variables (Joreskog & Sorbom, 1993). Specifically, we employed the two-step approach described and recommended by Anderson and Gerbing (1988). This approach requires separate estimation and respecification of the measurement

model before engaging in simultaneous estimation of the measurement and structural models. In addition, the approach requires testing of plausible alternative models.

The measurement model indicates how well the latent traits are indicated by the observed variables. The structural model indicates the directional/nondirectional influences among the traits. Structural models are evaluated through examination of parameter estimates, squared multiple correlations, goodness of fit indices, and standard and measurement errors. T-values are the ratios of the parameter estimate to its standard error. Good fit is indicated when the parameter estimate is significantly larger than the standard error; in particular, the T-value should be equal to or greater than two (Joreskog & Sorbom, 1993).

Overall fit of the model is inferentially evaluated with the chi-square statistic using the covariance matrix (Joreskog & Sorbom, 1993). The chi-square indicates good fit when it is small and statistically non-significant; a large chi-square indicates poor fit. Hayduk (1989) indicates that a significance greater than .05 is considered acceptable. In reality, due to measurement error, slightly misspecified models, and the impact of sample size, a non-significant chi-square is rare (Bentler & Bonett, 1980). Thus, other practical measures are available for assessment of fit. The goodness of fit index (GFI), the adjusted goodness of fit index (AGFI), and the root mean square residual (RMR) are commonly employed. A good practical fit of the model to the data is indicated by a GFI or

an AGFI equal to or exceeding .90 and a RMR less than or equal to .10 (Joreskog

& Sorbom, 1993). The AGFI is a result of adjusting the GFI for degrees of

freedom. Due to the exact monotonic relationship between the GFI and chi-

square, less optimal values may be seen with large sample sizes (Maiti &

Mukherjee, 1990). In this case, it is appropriate to employ Tucker and Lewis'

(1973) nonnormed fit index and Bentler's (1990) comparative fit index (CFI); good

fit is indicated by values exceeding .90. Finally, Browne and Cudeck (1993)

recommend an evaluation through the root mean square error of approximation

(RMSEA); a value of .05 or less indicates close fit. Values up to .08 represent

reasonable errors of approximation.

Parameter estimations of the measurement and structural models were

expected to indicate good fit (indices exceeding .90). Modifications were applied

only when theoretically justified.

Construct validity. The measures of the climate for diversity should be

related to the measure of a similar, but different, construct, yielding evidence for

convergent validity (Campbell & Fiske, 1959). In this case, the convergent-

discriminant validity of the scale was estimated through a comparison of climate

for diversity scale scores to climate for diversity ratings provided by the human

resources generalist associated with each unit/department. The climate for

diversity dimensions were collapsed to result in an overall score representing the

climate for diversity. Generalists were asked to read this definition and provide

a single rating, on a scale of one to seven, indicating the degree to which the

description fit the unit(s) under evaluation. The rating instructions and form given to human resource generalists are provided in Appendix J.

Similarly, the climate for diversity construct should be unrelated to dissimilar constructs, yielding evidence of discriminant validity. In particular, the climate for diversity should be unrelated to an assessment of social desirability. Discriminant validity of the scale was estimated through a comparison to a shortened version of the Marlowe-Crowne Social Desirability Scale (Crowne & Marlowe, 1960). The Marlowe-Crowne Social Desirability Scale attempts to detect the tendency of subjects to answer questions in a socially acceptable manner. The short form correlates .93 with the original and has a test-retest reliability of .74 (Zook & Sipps, 1985). The shortened form of the Marlowe-Crowne Social Desirability Scale is presented in Appendix K.

Likewise, one's view regarding the desirability of diversity should have a limited relationship with one's ratings of the existence of a climate for diversity. The limited relationship would serve as further evidence of the discriminant validity of the climate for diversity scale. A questionnaire was developed to assess desirability of diversity. The scale was evaluated and refined in the pilot studies; the final version has 5 items, with a reliability of .88 (see Appendix J). The data were examined to determine if desirability of diversity was related to the climate for diversity.

Criterion-related validity. The criterion-related validity of the climate for diversity scale was examined with a confirmatory factor analysis to test the fit of

the model in Figure 2, with covariances used as estimates of the direction and

degree of association between scale responses and outcome measures, and with

regression analyses to further confirm the prediction of the outcome variables.

The criterion measures were selected based on previous research that suggests

direct and indirect relationships with the climate for diversity (Allen & Meyer,

1990; Burke, 1991; Butler & Holmes, 1984; Cox, 1993; Cox & Nkomo,1991;

Hershberger et al., 1994; Hymowitz, 1989; Jackson et al., 1991; Schwartz, 1989).

The criterion measures include general job satisfaction, affective commitment,

identification with a psychological group/department, organizational citizenship

behavior, and intent to turn over. Means, standard deviations, potential ranges,

and coefficient alpha estimates for all scales are presented in Table 4.

Demographic analysis. Demographic data were collected for the purpose

of quantifying diversity levels (see Appendix M). Since the department is

defined as the unit of analysis, this is a question of importance for the analysis.

In particular, knowledge of departmental membership is critical for examining

level of analysis issues. Should department be identified statistically as the

appropriate unit of analysis, data would be aggregated to the department level.

Department membership was determined in advance, and members were given

instructions regarding what department to consider while completing the

questionnaire.

Sentara Life Care Corporation limited the demographic data collection to

age, gender, ethnicity, marital status, parental status, department tenure,

disability, position, diversity awareness training, and shift. Gardenswartz and

Rowe (1993), Cooke and Szumal (1993), and C. Duncan (personal

communication, April 4, 1994) previously identified these categories as potential

group affiliations.

Table 4

Means, Standard Deviations, Potential Ranges, and Cronbach Coefficient Alpha Data for all Scales

Scale	Mean	Standard Deviation	Potential Range	Alpha
Affective Commitment	3.80	1.42	0 - 6	0.85
Unit Identification	4.23	1.16	0 - 6	0.82
Job Satisfaction	4.39	1.37	0 - 6	0.88
Organizational Citizenship Behavior	4.17	1.22	0 - 6	0.82
Intent to Turn Over	2.63	1.90	0 - 6	0.90
Social Desirability	4.08	0.98	0 - 7	0.74*
Diversity Opinions	2.96	1.54	0 - 6	0.88
Generalist ratings of Diversity Climate	4.00	0.00	0 - 6	one item scale
Climate for Diversity Index	4.12	0.93	0 - 6	0.79
Managing Diversity Subscale	3.91	1.14	0 - 6	0.78
Support and Employment Practices Subscale	5.00	1.08	0 - 6	0.73
Work-Family Issues Subscale	3.48	1.64	0 - 6	0.79

Table 4 (continued)

Scale	Mean	Standard Deviation	Potential Range	Alpha
Group Climate for Diversity Index	4.14	0.64	0 - 6	0.53
Group Managing Diversity Subscale	3.92	0.71	0 - 6	0.80
Group Support and Employment Practices Subscale	5.01	0.72	0 - 6	0.82
Group Work-Family Issues Subscale	3.48	1.23	0 - 6	0.87
Age	2.34	1.07	0 - 5	one item scale
Sex	0.81	0.42	0 - 1	one item scale
Ethnicity	1.30	0.81	0 - 5	one item scale
Marital Status	2.04	1.31	0 - 4	one item scale
Parental Status	0.39	0.50	0 - 1	one item scale
Tenure with Department	1.25	1.07	0 - 7	one item scale
Disability	0.92	0.26	0 - 1	one item scale

Table 4 (continued)

Scale	Mean	Standard Deviation	Potential Range	Alpha
Position	3.65	2.20	0 - 6	one item scale
Diversity Awareness Training	0.81	0.39	0 - 1	one item scale
Shift	5.15	3.16	0 - 9	one item scale

$\underline{N}$ = 276 for all except Generalist Ratings of Diversity Climate ($\underline{n}$ = 47)
*test-retest reliability

RESULTS

In this chapter, I discuss a series of analyses used to determine the appropriate level of analysis for the Climate for Diversity construct. I describe the analyses used to finalize the dimensions and questions that make up the Climate for Diversity construct and questionnaire. I discuss the examination of the construct and criterion-related validity of the Climate for Diversity scale. Finally, I examine the impact of demographic data on the relationship between the Climate for Diversity and several outcome variables. Means, standard deviations, potential ranges, and coefficient alpha estimates for all scales are presented in Table 4.

Evidence for Aggregation

Before testing the measurement and structural models, the proper level of analysis of the latent traits had to be ascertained. Three forms of analysis assessed whether the individual level of analysis or aggregation to the department level was appropriate for the climate for diversity index and its subscales. Questions on these scales probed individual perceptions of department characteristics.

First, an index of within-group interrater agreement (r_{wg}) was calculated and examined for each of the diversity scales (James et al., 1984; Kozlowski & Hattrup, 1992). The mean within-group interrater agreement indices for the climate for diversity scale and the "managing diversity," "support and employment practices," and "work-family issues" subscales were .81, .80, .82, and

.75, respectively. These figures indicate that the group members were in general agreement.

In addition, a one-way analysis of variance was conducted to assess the need to aggregate individual perceptions. Group identity was treated as the independent variable, and perceptions of diversity climate were treated as the dependent variables. Significant differences would support aggregation of the diversity scales. Differences were significant for the overall climate for diversity scale, $F(76, 199) = 2.11$, the "support and employment practices" subscale, $F(76, 199) = 1.89$, and the "work-family issues" subscale, $F(76, 199) = 2.94$. All F-ratios were significant at $p < .05$. Differences were not significant for the "managing diversity" subscale, $F(76, 199) = 1.28$. The results of the analysis of variance, then, support the aggregation of the overall scale and two of the subscales.

Finally, we assessed the need to aggregate with a within- and between-analysis (WABA). As indicated previously, when the between-eta correlation is significantly greater than the within-eta correlation the data may be legitimately aggregated to the group level. When the between-eta correlation is significantly less than the within-eta correlation the individuals must be viewed as independent parts of the group. If no significant differences are found between the within-eta and between-eta correlations, the results are either equivocal or inexplicable, and the level must be rejected. That is, aggregation is inappropriate.

Considering only groups with two or more respondents ($\underline{N}$=77), the E-ratios for the climate for diversity scale and the "managing diversity," "support and employment practices," and "work-family issues" subscales were .59, .60, .68, and .66, respectively. For the overall climate for diversity scale as well as for all subscales, the within-eta correlation was significantly greater than the between-eta correlation. Taken together, the results from the WABA suggest that the group level of analysis should be rejected and the individual level of analysis should be retained.

There is disagreement among the three methods of evaluating the evidence for aggregation. The r_{wg} and the analysis of variance suggest that aggregation is appropriate. However, the suggestions of the within- and between- analysis indicates that the individual level of analysis must be retained. Once again, Klein et al. (1994) note that erroneous conclusions are likely to be drawn if the level of theory and statistical analysis match, but the data do not conform. In this situation, theory and measurement predict homogenous groups, but tests of the data yield different conclusions and thus provide marginal support for the predicted level of theory.

Unfortunately, the levels of analysis literature does not provide recommendations on how to proceed when support is contradictory and inconclusive. Indeed, Klein et al. (1994) urge the use of organizational research and analysis to resolve these issues. In the absence of such guidance, we will

consider both the individual and the group level of analyses when examining

relationships with the overall diversity scale and the diversity subscales.

Assessing the Fit of the Measurement Model

The final number and composition of the climate for diversity dimensions

were determined with a series of factor analyses. Items were eliminated if they

loaded strongly on more than one factor or if they loaded too weakly on any

single factor. The factor analyses required elimination of 23 of the original 36

items, resulting in a 13-item scale.

Three factors with eigenvalues greater than one resulted. The first factor

contained three of the "training for diversity" items, one of the "differences and

similarities" items, and one of the "support for diversity efforts" items. The

second factor was composed of three of the "employment practices" items and

two of the "support for diversity efforts" items. The third factor was composed

of three "work-family issues" items. Thus, there seems to be a general climate

factor that is primarily composed of questions centered around teaching

employees methods of coping with diversity, a factor that focuses on support

and employment practices, and a factor that focuses on work-family issues. The

three factors are thus labeled, respectively, "managing diversity," "support and

employment practices," and "work-family issues."

The Climate for Diversity Questionnaire is a 13-item scale. The scale

includes the three dimensions of "managing diversity" (5 items), "support and

employment practices" (5 items), and "work-family issues" (3 items). The scale

items, factor eigenvalues, explained variances, and item-factor loadings are

presented in Table 5.

LISREL was used to examine the fit of the measurement model (see Figure

2). In all evaluations, the measurement model was found to have good fit. Each

of the items loads uniquely on its appropriate latent trait. All loadings are

significant ($p < .05$). Goodness of fit data are presented in Table 6. The goodness

of fit indicators reveal that the measurement model fits the data obtained in this

sample.

Construct Validity

The measures of the climate for diversity should be related to an

alternative operationalized measure of the constructs being studied, that is, they

should demonstrate convergent validity. Convergent validity was shown in the

pilot study and was also intended to be estimated through a comparison of

questionnaire scores to climate for diversity ratings provided by the human

resources generalist associated with each unit/department of Sentara Life Care.

The analysis, however, was impossible due to the lack of variance in the

generalist ratings of the groups' climate for diversity. Despite repeated

instructions and explanations of the need for variability, the generalists insisted

that all groups should receive a rating of "4" on a scale of 1 to 7. This lack of

variability prevented the researcher from finding a relationship between the

individual responses to the climate for diversity scale and generalist ratings of

Table 5

Item-Factor Matrix for the 13 items composing the final Climate for Diversity Scale

Item	Managing Diversity	Support and Employment Practices	Work-Family Issues
1. We are made aware that the issues and concerns of people of diverse cultural backgrounds are valid and worth communicating and resolving.	.77	.07	.12
2. We are taught how to communicate effectively across gender, ethnic, and racial differences.	.73	.11	.14
3. We are expected to recognize what might be considered offensive to someone of a different cultural background.	.72	.19	.16
4. People who appreciate and understand diversity are considered good candidates for employment and promotion.	.72	.02	.03
5. We think differences are important, but also see the need for common bonds.	.61	.25	.09
6. There are certain jobs or promotions that are available to white males only.	.07	.80	.10
7. Employees who socialize with co-workers from different backgrounds get teased by others.	.12	.76	.06
8. Minorities are often left out of social gatherings.	.07	.68	.20
9. Minorities are wasting their time when they apply for some jobs.	.15	.66	-.02
10. It is clear that you are considered more suited for or talented at certain jobs if you come from the right racial, ethnic, or gender group.	.12	.49	-.01

Table 5 (continued)

Item	Managing Diversity	Support and Employment Practices	Work-Family Issues
11. We may work flexible hours so that we can take care of family obligations.	.16	.07	.85
12. We are given time off when it is necessary to take care of problems at home.	.06	.03	.83
13. People are understanding of employees who must leave work to take care of ill children or elderly parents.	.20	.14	.77
Eigenvalue	3.86	1.81	1.58
Explained Variance	29.72	13.91	12.13

Note. Factor loadings that are underlined indicate assignment of items to their respective scales.

n = 77
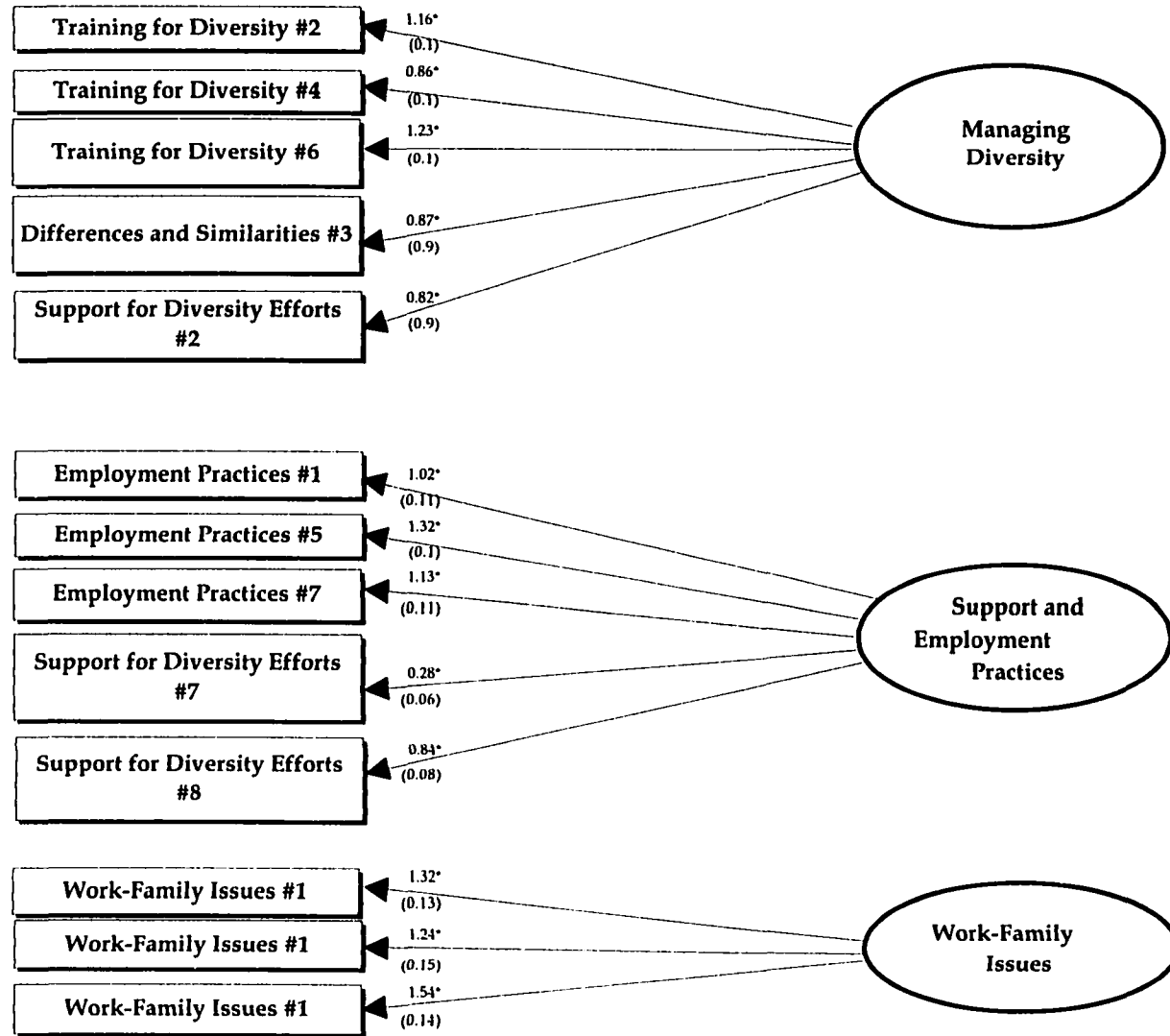
Figure 6. Climate for Diversity Measurement Model, standard errors in parentheses, *p < .05

Table 6

Goodness of Fit Data for the Measurement Model

Indicator	Value
Chi-Square	51.44 (p=.65, df=56)
Goodness of Fit Index (GFI)	.98
Adjusted Goodness of Fit Index (AGFI)	.96
Comparative Fit Index (CFI)	1.00
Root Mean Square Residual (RMR)	.087
Root Mean Square Error of Approximation (RMSEA)	0.00
90% Confidence Interval for RMSEA	(0.0; 0.030)

the group climate for diversity. As a consequence of this restricted range in ratings, it was not possible to estimate convergent validity.

The climate for diversity construct should also be unrelated to dissimilar constructs, that is, it should demonstrate divergent validity. In particular, the climate for diversity should be unrelated to social desirability. This requirement was confirmed in the current study as social desirability was not significantly related to the overall climate for diversity scale or any its subscales. The correlation matrix of all variables is presented in Table 7.

Similarly, one's view regarding the desirability of diversity should have a limited relationship with one's ratings of the existence of a climate for diversity. Thus, the data were examined to determine if desirability of diversity was in any way related to the climate for diversity. As can be seen in Table 7, the

Table 7

Correlation Matrix of All Variables

Variable	Mean	Standard Deviation	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Affective Commitment	3.80	1.42	(.85)														
2. Unit Identification	4.23	1.16	.71*	(.82)													
3. Job Satisfaction	4.39	1.37	.65*	.60*	(.88)												
4. Organizational Citizenship Behavior	4.17	1.22	.63*	.65*	.68*	(.82)											
5. Intent to Turn Over	2.63	1.90	-.43*	-.42*	-.65*	-.52*	(.90)										
6. Social Desirability	4.08	0.98	.06	.01	.18*	.08	-.20*	(-.51)									
7. Diversity Opinions	2.96	1.54	.10	.03	.06	-.01	.04	.01	(.88)								
8. Climate for Diversity Index	4.12	0.93	.44*	.28*	.34*	.42*	-.28*	.07	.08	(.79)							
9. Managing Diversity Subscale	3.91	1.14	.44*	.31*	.32*	.35*	-.21*	-.04	.14*	.71*	(.78)						

Table 7 (continued)

Variable	Mean	Standard Deviation	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
10. Support and Employment Practices Subscale	5.00	1.08	.24*	.14*	.20*	.32*	-.27*	.06	.16*	.66*	.33*	(.73)					
11. Work-Family Issues Subscale	3.48	1.64	.31*	.16*	.24*	.29*	-.15*	.10	.01	.80*	.33*	.25*	(.79)				
12. Group Climate for Diversity Index	4.14	0.64	.30*	.22*	.21*	.31*	-.16*	.04	.05	.66*	.38*	.42*	.60*	(.53)			
13. Group Managing Diversity Subscale	3.92	0.71	.31*	.27*	.18*	.26*	-.14*	.01	.04	.45*	.55*	.24*	.25*	.69*	(.80)		
14. Group Support and Employment Practices Subscale	5.01	0.72*	.17*	.14*	.16*	.24*	-.19*	.05	.12*	.43*	.21*	.65*	.17*	.65*	.37*	(.82)	
15. Group Work-Family Issues Subscale	3.48	1.23	.21*	.12*	.14*	.21*	-.06.*	.03	-.02	.55*	.19*	.15*	.72*	.83*	.34*	.23*	(.87)

N = 276

*p < .05

desirability of diversity was significantly related to the Managing Diversity

Subscale (r = .14), the Support and Employment Practices Subscale (r = .16), and

the Group Support and Employment Practices Subscale (r = .12). However, the

desirability of diversity was unrelated to the overall disaggregated Climate for

Diversity Index (r = .08), the Work-Family Issues Subscale (r = .01), the overall

aggregated Climate for Diversity Index (r = .05), the Group Managing Diversity

Subscale (r = .04), or the Group Work-Family Issues Subscale (r = -.02). This

limited relationship serves as further evidence of divergent validity.

Criterion-Related Validity

The criterion-related validity of the climate for diversity scale was

examined with a confirmatory factor analysis to test the fit of the model depicted

in Figure 2. Covariances were used to estimate the direction and degree of

association between scale responses and outcome measures. For each model,

analyses were conducted with both disaggregated and aggregated climate for

diversity data.

LISREL was used to examine the fit of the a priori structural model

presented in Figure 2. In all evaluations, the structural model for the

disaggregated climate for diversity data was found to have good fit (see Figure

7). All links but one (unit identification → general job satisfaction) were

significant as predicted. The goodness of fit data are summarized in Table 8.

The small chi-square of 7.71 indicated good fit (p=.74). Hayduk (1989) indicates
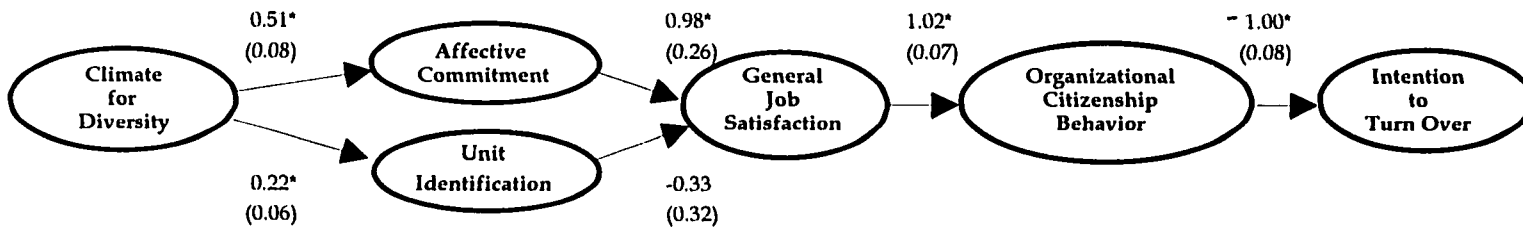
Figure 7. A Priori Climate for Diversity Structural Model (disaggregated), standard errors in parentheses, *p < .05.

Table 8

Goodness of Fit Data for the A Priori and Alternate Structural Models

Index	A Priori Model	Alternate Model #1	Alternate Model #2	Alternate Model #3
Disaggregated Models				
Chi-Square	7.71	34.13	38.15	35.74
	(p=.74, df=11)	(p=.0033, df=15)	(p=.0014, df=16)	(p=.00065, df=13)
Goodness of Fit Index (GFI)	.99	.97	.97	.97
Adjusted Goodness of Fit Index (AGFI)	.98	.94	.93	.93
Comparative Fit Index (CFI)	1.00	.98	.98	.98
Root Mean Square Residual (RMR)	.043	.059	.086	.08
Root Mean Square Error of Approximation (RMSEA)	0.00	0.063	0.066	0.074
90% Confidence Interval for RMSEA	(0.0; 0.043)	(0.035; 0.092)	(0.039; 0.093)	(0.046; 0.10)
Aggregated Models				
Chi-Square	35.83	model did not	33.23	22.12
	(p=.0048, df=17)	converge after 1000 iterations	(p=.0069, df=13)	(p=.054, df=13)
Goodness of Fit Index (GFI)	.97		.97	.98
Adjusted Goodness of Fit Index (AGFI)	.94		.94	.95
Comparative Fit Index (CFI)	.98		.98	.99
Root Mean Square Residual (RMR)	.059		.054	.048
Root Mean Square Error of Approximation (RMSEA)	0.059		0.058	0.047
90% Confidence Interval for RMSEA	(0.032; 0.086)		(0.030; 0.086)	(0.0; 0.08)

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that a significance greater than .05 is considered acceptable. The goodness of fit

index (GFI) of .99 exceeded the recommended minimum of .90. The comparative

fit index (CFI) was equal to one. Similarly, the root mean square residual (RMR)

of .043 indicates good practical fit. Finally, according to Browne and Cudeck

(1993), the root mean square error of approximation (RMSEA) of 0.0, with a

confidence interval of 0.0 to .043, indicates close fit.

Alternate Model #1, with the disaggregated climate for diversity data,

has a relatively poor fit. While the GFI, AGFI, CFI, and RMR indices met with

recommended standards, the Chi-Square and RMSEA statistics were not

statistically or practically significant. The fit statistics are summarized in Table 8.

Figure 8 is modified to include coefficients and their standard errors (in

parentheses) on each path. All links but two (climate for diversity → general job

satisfaction and affective commitment → general job satisfaction) were

significant.

Alternate Model #2, with the disaggregated climate for diversity data,

has a relatively poor fit. While the GFI, AGFI, CFI, and RMR indices met with

recommended standards, the Chi-Square and RMSEA statistics were not

statistically or practically significant. The fit statistics are summarized in Table 8.

Figure 9 is modified to include coefficients and their standard errors (in

parentheses) on each path. All links but one (unit identification → general job

satisfaction) were significant.

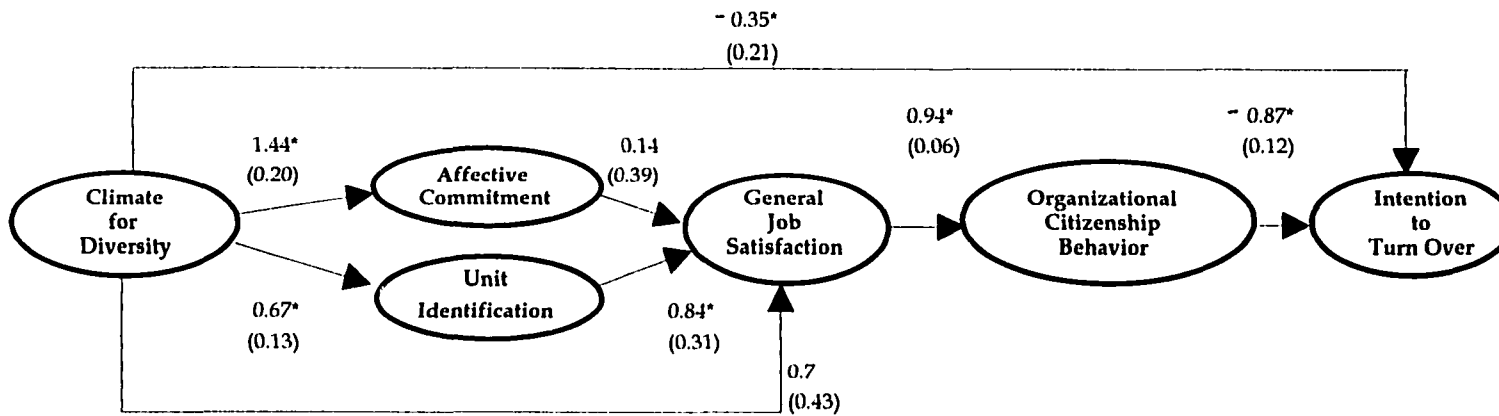Figure 8. Alternate Climate for Diversity Structural Model #1 (disaggregated), standard errors in parentheses, *p < .05.

Figure 9. Alternate Climate for Diversity Structural Model #2 (disaggregated), standard errors in parentheses, *p < .05.

Alternate Model #3, with the disaggregated climate for diversity data,

has a relatively poor fit. While the GFI, AGFI, CFI, and RMR indices met with

recommended standards, the Chi-Square and RMSEA statistics were

notstatistically or practically significant. The fit statistics are summarized in

Table 8. Figure 10 is modified to include coefficients and their standard errors

(in parentheses) on each path. All links but two (unit identification → general

job satisfaction and affective commitment → general job satisfaction) were

significant.

The a priori model with aggregated climate for diversity data was also

evaluated. The structural model for the aggregated climate for diversity data

was found to fit the data slightly less well than when using disaggregated data.

While the GFI, AGFI, CFI, and RMR indices meet with recommended standards,

the Chi-Square and RMSEA statistics were not statistically or practically

significant. The fit statistics are summarized in Table 8. Figure 11 is modified to

include coefficients and their standard errors (in parentheses) on each path. All

links but two (climate for diversity → general job satisfaction and affective

commitment → general job satisfaction) were significant.

Alternate Model #1, with the aggregated climate for diversity data, has a

very poor fit. In fact, the model would not even converge in order to provide

modification indices. Without convergence, the model output included a chi-

square of 58.99 (p=.000000077). With such a small p-value, confidence interval

data could not be computed. The fit statistics are summarized in Table 8.

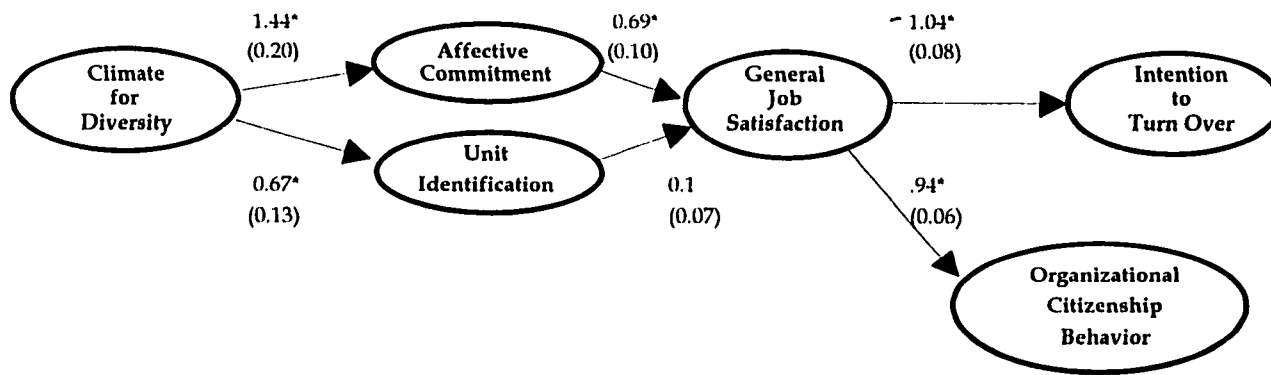Figure 10. Alternate Climate for Diversity Structural Model #3 (disaggregated), standard errors in parentheses, *p < .05.

Figure 11. A Priori Climate for Diversity Structural Model (aggregated),
standard errors in parentheses, *p < .05.

Alternate Model #2, with the aggregated climate for diversity data, has a relatively poor fit. While the GFI, AGFI, CFI, and RMR indices met with recommended standards, the Chi-Square and RMSEA statistics were not statistically or practically significant. The fit statistics are summarized in Table 8. Figure 12 is modified to include coefficients and their standard errors (in parentheses) on each path. All links but two (unit identification → general job satisfaction and affective commitment → general job satisfaction) were significant.

Alternate Model #3, with the aggregated climate for diversity data, has only moderate fit. While the GFI, AGFI, CFI, and RMR indices met with recommended standards, the Chi-Square statistic was not statistically or practically significant and the RMSEA statistic showed only reasonable fit. The statistics are summarized in Table 8. Figure 13 is modified to include coefficients and their standard errors (in parentheses) on each path. All links but two (unit identification → job satisfaction and affective commitment → intention to turn over) were significant.

In sum, the alternate models, with both the aggregated and the disaggregated climate for diversity data, show only poor to moderate fit. Suggested modifications to provide better fit involved adding numerous paths between latent traits. Given the good fit of the proposed model, further modification without theoretical grounding was inappropriate. The model with
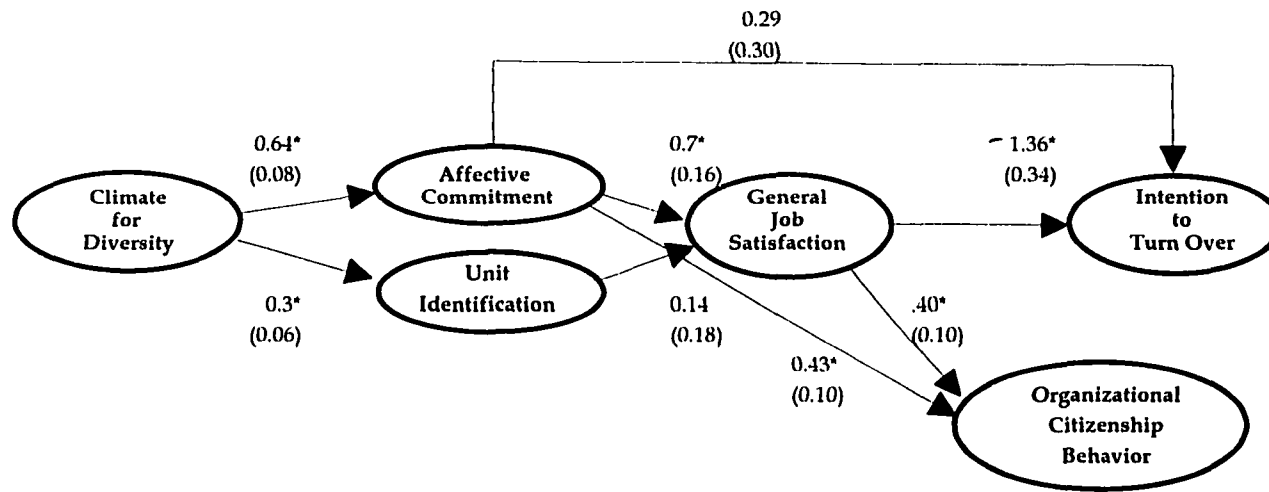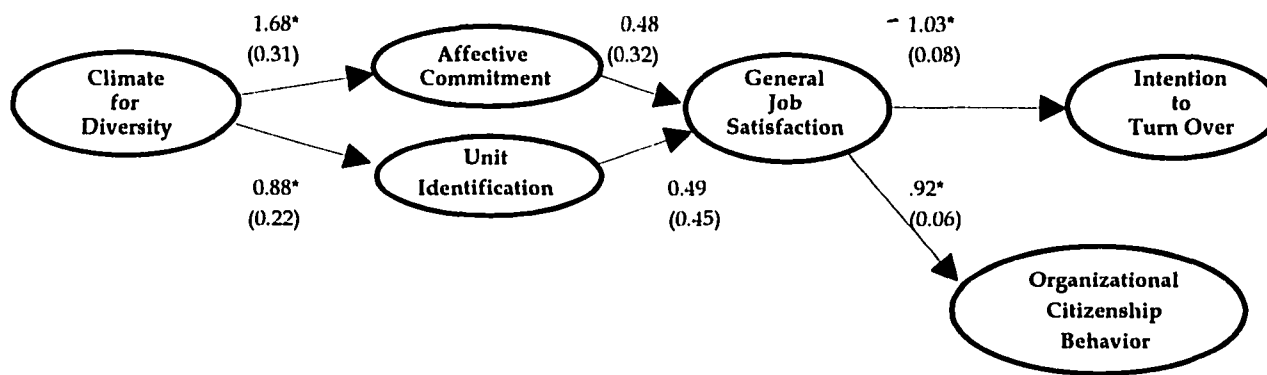
Figure 12. Alternate Climate for Diversity Structural Model #2 (aggregated), standard errors in parentheses, *p < .05.

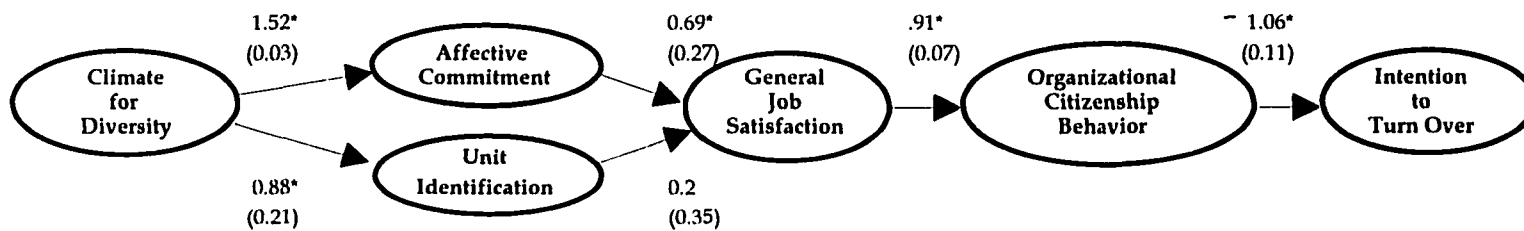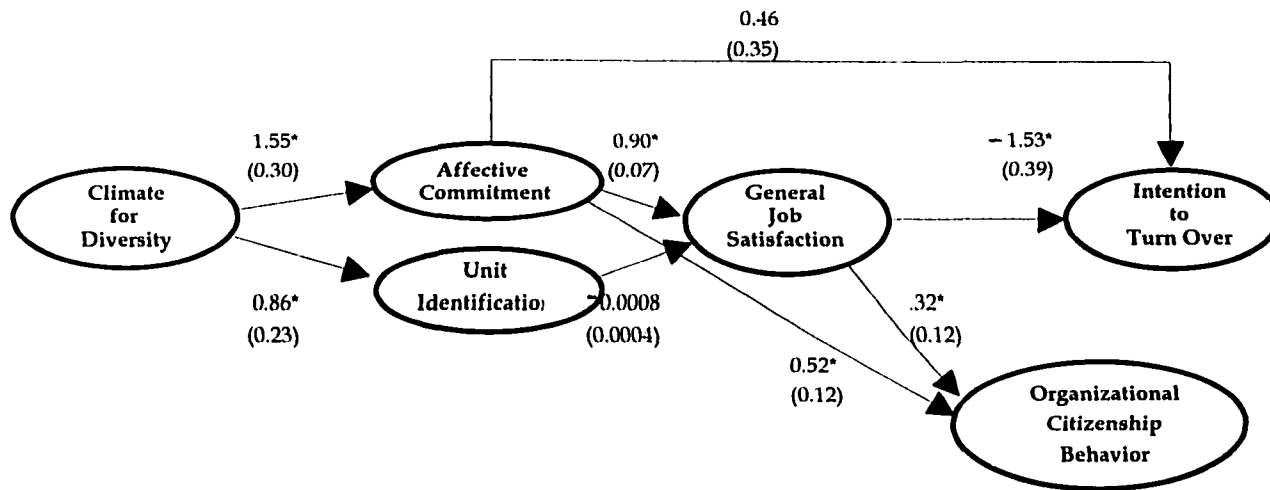Figure 13. Alternate Climate for Diversity Structural Model #3 (aggregated), standard errors in parentheses, *p < .05.

the best fit is the a priori structural model with the disaggregated climate for diversity data.

Demographic Analyses

An analysis of variance was conducted to assess the relationship between demographic variables and the climate for diversity. In this analysis, group identity within each of the demographic variables was treated as the independent variable, and perceptions of the overall diversity climate were treated as the dependent variable.

The analysis of variance revealed no significant differences in the disaggregated climate for diversity as a result of age, $F(5, 270) = 1.62$, $p > .05$, sex, $F(3, 272) = .22$, $p > .05$, marital status, $F(4, 271) = 1.14$, $p > .05$, parental status, $F(1, 274) = .13$, $p > .05$, tenure with the unit/department, $F(6, 269) = 1.66$, $p > .05$, position, $F(6, 269) = 1.68$, $p > .05$, or diversity awareness training, $F(1,274) = .80$, $p > .05$. Similarly, the analysis of variance revealed no significant differences in the aggregated climate for diversity as a result of age, $F(5, 270) = .46$, $p > .05$, sex, $F(3, 272) = .23$, marital status, $F(4, 271) = 1.87$, $p > .05$, parental status, $F(1, 274) = .17$, $p > .05$, tenure with the unit/department, $F(6, 269) = 1.30$, $p > .05$ or diversity awareness training, $F(1,271) = .51$, $p > .05$.

However, the analysis of variance did reveal significant differences in the disaggregated climate for diversity as a result of ethnicity, $F(5, 270) = 6.82$, $p < .05$, disability, $F(1, 274) = 4.36$, $p < .05$, and shift, $F(9, 266) = 2.47$, $p < .05$. For

these variables only, disaggregated climate means by demographic group are presented in Table 9.

The analysis of variance also revealed significant differences in the aggregated climate for diversity as a result of ethnicity, $F(5, 270) = 5.07$, $p < .05$, disability, $F(1, 274) = 8.53$, $p < .05$, position, $F(6, 269) = 4.07$, $p < .05$, and shift, $F(9, 266) = 3.76$, $p < .05$. For these variables only, aggregated climate means by demographic group are presented in Table 9.

In both the disaggregated and aggregated samples, Caucasians reported significantly higher perceptions of the climate for diversity than did African Americans, and persons without disabilities reported significantly higher perceptions of the climate for diversity than did persons with disabilities. In only the aggregated sample, Managers reported significantly higher perceptions of the climate for diversity than did Clinical Associates.

While the F-value was significant for Shift, the Scheffe' post hoc test showed that none of the means were significantly different. This is probably due to the small sample size for sub-groups.

In the Method chapter, the chi-square analysis showed significant differences between the Sentara and convenience samples on the sex, ethnicity, parental status, disability, and shift variables. As seen above, the ethnicity, disability, and shift variables resurfaced in this section as predictors of the climate for diversity. Given the sample differences, the impact of ethnicity,

Table 9

Overall Climate for Diversity Means and Number of Participants by
Demographic Group

Group	Disaggregated Diversity Mean	Aggregated Diversity Mean	N
Ethnicity			
Asian American/Pacific Islander	4.07	4.04	13
Caucasian/White	4.30*	4.20*	194
African American/Black	3.50*	3.77*	53
American Indian/Alaskan Native	4.08	4.07	4
Latin/Hispanic	3.81	4.32	8
Other	4.39	4.69	4
Disability			
Yes	3.70*	3.73*	21
No	4.15*	4.15*	255
Shift			
First Shift (7:00 AM - 3:30 PM)	3.90	3.95	52
Second Shift (3:00 PM - 11:00 PM)	3.82	3.73	19
Third Shift (11:00 PM - 5:00 PM)	3.65	3.66	5
Weekend	5.27	3.87	2
7AM - 7PM	3.49	3.72	9
7PM - 7AM	2.98	2.98	1
Rotating	3.88	3.89	14
Business Hours (8:00 AM - 5:00 PM)	4.26	4.22	143
Flexipool	4.39	4.45	7
Other	4.43	4.47	24
Position			
Manager	4.28*	4.35*	38
Clinical Associate	3.50*	3.51*	12
Administrative Associate	4.26	4.26	27
Service Associate	4.24	4.08	44
Clerical	4.10	4.16	40
Educator	3.70	3.70	12
Other	4.11	4.11	103

*indicates significant difference between groups

disability, and shift on the climate for diversity should be considered with caution.

Summary of Results

To summarize, the Climate for Diversity Index is represented by the three dimensions of "managing diversity," "support and employment practices," and "work-family issues." While the index poses questions related to units/groups, the appropriateness of aggregation to the group level is uncertain. Evidence of convergent validity was developed in the pilot study through the use of vignettes. Lack of a significant relationship between the index and social desirability or desirability of diversity provided evidence of discriminant validity. The proposed a priori model was found to have good fit; the Climate for Diversity may be used to predict affective commitment, unit identification, job satisfaction, organizational citizenship behavior, and the intent to turn over. The alternative models were rejected. Overall ratings through the Climate for Diversity Index are unrelated to age, sex, marital status, parental status, tenure with department, position, diversity awareness training, and opinions regarding diversity. Climate for Diversity ratings may differ based on ethnicity, disability, position, and shift; however, these differences may also be attributed to sample differences.

FINDINGS AND INTERPRETATIONS

The goal of the present study was twofold. The first objective was to

develop an instrument that reliably and validly assesses a unit's climate for

diversity. The second objective was to determine the level of analysis at which

the climate for diversity operates.

Evaluating the Fit of the Measurement Model

Data collected from this diverse sample indicate that the climate for

diversity measure is composed of the three subscales of "managing diversity,"

"support and employment practices," and "work-family issues." While the exact

breakdown of the subscales is distinct from the six a priori dimensions (values,

manages, structural integration, systems and practices, and differences and

similarities) proposed in the introduction, the final subscales reflect the

underlying ideas of those six dimensions and the ideas of Bowens et al. (1993)

and Cox (1993).

The "managing diversity" subscale primarily exemplifies organizational

efforts to clarify behavioral expectations and provide developmental

opportunities as they relate to diversity. This scale is most similar to the a priori

dimensions of "manages" and "systems and practices." This dimension contains

questions similar to some found in the "Managing Diversity Questionnaire"

(Gardenswartz & Rowe, 1993).

The "support and employment practices" dimension focuses on the

opportunities for women and minorities to participate equally in employment

and social opportunities. This scale is most similar to the a priori dimensions of "systems and practices," "structural integration," and "informal integration." This dimension also contains questions similar to some found in the "Managing Diversity Questionnaire" (Gardenswartz & Rowe, 1993).

The "work-family issues" subscale very clearly represents impressions that the organization/department understands and supports the employees' need to take care of responsibilities outside of the workplace. Questions in this dimension stem primarily from the "systems and practices" and the "differences and similarities" a priori dimensions. Items assessing this dimension are unique from any of those found in the existing questionnaires mentioned in the introduction.

The three dimensions of the final Climate for Diversity Index explicitly include the notions represented by five of the six a priori dimensions. The only a priori dimension that is not represented is "values." In both the pilot study with vignettes and university students and the pilot study at Sentara Hospital System, the "values" related questions dropped out of the factor analyses.

The analyses indicate that the overall climate for diversity measure, as well as each of the subscales, serves as a reliable and valid tool for assessing perceptions of the climate for diversity in organizations. With respect to reliability, the overall measure and each of the subscales show acceptable internal consistency.

Testing the Level of Analysis

As Dansereau and Alutto (1990) and Roberts et al. (1978) suggested, the levels of analysis issue was considered in the theory development phase of this study. In the theory development phase, Schneider's (1990) guidelines were heeded as we considered which level made conceptual sense and had relatively low within group variability and relatively high between group variability. The change efforts of Thomas (1991), Sessa (1992), DeLuca and McDowell (1992), and Cox (1993) indicated the unit or department level of analysis made conceptual sense for studying the climate for diversity. Thus, a Climate for Diversity questionnaire was created that posed questions with a unit/departmental focus. The choice was made explicit through the item stem, and, following data collection, the appropriateness of the choice was examined (Dansereau and Alutto, 1990).

Three forms of analysis (analysis of variance, r_{wg} and the within and between analysis) were used assess whether aggregation to the group level was appropriate for the climate for diversity index and the individual subscales (Dansereau et al., 1986; James et al., 1984; Kozlowski & Hattrup, 1992).

There was disagreement among the three tests to support aggregation. While Klein et al. (1994) point out that research has not provided solutions to this dilemma, they also comment that conducting analyses at the level of theory when the data do not conform is likely to lead to erroneous conclusions. For

purposes of the current study, the contradictory statistical indicators raise two questions: 1) At what level should the data be analyzed?; and 2) What is the true level of analysis?

To answer the first question, relationships between the climate for diversity and the outcome variables were examined with both disaggregated and aggregated climate for diversity data. The a priori model fit the data well using disaggregated data and less well using the aggregated data.

Regarding the "true" level of analysis, we must return to our assumptions about the level of theory. The sophisticated but conservative within- and between- analysis suggested that aggregation was inappropriate; the structural models using the aggregated data did not fit as well as the model using the disaggregated data.

Three alternative theory levels emerge. First, it may be that the climate for diversity construct actually operates in a heterogeneous fashion. At this level, group members are heterogeneous within each group. That is, the perception of climate may rely on some other variable of group membership. For example, Klein et al. (1994) suggest that in some situations heterogeneity may exist due to relative power differences of individuals within the group. In the case of diversity, the relative power differences may impact the the degree to which diversity-related policies and procedures are enforced or followed.

More likely, it may be that the climate for diversity construct actually operates in an independent fashion. At this level, group members are

independent of groups. Klein et al. (1994) provide the example of group member perceived work-family conflict. Perceptions of work-family conflict depend on each individual's unique experiences in both the work and home environments. While individuals may be in the same work group or organization, their perceptions of work-family conflict are unrelated to their group membership. In the case of the Climate for Diversity, it may be that experiences outside of work that relate to diversity make the construct independent. This independence might come from the employee's diverse work experiences or unique individual characteristics. For example, personal experiences of past discrimination might alter a minority individual's perception of a manager's efforts to resolve a conflict between minority and non-minority individuals.

Finally, it may be that aggregation to the group level is truly appropriate, and that the analyses were masked by problems with the sample. That is, the within- and between-analysis might have yielded a different conclusion if data were available from all respondents in all work groups of an organization. In addition, the structural models with the aggregated data might have shown better fit if the data reflected the work groups and the organization more completely.

If "independence" is the appropriate level, it must be reconciled with the fact that the item stem for diversity questions was "in my unit/department..." The response to this concern is that, by definition, climate-related questions must refer to some group level. That is, climate refers to perceptions of formal and

informal organizational policies, practices, and procedures (Reichers &

Schneider, 1990). The climate questions, while directed to individuals, had to

have some group referent. But this should not mandate that the questions can

only be perceived as a homogeneous construct. In fact, James et al. (1990)

suggest that climate reflects a personal orientation and is a function of personal

values; as such, it is a micro, individual, or phenomenological construct.

An important finding, then, is the suggestion that the climate for diversity

exists at the individual, or independent, rather than group level. The notion is

somewhat similar to recent work in the area of leadership. Various studies on

transformational leadership (Avolio, Waldman, & Yammarino, 1991; Seltzer &

Bass, 1990; Yammarino & Bass, 1990) indicate that responses to the leadership

style vary within the group. While only one behavior may be presented by the

leader, the previous experiences of both parties, and/or conflicting styles,

personalities, and attitudes may inhibit the successful development of a

transformational leader/follower relationship. Similarly, the leader-member

exchange theory (LMX) studies the unique relationships between superiors and

subordinates rather than the commonly examined relationship between the

superior and the group as a whole (Dansereau, Graen, & Haga, 1975; Graen &

Schiemann, 1978).

The findings of the current study suggest that, just as previous

experiences, conflicting styles, personalities, and attitudes affect

superior/subordinate relationships, so may they affect perceptions of the

unit/department climate for diversity. Just as subordinates under the same leader may respond quite differently to questions about the same leader and leadership behaviors, individuals in the same department or unit may respond quite differently to the same departmental or unit actions. To draw an even closer parallel, it may be that the department or unit members perceive the department or unit leader to be responsible for decisions and actions related to "managing diversity," "support and employment practices," and "work-family issues." If this suggestion is true, then there is a definite link to dyadic theories of leadership.

A closer examination of the final items supports the notion that department or unit leaders may be perceived to be responsible for decisions and actions related to "managing diversity," "support and employment practices," and "work-family issues." While policies and practices may be organization- or unit-wide, it may be that individuals consider their superiors to be the responsible parties. For example, when answering questions such as "We may work flexible hours so that we can take care of family obligations," "There are certain jobs or promotions that are available to white males only," and "We are taught how to communicate effectively across gender, ethnic, and racial differences," department/unit members may be considering the actions of their leader rather than the policies and practices of their department or organization.

The suggestion that perceptions of the Climate for Diversity operates at the individual level has the greatest impact not on the measurement of

perceptions but on the _focus_ and _effectiveness_ of organizational change efforts. Thomas (1991), Sessa (1992), DeLuca and McDowell (1992), and Cox (1993) describe a variety of organizational and departmental change efforts. Typically, the manager is the messenger of such efforts. If the findings of the current study are accurate, then the change efforts will impact each individual in a unique fashion. As seen with transformational leadership and the LMX approach, efforts to change the perceptions of groups will be unsuccessful. Instead, organizations, departments, and managers must give individualized consideration to the perceptions of each individual with regard to the climate for diversity. Indeed, many of the organizational efforts and monies may be wasted in light of the current approach.

Some might suggest that it is a moot point to collect data regarding climate for diversity perceptions if the data cannot be aggregated to group and organizational levels. Yet, this is not the case. While the current study indicates that the data cannot be aggregated, it can be averaged. Knowledge of the average perception of departmental or organizational climate for diversity can meaningfully guide change efforts. Information on averages can serve as baselines and checkpoint data for continued, or discontinued interventions. In addition, the individual level data may be used to establish relationships and structural models. Thus, depending on the area of interest, questions may be posed regarding unit, department, division, organization, and so on. Following this, organizational change agents may examine the means as is appropriate.

Evaluating the Structural Model

The Climate for Diversity Index showed discriminant validity in that it could be distinguished from social desirability and the desirability of diversity, thus providing evidence for construct validity of the climate for diversity measure. In addition, the pilot study showed, through the use of vignettes, that the diversity measure reflects intentionally designed differences in the diversity climate.

Several methods of analysis confirmed the criterion-related validity of the climate for diversity measure and its individual subscales. Analyses confirmed that, as suggested by the literature, the disaggregated climate for diversity measure predicts the outcome variables of affective commitment (Allen & Meyer, 1990; Burke, 1991; Cox & Nkomo, 1991; Curry et al., 1986; Meyer et al., 1989; Steers, 1977; Vanderberg & Lance), unit identification (Cox, 1993; Mael & Tetrick, 1992), job satisfaction (Burke, 1991; Curry et al., 1986; Hershberger et al., 1994; Litwin & Stringer, 1968; Vanderberg & Lance, 1992; Van Dyne et al., 1994), organizational citizenship behavior (Organ & Konovsky, 1989; Van Dyne et al., 1994), and intent to turn over (Butler & Holmes, 1984; Hymowitz, 1989; Jackson et al., 1991; Mobley, 1977; Schwartz, 1989).

Regarding demographic data, only Ethnicity, Disability, and Position predicted significantly different means of reported Climate for Diversity. In particular, African American respondents reported lower climate for diversity scores than did Caucasian respondents, persons with disabilities reported lower

climate for diversity scores than did those without disabilities, and Clinical

Associates reported lower climate for diversity scores than did Managers.

The generalizability of the climate for diversity measure is supported by

the broad sample used in the current study. Nearly a third of the sample was

composed of members from a single health care organization. The other two-

thirds of the sample came from employees from a wide variety of organizations

that ranged from banks to athletic clubs to airlines to government crime

laboratories.

Limitations of the Current Study and Areas for Future Research

Analyses revealed significant differences between samples on the sex,

ethnicity, parental status, disability, and shift variables. But, there were no

differences with regard to age, marital status, tenure, position, or diversity

awareness training. Given the two analyses, it was determined that the samples

were adequately similar to justify combination into a single sample. However,

future research in this area will likely be enhanced by using larger samples of

several distinct populations. In the best case, researchers could gather data from

all members of all work groups in several organizations. The larger samples will

add power, and using several comparisons will allow a better evaluation of the

generalizability of the measure.

It was shown that the climate for diversity tool is distinct from social

desirability and able to distinguish between vignettes describing good and poor

climate for diversity. These findings offer evidence of discriminant and

convergent validity, respectively. Additional evidence of convergent validity would add to the credibility of this tool as a measure of the climate for diversity. The current study attempted to gather an additional piece of evidence through separate human resource generalist ratings of each units' climate for diversity. This effort was unsuccessful for two reasons. First, there was no variability in the provided ratings. Thus, no relationship between human resource generalist ratings and reported perceptions of the climate for diversity could be found. In addition, if there was variability in the generalist ratings, it would be impossible to compare such group level data to climate for diversity perceptions if they are shown to be operating at the individual level.

Further research should attempt to seek added evidence of convergent validity and expand the nomological net surrounding the climate for diversity construct. This task is perhaps made more difficult by the current study's finding that climate for diversity may operate at the individual level of analysis. As described in the introduction, there is currently no available instrument that completely, reliably, and validly assesses perceptions of the climate for diversity. Instead, published measures either focus primarily on behaviors and beliefs of individuals rather than on employee perceptions of departments and organizations or lack psychometric support.

The current study provided some evidence for the criterion-related validity of the climate for diversity measure. However, additional data linking the climate for diversity construct to hard, or objective, criteria will enhance the

credibility and marketability of the construct and scale. The validity of the measure will be augmented by studies that relate the measure to tangible outcomes such as actual turnover rates.

The aggregation issue is an area that clearly requires further research. While it was anticipated that the climate for diversity would operate at the group level (the level at which questions were posed), the WABA analysis indicated that aggregation was inappropriate. As indicated earlier, this finding has important implications for organizational change efforts. Further research should attempt to resolve the levels of analysis dilemma surrounding the climate for diversity construct. In the meantime, organizational users of this tool would be wise to examine appropriate and competing levels of analysis when interpreting the data.

The suggestion that the climate for diversity is an individual-level construct begs another area for research. The question is, how does this knowledge impact our organizational change efforts? For example, what should organizations, human resource departments, and managers do differently as they address the issue of diversity awareness? One might suggest a focus on managers; just as with transformational leadership and the LMX approach, development specialists might encourage and teach managers to address diversity with each employee on a unique individual basis (Avolio et al., 1991; Dansereau et al., 1975; Yammarino & Bass, 1990; Graen & Schiemann, 1978; Seltzer & Bass, 1990).

A new theory regarding "supervision for diversity" may stem from the

combination of diversity theories with dyadic approaches to leadership (Avolio

et al., 1991; Dansereau et al., 1975; Graen & Schiemann, 1978; Seltzer & Bass,

1990; Yammarino & Bass, 1990). In this theory, managers may currently serve as

an unknowing bridge between diversity practices dictated at the organizational

level and employee perceptions of the climate for diversity. Greater awareness

on the part of managers may enhance communication of perceptions and

expectations in both top-down and bottom-up fashions. For example, typical

diversity awareness training programs are taught across organizational functions

and levels and are often standardized. If the climate for diversity operates at the

individual level, the effectiveness of the training may be mitigated. The

difference may be made through leaders' individualized consideration toward

subordinates and their reactions to the training. The "supervision for diversity"

notion is similar in two ways to Thomas' (1992, p. 313) suggestion that

"managing diversity focuses primarily on manager." First, Thomas suggests that

organizations must create managerial capability in order to develop the

organizational environment. Second, Thomas notes that this environment must

work naturally for everyone. Together, the emphasis is on managers developing

managerial competence and focusing on the needs of each individual.

An area for the examination of individual differences and dyadic

relationships is the finding that individuals with disabilities reported a

significantly lower climate for diversity level than did individuals without

disabilities. Further research should examine why this is the case and what can be done to prevent and mitigate such perceptions. It may be that managers should play a greater role in accommodating individuals with disabilities. This is a particularly sensitive issue since individuals with disabilities are protected under the Americans with Disabilities Act.

Conclusion

The current study provided partial evidence for the construct validity of the climate for diversity measure, and strongly confirmed the criterion-related validity of the climate for diversity measure. This offers hope to organizational development consultants who are commissioned to resolve the so-called "diversity situation" in the workplace. First, the partially confirmed construct validity means that organizations may soon be able to assess with a quantitative technique the climate for diversity in their organization. Moreover, a greater understanding of the level at which the climate for diversity operates will hopefully lead to more successful efforts to alter such perceptions. In addition, the evidence of criterion-related validity provides credibility to those looking for rationale behind their efforts to bring about diversity awareness and development. Similarly, offering evidence to administrators that an improved climate for diversity will enhance affective commitment, unit identification, job satisfaction, organizational citizenship behavior, and intent to turn over will assist those seeking endorsement of a diversity awareness program. Finally, the

heightened generalizability from the diverse sample of participants should

increase users' comfort with using the instrument.

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Appendix A

<u>Interview Guide</u>

The purpose of this interview is to help us understand how you and other employees feel about working at Sentara. In particular, we are interested in understanding your thoughts on Sentara's ability to manage diversity. Please bear that in mind as we progress through this interview. Hopefully, we can make suggestions that will ultimately improve the work environment. Please answer each question as completely as possible. This questionnaire will be used only by me, and I will hold your individual answers in strict confidence. No one will be individually identified in my final report. So, please feel free to be as open and honest as possible; tell me anything you think I may need to know.

1.   What attracted you to Sentara?

2.   Please describe the quality of worklife at Sentara.

3.   What is required to be successful at Sentara?

4.   What are some of the *unwritten* rules that employees are expected to follow?

5.   Please describe the effectiveness of teams at Sentara.

      If only state types of problems, Probe: What do you think is the cause of these problems? What can Sentara do to help?

6.   What are some of the things that prevent employees from contributing all they can at Sentara?

7.   Please describe the *positive* aspects as well as the *weaknesses* of the career development attention that you have received at Sentara.

      If not fully explained, Probe: Why do you think these things occurred or failed to occur?

8.   Please describe your feelings regarding whether or not people are treated with respect at Sentara.

      If not fully explained, Probe: Why do you think these things occurred? Could there be any connection to their cultural background?

9.   What sorts of behaviors and activities would you expect to see in an organization that welcomes diversity? That is, what could an organization do to send a clear signal that people of various groups are accepted?

10. What sorts of behaviors and activities would you expect to see in an organization that was not very open to diversity? Realize that the organization can be composed of diverse groups of people without being open to diversity.

11. Over the time that you have been with Sentara, what are some of the major changes you have seen, especially with regard to diversity? (Examples would include organizational changes, changes in policies or procedures, technology, types of clients, or benefits to employees.)

12. Is it acceptable for employees to discuss and address issues of racism, sexism, or other biases held by other employees? Why or why not?

    If necessary, restate second part of question.

13. Do you feel that the changes you have seen with regard to openness to diversity have been enforced? Has the organization followed through on its efforts and policies?

    If necessary, restate second part of question.

14. Why do think an organization might fail to enforce any policies created to foster diversity?

15. What, if anything, needs to be done to help minorities do their jobs better and advance at Sentara?

16. What, if anything, needs to be done to help women do their jobs better and advance at Sentara?

17. What, if anything, needs to be done to help white males do their jobs better and advance at Sentara?

18. Do you think Sentara can make progress toward providing equal opportunities for all employees? Please explain.

19. Some of the questions I've been asking have been about rather sensitive issues. Do you have any suggestions regarding how I might address these issues with other employees? For example, how will people feel if I ask about their sexual preference? How would you ask this question?

    If they only respond to the sexual preference portion, Probe: Can you provide suggestions for addressing any other sensitive issues?

20. I'd like to show you the definitions I've developed for how organizations and departments manage diversity. Can you look them over and tell me what you think?

Probe: Would you define things differently?

Probe: Is there anything missing?

21. As departments get better at managing diversity in this way, how do you think that will impact employees' job satisfaction?

- how will these behaviors impact their affective commitment, in the sense that they feel emotionally attached to and involved with their department?

- impact their ability to identify with the organization, in the sense that employees feel they share the experiences, successes, and failures of their department?

- impact their organizational citizenship behaviors? Here, I am referring to their feeling like a citizen of their department...they defend it against criticisms and threats, they say good things about it to other people, and so on.

- impact turnover rates? Will people stay or leave as departments follow these definitions?

22. Thinking back over the things we have talked about, do you think that most of your coworkers here would look at these issues the way you do?

Well, I don't have any more questions for you. But, do you have any additional comments? Is there anything you would like to tell me? Is there anything that I haven't covered but you feel is important?

Thank you for your help and for your time!

Appendix B

The Initial Climate for Diversity Index

Instructions and Response Format:

Please indicate how much you agree or disagree with the statements to follow.

Use this key for the seven possible responses to items xx-xx. Blacken the circle on the answer sheet that best describes your agreement or disagreement with each statement.

1	2	3	4	5	6
7	Strongly	Disagree	Slightly	Neither	Slightly
Agree	Strongly				
Disagree		Disagree	Agree	Agree	

Agree

Nor
Disagree

In the described organization...

Questions:

Values: *The organization or unit values and fosters diversity and actively seeks to capitalize on the advantages of its diversity; this includes identifying and making use of individual skills, particularly those related to group affiliation.*

1.   People believe that a marriage will be more successful if the husband's needs are considered first.*

2.   People believe that male managers are more valuable to a business than are female managers.*

3.   People are likely to confront others for making racial/ethnic/sexual comments or jokes.

4.   It is believed that women are as skilled and competent as others.

5.   It is believed that minorities are as skilled and competent as others.

6. People use language that reinforces stereotypes.*

7. You are likely to be "punished" for supporting the rights of women and minorities.*

8. No one is willing to complain about policies and procedures that exclude some people.*

9. People think we would be better off if everyone acted the same way.*

10. People are expected to deal with problems in the same way.*

11. People of varied backgrounds are welcomed for the ability to offer new and creative ideas.

12. We like to have people around that come from a variety of backgrounds.

13. Women and minorities are given power through the delegation of assignments and responsibilities.

14. Women and minorities are encouraged to express their individuality.

15. People seek out the benefits that can come from people who are different.

16. The managers take action to show that women and minorities have the same rights as white males.

17. It is an advantage to be unique and find new ways of doing things.

18. Individual differences are considered interesting and stimulating.

Managed diversity: *The organization or unit manages both the existing and the potential barriers and intergroup conflict in a manner that results in a more harmonious work environment. This includes providing members with the appropriate communication and confrontation skills.*

19. We are given help and advice when problems come up while working with someone of a different background.

20. We are given help for resolving problems due to language differences.

21. The managers work to create a work environment that respects and values all employees.

22. We are educated about other's backgrounds and lifestyles.

23. We are shown how to work together, regardless of our varied backgrounds.

24. We realize that someone's background has an impact on their style of communication.

25. We are encouraged to get to know people from different groups and backgrounds as individuals.

26. Due to the focus on women and minorities, the white males feel they are the victims of discrimination.*

27. We are taught that you are only valuable in this organization if you act or look a certain way.*

28. We are taught how to communicate effectively across gender, ethnic, and racial differences.

29. We are made aware that the issues and concerns of women and minorities are valid and worth communicating and resolving.

30. We are encouraged to listen and give credit to the ideas of all persons.

31. We are taught that it is acceptable to address issues with our colleagues and peers, regardless of their background.

Structural Integration: Women and minorities are fully represented across occupations and levels within the organization and unit; in addition, they participate fully in formal networks.

32. All employees have the same chances to become formal leaders, regardless of their background.

33. You have no chance of getting some jobs or promotions if you are not a white male.*

34. There is an effort to make sure that employees of all racial, ethnic, and gender groups are represented in all positions and occupations.

35. There is an effort to make sure that minorities are represented in all positions and occupations.

36. It is clear that some groups are considered more suited for or talented at certain jobs.*

37. You must "know your place" and not try to move beyond it.*

38. There are some jobs that cannot be held by women or minorities, despite claims that we offer "equal employment opportunities".*

39. Minorities are wasting their time when they apply for some jobs.*

40. There is a common belief that certain jobs and occupations are "women's work."*

Informal Integration: Women and nonmajorities participate fully in informal networks in the unit or organization (access to informal communication networks and establishment of friendship ties and mentoring activity).

41. All employees have the same chance to become informal leaders or mentors.

42. All employees have the same chance to find someone to serve as their mentor and help them to "learn the ropes."

43. All newcomers, regardless of their background, are made to feel welcome.

44. All employees are included in informal networks.

45. All employees are included in social events.

46. There is a tendency to leave some employees out of the information loops, including women and minorities.*

47. People of all backgrounds are assigned responsibilities and opportunities that prepare them for advancement.

48. It is unacceptable to become friends people of different backgrounds.*

49. There are opportunities for us to socialize with and reinforce one another so that we may connect as a group.

Systems and Practices: Human resource management systems and practices (institutional policies and practices) are flexible, responsive to individual needs, and free from institutionalized cultural bias toward differences. Policies and practices include such areas as hiring, promotion, pay, benefits, career development, job training, grievances, and so on.

50. All employees, including persons from different backgrounds, are provided with the training and education necessary for growth and development.

51. There are attempts to meet our individual preferences with regard to pay and benefits.

52. People are understanding of our various responsibilities outside of work, and efforts are made to meet our needs.

53. Allegations of discrimination are taken very seriously.

54. Equal pay and benefits are provided for equal work, regardless of your background.

55. Policies are flexible enough to accommodate everyone.

56. There is no way that we would be given training to learn how to communicate effectively across gender, racial, and ethnic barriers.*

57. There is concern for providing equal opportunities for all employees.

58. Managers are rewarded for hiring people of various backgrounds.

59. Managers are rewarded for mentoring employees from different racial, gender, and ethnic groups.

60. The rewards given by managers, particularly those distinct from pay and benefits, are indicative of their appreciation of differences.

Differences and Similarities: *Makes use of both the celebration of diversity (allowing recognition of varied interests, needs, backgrounds) and the need to sacrifice individual differences in order to work together toward a common goal (being different yet being the same).*

61. We believe that individual differences must occasionally be ignored so that we may work effectively as a group.

62. While varied interests and backgrounds are valued, we recognize that sometimes effectiveness requires "being the same."

63. We recognize that we are individuals as well as group members.

64. Just as diversity is valued, we are also encouraged to take on certain similarities so that we may work together effectively.

65. We, at the same time, celebrate differences and see the need for common bonds.

66. We are allowed us to be individuals, but are also required to occasionally sacrifice our individuality for the good of the group.

67. Our varied interests, needs, and backgrounds of individuals are of utmost importance, and we are never asked to ignore them.

68. The members are all unique yet the same.

69. Out of concern for our individual differences, we are never asked to "be the same" for the good of the group.*

Note: Items denoted with an asterisk are reverse-scored.

Appendix C

Vignettes

Vignette- Good Climate for Diversity

Monica, Bob, Maria, and Kaiguan all work for Company X. About five years ago, Company X decided to explore how diversity might be a business issue for them; they concluded that as time went on, more and more of their employees would come from different cultural backgrounds. Company X decided it must make the best of the circumstances and began to institute programs to help them to manage this situation.

Monica is a black female and is managed and mentored by Bob, a white male. At Monica's request, Bob enrolled her in a management training program. Monica has noticed that there are many women and minorities serving in management positions. Monica Both Monica and Bob attend a course that helps them to understand the differences that may result from their cultural backgrounds and teaches them appropriate communication techniques. Monica and Bob find that the company offers numerous resources to help deal with problems that arise due the race and gender differences. Monica and Bob both have children and take advantage of the company's inexpensive and convenient day care program. In addition, Monica receives extra pay instead of health care benefits since her husband's job provides their family with full health and dental protection.

Maria is a Hispanic female working as a mechanic in the maintenance department. Kaiguan, a man born in China, also works in the maintenance department. When Maria was first hired, the two argued quite frequently. Their manager helped them to resolve their differences, and now they work together as a team. Their boss is delighted to be able to count on being able to give them assignments that require a great deal of interaction. Of course, that will be ending soon when Kaiguan transfers to the night shift; his wife is having a baby, and he would like to spend time with the child during the day. Maria feels she is truly a part of this company and is willing to occasionally put aside her needs for the good of the company; in return, she finds that she is free to maintain the traditions that are part of her Hispanic upbringing.

Company X throws a huge party twice a year to celebrate their ever-increasing success. They offer a big buffet with foods from all across the world. The company assigns seats at random so that employees from the shipping department might find themselves sitting next to the president of the company.

Vignette - Poor Climate for Diversity

Monica, Bob, Maria, and Kaiguan all work for Company X. About five years ago, Company X noticed that more and more of their employees were from different cultural backgrounds. They realized that diversity might be a business issue for them and that they must make the best of the circumstances and figure out how to manage the situation.

Monica is a black female and is managed by Bob, a white male. Though Monica has asked him repeatedly, Bob won't enroll her in the management training program. Monica and Bob just don't communicate well, but no one seems to notice these problems; Monica even went to the Human Resources department to ask for advice, but no one could, or would, help her. Monica thinks the problem might be due to her race and gender, but she can't find anyone in the company that will give her assistance. In fact, Monica has noticed that most of the managers in the company are white males. In addition, Monica wishes she could receive extra pay instead of health care benefits since her husband's job provides their family with full health and dental protection; but, the company says this is not their policy. Bob is a single father and is known to frequently leave or call in at the last minute due to his children's illnesses or problems with the local day care facility.

Maria is a Hispanic female working as a secretary in the maintenance department. Kaiguan, a man born in China, also works in the maintenance department. Maria and Kaiguan argue frequently. Their manager doesn't know how to help them to resolve their differences, and just ignores their battles. This means that Maria and Kaiguan do not work well together, and their boss avoids giving them assignments that require a great deal of interaction. Of course, that problem might be ending soon as Kaiguan is facing a dilemma. Kaiguan's wife is having a baby and he would like to transfer to the night shift so that he can spend time with the child, but the department won't let him. Meanwhile, Maria feels she is always asked to put aside her needs for the good of the company. Company X seems to want her to abandon the traditions that were part of her Hispanic upbringing.

Company X has a Christmas party every year, serving a meat and potatoes meal and allowing people to sit wherever they like. It usually ends up that the executives are at one table, managers at another, and the rest of the employees at the remaining tables. In addition, you can see groups gather according to their cultural backgrounds; men and women avoid sitting together, as do Asians, African Americans, Hispanics, and Caucasians.

Appendix D

Climate for Diversity Items Used in Final Survey

<u>Instructions and Possible Response Formats:</u> (Questions were randomly sorted.

In this section of the questionnaire, we will be discussing issues of **diversity**. Phrases like **"diversity"** and **"cultural diversity"** seem to mean different things to different people. For the purposes of this survey, then, we will provide you with a definition. **Diversity** describes the many differences that exist between people. These differences may be apparent such as race and gender. But **diversity** also includes less obvious differences such as cultural background, religious and moral values, education, social status, age, lifestyle, and political views. Clearly, a list such as this could be endless. Being open to **diversity** requires respect for and appreciation of differences. Please use this definition when you see terms such as **culture, diversity, cultural background, cultural group,** and so on.

Please take a moment to re-read the paragraph above. It is important that you have a good understanding of this topic. In fact, please just relax for a moment and think about cultural diversity as it relates to your unit/department.

Once again, when questions refer to your "unit/department" you should think about the unit/department that you selected at the beginning of the survey.

We will also be using four different response formats in this section. Therefore, remember to pay attention to the options given in the boxes at the beginning of each set of questions.

As you read the next series of statements, please judge how frequently the situation describes your unit/department.

Use this key for the five possible responses to items xx-xx. Blacken the circle on the answer sheet that best describes your assessment of the frequency of each statement.

1	2	3	4	5	6
7					

Not at	Once in	Fairly
Frequently		
All	Awhile	Often

Please indicate how much you agree or disagree with the statements to follow.

Use this key for the seven possible responses to items xx-xx. Blacken the circle on the answer sheet that best describes your agreement or disagreement with each statement.

1	2	3	4	5	6
7	Strongly	Disagree	Slightly	Neither	Slightly

Agree Strongly

Disagree   Disagree Agree Agree

Agree

Nor
Disagree

For the next series of statements, please consider how likely the situation is to exist in your unit/department.

Use this key for the seven possible responses to items xx-xx. Blacken the circle on the answer sheet that best

describes your assessment of the likelihood of each statement.

1	2	3	4	5	6
7	Not at all		Somewhat		Quite
	Extremely				
Likely			Likely		Likely
Likely					

In my unit/department...

Differences and Similarities

1. We think differences are important, but also see the need for common bonds.

2. While varied interests and backgrounds are considered important, we recognize that effectiveness also requires "being the same."

3. We are recognized as individuals and as group members.

4. Just as diversity is valued, we are also encouraged to take on certain similarities so that we may work together effectively.

5. We are allowed to be individuals, but are also asked to sacrifice our individuality for the good of the group.

6. There is a balance between the rights of the individual and the needs of the group.

7. We believe that individual differences must be both valued and sacrificed in the name of group effectiveness.

8. People are sometimes asked to disregard their own needs for the good of the group.

Employment Practices

9. It is believed that minorities are as skilled and competent as others.

10. People think we would be better off if everyone acted the same way.

11. Some jobs and occupations are "women's work."

12. There are certain jobs or promotions that are available to white males only.

13. It is clear that you are considered more suited for or talented at certain jobs if you come from the right racial, ethnic, or gender group.

14. There is a tendency to leave certain employees out of the information loops, including women and minorities.

15. Minorities are wasting their time when they apply for some jobs.

Training for Diversity

16. We are shown how to work together, regardless of our diverse cultural backgrounds.

17. We are taught to appreciate and understand diversity.

18. We are given help and advice when problems come up while working with someone of a different background.

19. We are taught that it is acceptable to address issues with our colleagues and peers, regardless of their cultural background.

20. We are expected to recognize what might be considered offensive to someone of a different cultural background.

21. We are taught how to communicate effectively across gender, ethnic, and racial differences.

22. We are made aware that the issues and concerns of people of diverse cultural backgrounds are valid and worth communicating and resolving.

Support for Diversity Efforts

23. People who appreciate and understand diversity are considered good candidates for employment and promotion.

24. All employees are included in social events.

25. Managers are encouraged to hire people of various cultural backgrounds.

26. All employees are included in informal networks such as communication loops and mentoring opportunities.

27. People confront others for making racial/ethnic/sexual comments or jokes.

28. Employees who socialize with co-workers from different backgrounds get teased by others.

29. People of different cultural groups socialize with one another.

30. Minorities are often left out of social gatherings.

Work-Family Issues

31. People resent employees who miss work in order to take care of family responsibilities.

32. People understand how hard it is to balance work lives and family lives.

33. I can pick and choose the benefit package that best suits my unique needs.

34. We are given time off when it is necessary to take care of problems at home.

35. People are understanding of employees who must leave work to take care of ill children or elderly parents.

36. We may work flexible hours so that we can take care of family obligations.

Appendix E

General Job Satisfaction

The next questions are about you and your job. When answering keep in mind the kind of work you do and the experiences you have had working here. Follow the directions given in the boxes at the beginning of each set of questions.

Here are some statements about you and your job. How much do you agree or disagree with each?

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

1. All in all, I am satisfied with my job.

2. In general, I like working here.

3. In general, I like my job.

Appendix F

Affective Commitment Scale

This is a section to assess how attached and involved you are with your department. Listed below are descriptive statements. For each statement, please indicate how well it describes your feelings about your department.

Use this key for the five responses to items 1-8.

Here are some statements about you and your department. How much do you agree or disagree with each?

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

1. I would be very happy to spend the rest of my career with this department.

2. I enjoy discussing my department with people outside it.

3. I really feel as if this department's problems are my own.

4. I don't think that I could easily become as attached to another department as I am to this one.

5. I feel like "part of the family" in my department.

6. I feel "emotionally attached" to this department.

7. This department has a great deal of personal meaning for me.

8. I feel a strong sense of belonging to my department.

Appendix G

Identification with a Psychological Group

This is a section to assess how much you identify with your department. Listed below are descriptive statements. For each statement, please indicate how well it describes your feelings about your department.

Use this key for the five responses to items 1-6.

Here are some statements about you and your department. How much do you agree or disagree with each?

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

1. When someone criticizes this department, it feels like a personal insult.

2. I'm very interested in what others think about this department.

3. When I talk about this department, I usually say "we" rather than "they."

4. This department's successes are my successes.

5. When someone praises this department, it feels like a personal compliment.

6. I act like a "department" person to a great extent.

Appendix H

Organizational Citizenship Behavior

This is a section to describe your feelings and behaviors with regard to your department. Listed below are descriptive statements. For each statement, please indicate how well it describes your feelings and potential behaviors.

Use this key for the five responses to items 1-7.

Here are some statements about you and your department. How much do you agree or disagree with each?

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

1. I represent the department favorably to outsiders.

2. I go out of my way to defend the department against outside threats.

3. I tell outsiders this department is a good place to work.

4. I defend the department when employees criticize it.

5. I actively promote the department's products and services.

6. I would not accept a job at competing departments for more money.

7. I would urge coworkers to invest money in the department.

Appendix I

Intent to Turn Over

The next questions are about you and your job. When answering keep in mind the kind of work you do and the experiences you have had working here. Follow the directions given in the boxes at the beginning of each set of questions.

Here are some statements about you and your job. How much do you <u>agree</u> or <u>disagree</u> with each?

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

1. I often think about quitting.

2. I will actively look for a new job in the next year.

3. I am ready to leave this job.

Appendix J

Rating Instructions for Human Resource Generalists

The paragraphs below describe an organization/department/unit that is successful at managing diversity (not just at being diverse in its make-up). Please provide one overall climate for diversity rating for each unit based on these paragraphs. The rating should be on a scale from 1 to 7, where a 1 means the unit is not effective at any of the characteristics described below, and a 7 means the unit exemplifies most of these standards. Please use these dimensions to develop a frame of reference for units with good and poor climates for diversity; it is not necessary for the unit to meet every single attribute to be considered above average, or even excellent, at managing diversity.

The organization or unit values and fosters diversity and actively seeks to capitalize on the advantages of its diversity; this includes identifying and making use of individual skills, particularly those related to group affiliation.

The organization or unit manages both the existing and the potential barriers and intergroup conflict in a manner that results in a more harmonious work environment. This includes providing members with the appropriate communication and confrontation skills.

Women and minorities are fully represented across occupations and levels within the organization and unit; in addition, they participate fully in formal networks.

Women and nonmajorities participate fully in informal networks in the unit or organization (access to informal communication networks and establishment of friendship ties and mentoring activity).

Human resource management systems and practices (institutional policies and practices) are flexible, responsive to individual needs, and free from institutionalized cultural bias toward differences. Policies and practices include such areas as hiring, promotion, pay, benefits, career development, job training, grievances, and so on.

Makes use of both the celebration of diversity (allowing recognition of varied interests, needs, backgrounds) and the need to sacrifice individual differences in order to work together toward a common goal (being different yet being the same).

Appendix K

Social Desirability

This questionnaire consists of 13 numbered statements. Read each statement carefully and decide whether it is true as applied to you or false as applied to you. If a statement is TRUE or MOSTLY TRUE, as applied to you, blacken the number 1. If a statement is FALSE or MOSTLY FALSE, as applied to you, blacken the number 2.

1. It is sometimes hard for me to go on with my work if I am not encouraged.

2. I sometimes feel resentful when I don't get my way.

3. On a few occasions, I have given up doing something because I thought too little of my ability.

4. There have been times when I felt like rebelling against people in authority even though I knew they were right.

5. No matter who I'm talking to, I'm always a good listener.

6. There have been occasions when I took advantage of someone.

7. I'm not always willing to admit it when I make a mistake.

8. I sometimes try to get even rather than forgive and forget.

9. I am always courteous, even to people who are disagreeable.

10. I have never been irked when people expressed ideas very different from my own.

11. There have been times when I was quite jealous of the good fortune of others.

12. I am sometimes irritated by people who ask favors of me.

13. I have never deliberately said something that hurt someone's feelings.

Appendix L

Diversity Opinions

People have a variety of opinions about the recent focus on diversity issues. Please be as honest as possible in telling us how you feel about this trend.

Here are some statements. How much do you **agree** or <u>disagree</u> with each?

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

1. We have gone overboard in this recent focus on diversity.

2. Minority groups have received too many benefits because of their background.

3. I'm really tired of hearing about diversity issues.

4. Too many people are promoted because of their gender or race rather than performance.

5. Organizations should hire the most capable applicant regardless of race or gender.

Appendix M

Demographic Data

In this last section I ask you to provide some data about your own background. I realize that some of these questions are personal. However, in order to gain a full understanding of diversity issues, you must be as honest as possible. Some of the links between your responses to the survey questions and the demographic information provided below could be very important. Remember, your individual responses to this survey will remain *anonymous and confidential*.

Please select **only one** answer for each question. Blacken the circle (letter) on the answer sheet that best describes yourself.

76.   Age:

   a.   under 20
   b.   20-29
   c.   30-39
   d.   40-49
   e.   50-59
   f.   60+

77.   Sex:

   a.   male
   b.   female

78.   Ethnicity:

   a.   Asian American/Pacific Islander
   b.   Caucasian/White
   c.   African American/Black
   d.   American Indian/Alaskan Native
   e.   Latin/Hispanic
   f.   Other

79.   Marital status?

    a.   Single
    b.   Separated
    c.   Divorced
    d.   Married
    e.   Widowed

80.   Are you a parent?

    a.   Yes
    b.   No

81.   How long have you been in your current unit/department? (We are asking about your time with your unit, not your time with SHS.)

    a.   less than 1 year
    b.   1- 5 years
    c.   6 - 10 years
    d.   11 - 15 years
    e.   16 - 20 years
    f.   21 - 25 years
    g.   26 - 30 years
    h.   more than 30 years

82.   Do you have a disability of any sort?

    a.   Yes
    b.   No

83.   What is your position within the company?

    a.   Manager
    b.   Clinical Associate
    c.   Administrative Associate
    d.   Service Associate
    e.   Clerical
    f.   Educator
    g.   Other

84.   Have you ever participated in Diversity Awareness Training (at SHS or anywhere else)?

   a.   Yes
   b.   No

85.   Which shift do you typically work?

   a.   First Shift (7:00 AM - 3:30 PM)
   b.   Second Shift (3:00 PM - 11:00 PM)
   c.   Third Shift (11:00 PM - 5:00 PM)
   d.   Weekend
   e.   7AM - 7PM
   f.   7PM - 7AM
   g.   Rotating
   h.   Business Hours (8:00 AM - 5:00 PM)
   i.   Flexipool
   j.   Other

O.K., you're finished!! Thank you for your help and patience. Please place the entire packet in any of the "wrapped boxes" spread throughout the hospital. The boxes will have "Project Diversity" signs on them.

Thanks again!!

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