



Impact of Diversity Management Initiatives on Performance
Within the Lebanese Private Sector
“The Employee Perspective”

Thesis submitted in accordance with the requirements of Haigazian University
For the degree of Master in Business Administration

By

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Abstract

Since the end of the civil war in Lebanon, the economic and demographic realities of Lebanon have induced the adoption of workforce diversity within the private sector. With more women entering into the Lebanese workforce coupled with the demographic changes across the different religious sects in Lebanon, diversity is rather a fact than choice for many organizations. Based on a survey of 116 individuals of different professions employed across many industries, reveals that, employees who are working in inclusive organizations perceive diversity management to be of a greater impact on personal and organizational performance.

To conduct the study, descriptive statistics, reliability of scales, factor analysis, regression stepwise, independent samples T-test and ANOVA with Post Hoc Analysis were used respectively.

Based on the findings both of the hypotheses tested were supported, whereby the diversity management initiatives that were most perceived to have an impact on personal level performance were diversity related ‘policies’ as well as ‘training and development’, whereas, the diversity management initiatives that were most perceived to have an impact on the organizational level were ‘recruitment and promotion’ as well as ‘compensation and benefits’.

CHAPTER 1

1- Introduction & Problem Statement

1.1 Introduction

The world has become a global village. With the globalization of economies and markets, as well as with the changing demographics of the global workforce, organizations are realizing that sustaining a competent workforce mandates the recruitment of human talent from a bigger and more diverse pool of people. While diversity brings substantial potential benefits – better decision making, improved problem solving, greater creativity and innovation, it also brings along the potential for workplace conflict. This conflict can quickly deteriorate into discrimination and intolerance based on such diversity related factors as generational, gender, religious, ethnic, social and cultural differences.

Diversity works well when it is managed well. If left to thrive on its own, organizations run the risk of disrupting workforce cohesion. This disruption will in turn have a detrimental effect on the overall performance of the firm as a result of the constant stress, low employee morale, poor collaboration and eventually high turnover rate.

The purpose of this paper is to study the efforts of Lebanese companies in the private sector, managing diversity and leveraging its positive outcomes into a sustainable advantage, as evidenced in terms of an improved performance.

The paper will explore whether well-established Lebanese organizations are involved in diversity initiatives such as creating diversity awareness, developing training programs and allocating dedicated financial and human resources designated for this purpose only. Finally, the paper will explore the impact of such diversity awareness initiatives – if they exist – on the

performance i.e., improved corporate culture, improvement in talent attraction and retention, improved client relations and increases in revenues.

1.2 Statement of Problem

Within the frame of organizations, defining the term diversity in a broader context may be described as the condition of being different or the existence of differences between people. Going to the other extreme, a shortsighted perspective may define diversity as to differences in gender and race. Yet, giving to the term a global and more accurate definition, "diversity is the variation of social and cultural identities among people existing together in a defined employment or market setting" (Cox, T. 2001, p.3), where the dimensions of "social and cultural identity" encompass gender, race, national origin, religion, age cohort, sexual orientation, socio-economic status, physical abilities and work specialization, along with others.

In understanding and accepting the concept of diversity, it requires the general recognition and understanding that each individual is unique, as well as embracing these differences as a source of mental and organizational enrichment and an opportunity for individual and group learning and growth in a cross-cultural/relational setting.

In today's world, increasing differences in the labor market and the increasing diversity of people with the skills to do the work those jobs require, integrating diversity in the workplace is not a choice but a fact of life (Cox, T. 2001). For over two decades now, research indicates that diversity yields opportunities that cannot be realized with homogeneous work groups. Diverse work groups can, however, also create obstacles to high performance due to

conflict, as a result of lack of awareness, understanding and acceptance of the social and individual differences among the workers.

Diversity is expressed in the workplace as the intelligent management of people to capitalize on the potential benefits – including improved problem solving, enhanced creativity and innovation, organizational flexibility, the attraction and retention of human talent, and a maintaining a competitive edge in penetrating today's global marketplace (Cox, T. 2001). Diversity truly is a multifaceted issue (SHRM, 2000); it reflects worldwide demographic trends. It is essential to recognize and value the differences generated as a result of diversity, in particular, how they impact the functions of the human resources professional, corporate goals and productivity (SHRM, 2000).

1.3 Significance and justification of the research project

A general literature review on research conducted around the theme of diversity in Lebanon revealed that most research related to diversity has been conducted within the sociological context. Narrowing the review to organizational diversity in Lebanon, the available literature revealed that research in this area has been limited to gender issues, considering mainly the topic of gender discrimination in the workplace and its effect on women's career development and rank on the corporate ladder.

As far as research conducted on the impact of diversity initiatives, a substantial amount of literature was identified in this area, with the majority of studies conducted in United States and in other countries with developing economies. The literature reviewed did not yield any research that studied the impact of diversity initiatives on the performance within the Lebanese private sector. Therefore, this study will contribute to a heightened level of awareness of

diversity issues within the Lebanese private sector, as well as their engagement in developing initiatives to leverage the positives and neutralize the negatives, and, finally, how these initiatives impact the performance of the organizations.

CHAPTER II

2- Literature Review

2.1 Definition of Diversity

According to Konrad, Prasad and Pringle, “few social phenomena have attracted as much attention in the late twentieth and early twenty-first centuries as that of diversity and multiculturalism”, (Konrad, Prasad & Pringle, 2006, p.1). While United States is regarded as the pioneer in the diversity movement, recent population’s movements across the globe in the form of refugees, guest workers and immigrants have changed the homogeneous face of many countries, and have triggered a range of tensions and visible exclusionary practices within them (Konrad, Prasad & Pringle, 2006).

Defining the term diversity in a broader context may be described as the condition of being different or the existence of differences between people. Going to the other extreme, a shortsighted, more exclusionary perspective would a shortsighted perspective may define diversity as to dealing with differences in gender and race.

Additionally, Konrad et al. stated that, “At its core, the concept of diversity is all about matters of *difference* and *inclusion*” (2006, p.3), where the dimensions of inclusion can be extended to refer to both cultural assimilation and cultural pluralism. However, over the last 30 years, the notion of cultural pluralism has taken the lead and has prevailed, advocating the acceptance of differences through coexistence and integration, as opposed to the principles of assimilation, which functions on the basis of voluntarily surrendering cultural differences to the favor of the dominant cultural practices (Konrad, Prasad & Pringle, 2006).

2.2 Definition of Workforce Diversity

Moving from the general theme of “diversity” to the more specific theme of “workforce diversity”, *Workforce diversity* is one of the dominant issues in the context of modern organizations (Champoux, 2011).

Viewed from the perspective of an organization, workforce diversity refers to policies and practices that seek to include people who are considered to be different from those prevailing in the constituency (McInnes, 1999), whereas viewed from an individual context, workforce diversity is the personal and background differences that a heterogeneous employee pool brings to the workplace (Champoux, 2011). These differences encompass both visible and non-visible aspects (Ely and Thomas, 2001).

More broadly, the term *workforce diversity*, in a global and more accurate definition, is "the variation of social and cultural identities among people existing together in a defined employment or market setting" (Cox, T. 2001, p.3), where the dimensions of "social and cultural identity" encompass gender, race, ethnicity, national origin, religion, class, cultural beliefs, age cohort, sexual orientation, socio-economic status, physical and mental abilities and work specialization, along with others.

2.3 Historical and Legal Background of Diversity

In general, “diversity has an ambiguous and intangible connection to North American legal practices, social movements and public policy initiatives” (Konrad et al., 2006, p. 2), however, unlike the term discrimination, it is not a legal term and has no legal force behind it.

The historical and legal background in studying the evolution of diversity dates back to the early 1930s. Oyler and Pryor (2009), while studying Peter Drucker's perspective on diversity state the following:

“The emergence of diversity in organizations is typically traced to the 1960s when legislation was enacted in the USA to prohibit discrimination against ethnicity, gender, national origin, race and religion. However, Peter Drucker found that workplace diversity had its origin in the aftermath of World War I” (Oyler & Pryor, 2009, p. 420).

Prasad (2001) on the other hand, as he studied the American discourse of difference, he listed the historical trajectory and evolution of the themes on both diversity and discrimination. His work demonstrated the development of these historical themes by the historical events that led to the establishment of laws and mandates that addressed the issues related to discrimination and inclusion in the United States from the 1930s and beyond (Prasad, 2001).

In his article, considering the period of The Depression, the War and the Post World-War II years, and referring to the African Americans, Prasad states that “being different at this point in time was a distinct disadvantage if one was in search of employment” (Prasad, 2001, p. 57). Prasad additionally states that, “the first significant formal action recognizing the need to redress the discriminatory treatment of Black workers can be found in the UMW 1933 campaign launched by John. L. Lewis, which covertly courted Black workers by demanding equal pay regardless of race”, (Prasad, 2001, p. 58).

Following the UMW in 1933 was the Public Works Administration Mandate (PWA), which enforced the non-discrimination on account of race, creed or color. The PWA, in turn served to highlight the issue of poor education provided to the Blacks, which ultimately led, in

1954, to the U.S. Supreme Court decision in *Brown v. Board of Education*, which legally enforced equality in educational opportunity for races (Prasad, 2001).

However, the most active period that was marked with various social movements and ideological transformations was the period of the 1960s and 1970s. During this period, the most pivotal events were the civil rights and women's movement, the enactment of Title VII of the Civil Rights Act of 1964 – which federally and legally prohibited discrimination in employment and promotion, and the Equal Employment Opportunities Act of 1967 – a major leap in embracing diversity and recognizing constitutional rights of different groups. Additionally, this period marked the establishment of the Age Discrimination in Employment Act of 1967 and the Vocational Rehabilitation Act of 1973 (Prasad, 2001).

Followed by the social movement era, the 1980s also witnessed two major events which contributed significantly in changing people's attitude towards recognizing and embracing diversity. In 1987, Johnsten and Packer published a report called *Workforce 2000*, “which called on America's managerial community to urgently face the facts of the new multicultural and diverse workforce” (Prasad, 2001, p. 64). The report became highly publicized and set a milestone in contributing to the major rethinking of the definition of diversity.

Also in Oyler and Pryor's view, “from the 1980s to the present day, organizations have encountered growing international competition, continued and often-dramatic changes in demographic and social trends, expansion of entitlement and regulation laws, and evolution of technology-rich environments” (Oyler & Pryor, 2009, p. 430). Consequently, diversity today has been broadened to include traditional differences in addition to personality, experience, cultural styles, functional backgrounds and cognitive frames. Moreover, the current practices

of workforce diversity have celebrated the economic potential that is brought forward as a result of acknowledging, understanding and appreciating difference (Oyler & Pryor, 2009).

2.4 Managing Diversity in the Workplace

An unmistakable reality today is the fact that industrialized countries worldwide are witnessing demographic changes due to an increasing demand for skilled workforce. Also recent immigration trends are shaping up the demographics of many countries across the globe. Business and HR strategy in the context of meeting the challenges of globalization does not simply stop at including diverse components within the workforce (Kemper, Bader, Froese, 2015, p.30). Hence, it is important to consider first the terms in-group and out-group as well as social identity theory to understand the effect of cognitive processing on the evaluation of different others.

Humans in general, have the natural tendency to classify others either as “we” or “they” (Hofstede, 2010). According to the social identity theory, as individuals attempt to identify themselves with a group, the link is drawn based on in-group comparisons and positive evaluations on behaviors that they perceive to be culturally similar or acceptable (Larkey, 1996).

Parallel to the social identity theory, on a rather personal level, the cultural background of individuals is what is carried forward in terms of patterns of thinking, feeling, and acting that have been acquired and shaped throughout their lifetime (Hofstede, Hofstede & Minkove, 2010). More importantly however, many of those patterns have been learned in early childhood, “because at that time a person is most susceptible to learning and assimilating” (Hofstede, Hofstede & Minkove, 2010, p. 4-5). Therefore, “as soon as certain patterns of

thinking, feeling, and acting have established themselves within a person's mind, he or she must unlearn these patterns before being able to learn something different (Hofstede, Hofstede & Minkove, 2010, p. 4-5).

Furthermore, as Haas explains, human relations are "partly based on the similarity-attraction approach as individuals that are similar to each other communicate more frequently with each other and are more likely to share the same networks for accessing informational resources" (Haas, 2010, p. 4). In contrast, people who are dissimilar require more effort to reach out and communicate with each other and they might even avoid each other. Consequently, the feelings of unfamiliarity in the absence of efforts promoting awareness may end up promoting the self-selection and emergence of subgroups based on social-categorization, hindering effective communication among the various functions of an organization (Haas, 2010) and eventually it may breed stereotyping and/or out-group perceptions (Larkey, 1996).

However, given the realities of the contemporary world, advances in technology and the advent of a global economy have brought the people of the world, along with their differences and uniqueness, closer together than ever before. With the increasing diversity in the global civil societies as well as the global workforce, it has become inevitable that people characterized with distinctive mental and social programming will come to coexist and co-function in a single social or organizational setting. Therefore, in a social era where the existence of heterogeneous groups is becoming dominant, it is important to manage diversity, in order to leverage the impact of diversity in the workplace to a competitive positive outcome.

Diversity Management is a carefully designed and customized set of tools with which prejudices and discrimination in organizations can be dealt, and people with visible and non-

visible differences are integrated (Konrad et al., 2006). Managing diversity implies understanding the effects of diversity on employee relations (Cox, 2001), supporting employees in efforts to learn effective ways of dealing with people from diverse cultural backgrounds, implementing work practices favorable to diversity, and incorporating diversity policies into every aspect of the organization's functions and purpose. As McCuiston, Wooldridge and Pierce suggest, "no change will occur unless an effective strategy is developed for achieving inclusion through a commitment to diversity at all levels of the workforce" (McCuiston, Wooldridge & Pierce, 2004, p. 74).

The importance of diversity management lies in the fact that diversity is a double edged sword (Cox, 2001). It is essential to acknowledge that unmanaged diversity can pose many challenges to an organization. However, it is also possible to harness out of diversity multi-level benefits through a systematic and dedicated hands-on approach in managing the diverse workforce by instigating training and education, focused recruitment initiatives, career development and mentoring programs specifically relevant to the existing context (Kemper, Bader, Froese, 2015).

2.5 Challenges of Diversity

Whether one takes a color-blind approach to diversity or accepts diversity as an inescapable reality of the modern world. In fact, theory and research have indicated that diversity may hinder workforce and management efforts to reach to its desired levels of performance. While studying the linkage between diversity and performance, it has been noted that "diversity can either help or hinder firm performance, depending on organization's culture, its strategies, and its human resources practices" (Von Bergen, 2005, p. 4). Cox (2001)

explains that workers in a diverse group may favor social interaction with people from the in-group – i.e., people of same gender or religion, which may in turn lead to organizational detachment among its different constituencies (Von Bergen, 2005). Moreover, diversity may lead to barriers in communication and create conflict due to a lack of understanding of differences in mental processing patterns. As a matter of fact, in its early stages, conflict may be subtle and difficult to recognize until significant damage has been done (Brett, Behfar & Kern, 2006).

While organizations take the path towards diversity, bringing in the people is only the easiest part of the whole process because of inevitable behavioral biases. Even though leaders in organizations may seem to be advocating equality and fairness, “stereotypes may cause them to evaluate and treat equal performers differently (Burrell, 2016, p.71).

As stated earlier, unmanaged diversity may lead to chaos, however, the inadequate management of diversity is also problematic. While “most diversity programs focus on controlling managers’ behavior, that approach tends to activate bias rather than quash it” (Dobbin & Kalev, 2016, p. 55).

In addition to personal biases, environmental factors also contribute to the challenges of managing diversity in an organization. Different organizations operate in different cultural contexts, and while some initiatives may work in a given country, it does not necessarily apply to another, hence requiring specific and tailored processes to manage within that context (Kemper, Bader & Froese, 2015).

Finally, Intangible costs such as conflict, low commitment to the group and low morale among the employees of the out-group constitute one portion of dealing with diversity challenges. There are also tangible costs associated to diversity mismanagement such as high

employee turnover, increased communication time, absenteeism, ineffective processes and poor outcomes.

Table 1: A Comparison

A Comparison of Elements of a Diversity Orientation
Relative to an Identity-Blind Approach to Diversity

Table 1

Organizational Feature	Diversity Orientation	Identity-Blind
Organization Culture	Diversity is viewed as an organizational objective. The organization values diversity.	Diversity is viewed as a problem to be reconciled (moral, political, legal and labor market).
Acculturation Process	Pluralism: inclusive and accepting of all cultures	Assimilation: adopts norms of the majority.
Human Resources Policies	Diversity policies are considered holistically. HR policies evaluated based on their effects on diversity and performance.	Diversity policies are considered individually and sequentially. HR policy formulation does not consider diversity implications.
Employees	Diversity is understood as an organizational goal. Employees are evaluated and appraised based upon diversity objectives.	Diversity is not discussed. Workers are evaluated with respect to their individual merit.
Results	Organization more diverse and diversity enhances performance.	Organization less diverse. Diversity hinders performance.

Richard & Johnson (2001)

2.6 Context of Diversity in Lebanon

2.6.1- General Background

Lebanon is a country in the East Mediterranean with a surface area of 10,452km² and a population of around 4 million. It is bordered by Syria to the north and east, and Israel to the south. Lebanon's location at the crossroads of the Mediterranean Basin and the Arabian hinterland has dictated its rich history, and shaped a cultural identity of religious and ethnic diversity. The grouping of people by religion plays a critical role

in Lebanon's political and social life and has given rise to Lebanon's most persistent and bitter conflicts (Sha'rani, 2004).

Additionally, Lebanon is characterized by highly literate, multi-lingual workforces, which reflect the country's relative strength compared to its regional neighbors in the field of education (The Economist Intelligence Unit, 2007).

2.6.2- Cultural Background

Lebanese culture is a blend of conservatism and liberalism, individualism and collectivism, masculinity, and high power distance (Sidani, 2002). While Lebanese culture may be associated to the overall Arab culture and value systems as studied by Hofstede, attitudes in Lebanon is different than the ones prevalent in other Arab countries, "because Lebanon is well known to be an open country where many Western ideals and lifestyles are tolerated (Barakat, 1977).

On the other hand, religious diversity is one of the predominant characteristics of Lebanon, where 17 different religious sects are officially recognized by the Lebanese government, divided between two main categories: Christian and Muslim (Jamali, Abdallah & Hmaidan, 2010).

In the political sphere, families compete with each other for power and prestige. In business, employers give preference to hiring relatives, and brothers and cousins often consolidate their resources in operating a family enterprise. The superior status of men in society and within the narrow confines of the nuclear family transcends the barriers of sect or ethnicity. Lebanese family structure is patriarchal.

2.6.3- Workforce Diversity in Lebanon

Given the social and cultural background of Lebanon, examining the workforce composition of the Lebanese private sector, reveals that gender, religion, and age cohort would constitute the most visible dimensions when dealing with diversity in the workplace. On the other hand, while disability is an existing and valid social issue in Lebanon, however, according to Alexandra Epp (2011), employment is difficult for the disabled Lebanese in spite of Law 220/2000, which requires 3% of the total staff in the public sector to be employees who have disabilities. The law also stipulates that within the private sector where number of employees exceeds 30, then at least one employee with disability should be hired as well as if the organization's number of employees exceed 60, then to apply the 3% rule. Those who do not comply with this law are required to pay a penalty, while those who comply are entitled to receive tax benefits. Nevertheless, according to Epp (2011), that the 22/2000 law is ineffective, poorly enforced and inappropriate for the Lebanese private and public sector altogether.

a) Gender

In studying the constraints facing working women in Lebanon, Jamali, Sidani and Safieddine have found that “patriarchal attitudes are still entrenched, although increasing economic need is forcing men to acquiesce to women's employment” (Jamali, Sidani & Safieddine, 2005, p. 587). Also, stereotypical attitudes such as women's incapability to exercise leadership roles, dominates in the Lebanese workplace (Jamali et al, 2005). As for the structural environment, Jamali, Safieddine and Daouk have revealed that,

organizational policies and practices in the Lebanese workplace constitute a major impediment in women's career advancement, where women receive fewer opportunities for professional development (Jamali et al, 2005), although an independent research done with a sole focus on the banking sector revealed that women working in the banking sector have more positive experiences in terms of career development (Jamali, Safieddine & Daouk, 2006).

According to Juraysati (2006), despite the article 7 of the Lebanese Constitution that was drafted in 1926 and which advocates for equality between men and women in rights and duties without discrimination, there still exists some laws which explicitly discriminate between genders. Juraysati mentions that, "although the situation of Lebanese women has changed in the past decade in all respects, the legislature should be pressured into amending or repealing discriminatory rulings against women".

Moreover, an article published by the Lebanese Economic Association (2014), states that, despite the equal numbers of Lebanese males and females residing in Lebanon and a bigger number of educated women compared to men, only 25% of the working class in Lebanon are women. Among the employed women, 42.6% of them are limited to the age group of 25 to 29 whereas the percentage of working men for the age group of 40-44 is 94.8%. The article also highlights the fact that married men enjoy a higher chance of getting a job, whereas the chances for a married woman to get employed is 34.1% versus single women whose chances are 58.7%. Additionally, women

working in Lebanon are paid less, where females are paid the equivalent of 75% of the salary of that of a man for a job of the same status and conditions.

b) Religion

Employees in religiously diverse organizations might be susceptible to increased interpersonal conflicts and misunderstandings, which can increase bias between co-workers (Day, 2005). Religious discrimination is defined as “valuing or treating a person or group differently because of what they do or do not believe or because of their feelings towards a given religion (“Religious Discrimination”, 2013).

In a multi-confessional society such as the Lebanese, the extended Lebanese civil war and internal political conflicts manifested a religious segregation among the Lebanese society. As stated by Messarra and Al Kassar, “people felt the necessity to join and identify themselves with groups of similar religious ideologies and features in order to feel safe and defend their interests” (Messarra & Al Kassar, 2010, p. 160).

However, Messarra & Al Kassar found that while the Lebanese have to a certain extent overcome the issue of religious discrimination, there is still room for improvement (Messarra & Al Kassar, 2010, p. 162).

Messarra (2014) states that, “exploring the effects of religious diversity in organizations is still in its embryonic stages” (p.59), however findings indicate that when workers perceive religious discrimination in their organization, their commitment and engagement are affected.

In trying to locate further research on the impact of religious diversity in the workplace in Lebanon, mainly on the perceptual effects of religious discrimination on employee work-related behaviors, only a very limited number of scholarly publications can be identified.

c) Age

Age stereotype relates to the negative attitudes and beliefs about older workers that generally refers to those aged 50 and older (Kooij, de Lange, Dijkers, & Jansen, 2008), and who in general are perceived to be as less effective (O'Connell & Rotter, 1979), less active and energetic (Levin, 1988), resistant to change, less creative, less trainable (Rosen & Jerdee, 1977), more opinionated (Craft, Doctors, Shkop & Benecki, 1979) and having less performance capacity (Crew 1984). In studying age discrimination in Lebanon, empirical data in this field is limited. However, generally speaking, "age discrimination is common and occurs in all industries, fields and profession all across the world" (Shah & Kleiner, 2005, p. 15).

On average, older workers lingering in their jobs, tend to have higher salaries as a result of longevity within the labor force, compared to young workers who are willing and can afford to enter into the labor force with relatively lower salaries (Shah & Kleiner, 2005). Consequently, during economic downturns older workers are the first ones to let go, and end up facing difficulties to find jobs due to age and outdated skills. Moreover, if these older workers end up finding a job, their jobs are often low-paying, part-time or temporary (Konrad, Prasad & Pringle, 2006).

Another aspect that puts older worker in a relatively disadvantaged position, is within the field of technology, since retraining older employees with current technology may end up being too expensive for companies (Shah & Kleiner, 2005).

As Ghosheh (2008) explains, the most vulnerable in labor markets are the older workers because of the bias against them and their abilities. In his study, he reveals that older workers are more likely to be imposed diminished working conditions or dismissal if they object.

In Lebanon, no significant research could be identified regarding age discrimination in the workplace. Also, taking into consideration the Lebanese labor law, no specific legislation could be identified that addresses age related discrimination in the workplace.

CHAPTER 3

3- Theoretical Background

3.1-The Paradigms of Workplace Diversity

Referring back to the history of workforce diversity and the complexities that have been associated in incorporating diversity initiatives into the current management practices, it is important to investigate the three paradigms of diversity that have been established since the earlier periods when diversity emerged as an issue that needed to be recognized and addressed.

Roosevelt Thomas in his book *Beyond Race and Gender*, contributed to issue development significantly by describing the substantial problems organizations face in trying to change a corporate culture to support diversity, and therefore, he set the foundations for the three paradigms that were later developed (Anonymous, 1994).

3.1.1- The Discrimination-and-Fairness Paradigm

The origin of the Discrimination-and-Fairness Paradigm can be linked to the Affirmative Action (AA) and Equal Employment Opportunities Act of 1967 (EEOA) also referred to simply as “Affirmative Action”. As Ely & Thomas (1996) point out, “using the discrimination-and-fairness paradigm is perhaps thus far the dominant way of understanding diversity” (Ely & Thomas, 1996, p. 81).

Roosevelt Thomas states that, “Affirmative Action has been the chief, often the exclusive, strategy for including and assimilating minorities and women into the corporate world” (Thomas, 1991, p. 17). The strategy mainly focuses on the basis of equity (Bond & Pyle, 1998), denying the personal differences that exist among the people that make up the

organizational constituency, and rather promoting the assimilation of the newcomers into the dominant culture (Anonymous, 1994). Three rationales constituted the main reasons for organizations to adopt the AA: legal requirements, moral beliefs, and sense of social responsibility (Thomas, 1991).

As for the Discrimination-and-Fairness Paradigm, while similar to the rationale of the AA, it takes a step forward from the traditional practice of AA by instituting practices of mentoring and career-development programs for women and people of color and trains employees to respect cultural differences. Using this paradigm, progress in diversity is measured by the success in achieving recruitment goals and the rate of employee retention (Ely & Thomas, 1996).

According to Ely & Thomas, the advantage of the Discrimination-and-Fairness Paradigm is that, “it tends to increase demographic diversity in an organization, and it often succeeds in promoting fair treatment” (Ely & Thomas, 1996, p. 81). However, its limitation lies in the fact that it serves somehow a color-blind approach in dealing with differences, and dismisses the positive outcomes manifested by the uniqueness of each individual expressed through ideas stemming from culturally based differences (Bond & Pyle, 1998).

3.1.2- The Access-and-Legitimacy Paradigm

While the AA and EEOA came to recognize workplace discriminatory practices against women and minorities, as of the late 1970s AA policies underwent heavy criticism especially within the context of topics related to employment quotas, hiring of less qualified candidates, and reverse discrimination (Bond & Pyle, 1998). The widespread attacks on AA, coupled with

environmental changes on the level of the globalization of markets in the 1980s and '90s, led to the emergence of a new paradigm currently known as the Access-and-Legitimacy Paradigm.

Based on Access-and-Legitimacy Paradigm, organizations that have incorporated AA programs complemented these efforts with various activities known collectively as valuing differences, which according to Thomas “were designed to encourage awareness of and respect for diversity within the workplace” (Thomas, 1991, p. 24). This new approach placed an emphasis on interpersonal relations rather than on systems and culture (Anonymous, 1994), which according to Ely & Thomas was the key to access “a more diverse clientele by matching the demographics of the organization to those of critical consumer or constituent groups” (Ely & Thomas, 1996, p. 83).

Organizations which utilized the principles of this paradigm existed in geographical areas characterized by a pool of diverse labor or catered to differentiated groups of customers, and the motivation behind adopting the paradigm was increased competitiveness in a more diverse environment.

The fundamental limitations that the Access-and-Legitimacy paradigm exhibited was that although it encouraged pluralism, the motives were suspect in that it was driven more by a desire for increased profits and efficiency (Konrad et al., 2006) rather than more noble reasons. Moreover, the paradigm prompted feelings of exploitation, since more often employees with niche capabilities were pushed into differentiated pigeonholes, without integrating those capabilities into the company’s mainstream work. Consequently, people who held these jobs or possessed these skills tended to be stuck in their initial positions, while opportunities in other parts of the companies became inaccessible for them. Moreover, these

employees were the first to let go when companies downsized their marketing focus (Konrad et al., 2006).

3.1.3- The Emerging Paradigm: Inclusion and Connecting Diversity to Work Perspectives

Considering the advantages and the limitations of the first two paradigms, recent practices in management have come to shift the initiatives of workforce diversity into a new level, with a positive outlook on cultural pluralism. Therefore, a third new paradigm has emerged, according to which employees are hired into an environment in which “diversity is viewed [not as an us/them kind of problem to be solved, but as a resource to be managed]” (Anonymous, 1994, p. 33).

The main characteristics of the Emerging Paradigm is that of inclusion primarily, which encompasses acceptance, tolerance and an understanding of differences as well as an invested effort to promote empowerment into the workforce by incorporating employees’ diverse perspectives into the main work and practices of the organization (Ely & Thomas, 1996), hence promoting workforce integration. According to Bond & Pyle, “to be consistent with the goal of increasing tolerance, diversity efforts need to be anchored in a culture of interdependence with sensitivity to the interconnections among individual, group, and organizational factors” and “diversity efforts need to be backed up by a sense of accountability for one’s impact on others and on the group” (Bond & Pyle, 1998, p. 265) through changes in attitudes and by eliminating cognitive biases (Dobbin & Kalev, 2016).

The New Paradigm uses multilevel analysis, including individual, work group, organizational, and societal factors, and translates them into activities that advocate the

integration of a diverse workforce into a dynamically cohesive and functional entity, with the basic “understanding that people exist on the context of profound and dynamic cultural, economic, social and political forces” (Bond & Pyle, 1998, p. 266). The integration of the diverse workforce and its transformation into a functional unit is achieved through sound management practices specifically designed for such a purpose.

3.2 Opportunities created through Diversity Management

Diversity Management is a complex and costly process but it is highly promising. According to McCuiston, Wooldridge and Pierce, "the most evident measurable benefits are improved bottom line, competitive advantage, superior business performance, employee satisfaction and loyalty, strengthened relationship with multicultural communities, and attracting the best and the brightest candidates" (McCuiston, Wooldridge & Pierce, 2004, p. 74).

On an empirical level, one of the most common theories used in investigating the personal level outcome of management practices is the Social Exchange Theory. According to the context of the theory, it is expected that when employees perceive to be valued and cared for they will reciprocate with positive behavior and attitude towards the organization, i.e. similar to an economic exchange, social exchange assumes that individuals participate in an exchange only when they anticipate that the rewards they will receive from it would justify the costs of taking part in it (Gefen, Ridings, 2002).

In a study conducted by Ashikali & Groenveld (2015) on diversity management outcomes across groups, it was concluded that managing diversity has a positive impact on personal attitudes and behavior that contribute to achieving organizational goals.

Hypothesis 1

Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees' perception of the impact on a personal level.

A study conducted by David Pitts on the US public sector, indicates that diversity management does matter, and that it is positively related to personal job satisfaction as well as perceptions of work group performance. The study also revealed that diversity management indicated particularly added value to employees of color (Pitts, 2009).

Hypothesis 1a

Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees' perception of their job satisfaction.

Also, Jauhari and Singh while studying the relationship of diversity management programs on organizational loyalty, in the presence of effective diversity management initiatives the employees' perception of organizational support increased and promoted organizational loyalty (Jauhari & Singh, 2013).

Hypothesis 1b

Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees' perception of their sense of loyalty towards the organization.

Another study conducted on British Telecommunications (BT) in the UK and the impact of its policies on working remotely, a policy adopted within diversity management initiatives, indicated that employees impacted by the policy were more efficient and delivered

more profit to the business. Additionally, these policies yielded to absenteeism rates that are 2% less than the UK average (Monks, 2007).

Hypotheses 1c

Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees' perception of their productivity at work.

Moreover, a study conducted in South Africa established that “once organizations have established a strategy to create and maintain the representation of the difference, inclusion is created through systemic transformation at organizational, interpersonal and individual levels” (Daya, 2014), where inclusion implicated to the respondents respect, acceptance, equality and feeling valued.

Hypotheses 1d

Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees' perception of their sense of collegiality at work.

On a much broader aspect, according to survey conducted by Society of Human Resources and Fortune magazine (SHRM 2001) on Fortune 1000 organizations, the majority of the respondents confirmed that diversity management had a positive effect on the bottom line of the organization. Also, a 2015 McKinsey report found that companies in the top quartile for ethnic, racial and gender diversity demonstrated higher financial returns than the industry mean (Rock & Halvorson, 2016). Cox (2001) on the other hand, expands on the benefits, identifying five critical areas where diversity management can positively impact an organization.

Hypothesis 2

Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees' perception of the impact on organizational level.

3.2.1 - Problem Solving through Diversity Management

Problem solving is one of the fundamental aspects for successful organizational performance (Rudolph, J. W., Morrison, J., & Carroll, J. S., 2009). Problem solving in organizations involves identifying the problem, defining the root cause, brainstorming to generate possible alternatives to address the problem, planning and executing the solution, and finally evaluating the results.

Cox argues that “diverse groups have a broader and richer base of experience from which to approach a problem” (Cox, 2001, p. 6) and envision solutions. However, the advantage of having a diverse group does not happen simply because different people are brought together for problem solving. Effective problem solving requires that diverse groups are trained to be aware of their differences and the impact these differences have on group communication and problem solving. Moreover, they are coached and mentored to overcome those obstacles in order to collaborate and co-function towards achieving the desired organizational goals.

A culturally diverse workforce can create a competitive advantage in problem solving through enriched decision making process. The enrichment comes from the variety of perspectives brought to the issue and a higher level of critical analysis, hence escaping from

the mental paralysis that occurs in homogeneous groups both because of more limited experiences and attempts to maintain cohesiveness (Cox, 1991).

3.2.2 - Organizational Flexibility through Diversity Management

Organizational flexibility is the ability of an organization to adapt more fluidly to emerging situations and environments. Normally, this flexibility is achieved "through changes in patterns of employees' cognitive structures, that is, their typical ways of organizing and responding to information" (Cox, 2001, p. 8). As organizations increasingly operate in a multinational and multicultural context, they find themselves in business situations where change is rapid and unavoidable, and where "successful adaptation is an important part of success in today's business world" (Englehardt & Simmons, 2002, p. 113).

Englehardt and Simmons observe that, the high velocity market and fast emerging business situations and opportunities emphasize "the importance of maintaining a portfolio of alternative options to choose from as the unpredictable future unfolds" (Englehardt & Simmons, 2002, p. 114). While the structure of an organization is an important factor to overcome adaptability to rapid change, it is equally important to have a workforce who is less resistant to change, and is more flexible to adapt to fast-paced environmental changes.

According to Cox, research has shown that women and employees from minority groups have a higher tolerance to decision making in ambiguous situations. This tolerance is linked to the cognitive flexibility, divergent thinking and ability to perform ambiguous tasks (Cox, 1991).

Cox and Blake (1991) note that effective diversity management enhances organizational flexibility (Richard & Johnson, 2001). In a diverse organizational setting, the

different cognitive styles that are brought together and managed for synergistic outcomes, promote the institution of broadened scope of policies and procedures including those that are related to diversity practices, and therefore, giving way to increased organizational flexibility. Moreover, integrating a diverse set of working skills into an organization requires the less standardization of operating methods, which in turn leads to fluidity and ability to further adapt to emerging environmental changes and uncertainty (Richard and Johnson, 2001).

Cox even goes further in deducing that accepting diversity in organizations and managing it towards inclusiveness may constitute a first step in breaking the barriers of organizational resistance to change, and therefore managing for accepting diversity may end up leveraging an organization's constituents' ability in accepting other types of change (Cox, 1991).

Hypothesis 2a

Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees' perception of organizational decision making.

3.2.3 - Creativity and Innovation Through Diversity Management

Similar to problem solving, creativity requires out of the box thinking and avoiding the limitations imposed by singular perspectives to generate novel and useful ideas and approaches applicable in business practices. Creativity is widely recognized as a key asset which allows an organization to innovate and adapt to changing environments (Hoever et al, 2010).

Given a diverse workplace where individual perspectives will differ, Hoever argues that the flexible use of multiple perspectives becomes a core resource in reframing a situation and making specific aspects of a situation salient which “is an important process to consider

when trying to explain group level creativity” (Hoever, 2010, p.1). This process also can be recognized as the cognitive consequences of diversity.

Milliken and Martins suggest that the cognitive consequences of diversity are attributed to the convergence of ideas coming from individuals with different observable attributes and skill-based dimensions. This in turn will impact “on the group’s ability to process information, perceive and interpret stimuli, and make decisions” (Milliken and Martins, 1996, p.416).

Also, Cox proposes that, “if people from different gender, nationality, and racio-ethnic groups hold different attitudes and perspectives on issues, then cultural diversity should increase team creativity and innovation” (Cox, 1991, p. 50). Such richness in personal backgrounds promotes bringing together different levels of mental creativity which subsequently generates in organizations process improvement, advertising, product design and quality improvement, among many others.

Hypothesis 2b

Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees’ perception of organizational creativity.

3.2.4 - Human Talent as a result of Diversity Management

Perhaps one of the most visible and tangible advantages of adopting and valuing workforce diversity and managing its integration in an organization, is the opportunity of choosing its human capital from a broader pool of potential candidates within the labor market, which is a key resource in enhancing the skills set and the knowledge base of the organization.

Expressed in the words of Cox, "attracting and retaining excellent employees from different demographic groups is the second "inevitability" related competitiveness issue" in

modern business management (Cox, 1991, p. 48). Any organization that seeks to take a lead position in the global market has no other choice but to attract, hire and retain a global workgroup that is able to function in a cross cultural environment. On the other hand, organizations which limit its human capital resources to only few select cultural backgrounds, place themselves in a lagging position while others lead the way to cater the increasingly mobile and diverse client base of the global consumer market.

Additionally, as Richard and Johnson propose that “diversity practices constitute a tool for firms to obtain greater commitment (Richard & Johnson, 2001, p. 188). Taking the case of the United States, where ethnic minorities are forecasted to represent the majority of the workforce by the end of this decade, top candidates belonging to ethnic minority groups will only work for organizations where they will feel accepted and valued. Similarly, organization who are competing to increase their customer base in a diverse market environment will soon or later realize that promoting workforce diversity and managing its positive integration within the organization, is the key to attract the brightest of talents, to reduce employee turnover and to unleash creativity (McCuiston, et al., 2004)

Hypothesis 2c

Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees’ perception of organization’s ability to attract talent.

3.2.5 - Marketing Strategy Through Diversity Management

If globalization and technological advancement has brought down commercial barriers, then competing in a more complex market environment has become a challenge all

organizations face today wherever. In the past few decades, sudden social, political and economic changes have created new consumer markets with greater purchase power, which are also distinguished by a distinct cultural background and buyer preferences.

Accommodating to buyer preferences is no easy task. It requires the understanding of the dynamics of the distinct cultural make up of those markets and catering the different needs and preferences of their constituents. As Cox suggests, "because research on consumer behavior has consistently shown that socio-cultural identities affect buyer behavior, marketing success will depend, to some degree on the ability of companies to understand and respond effectively to cultural nuances of the diverse marketplace" (Cox, 2001, p. 10).

As organizations bring in and leverage the value of their diverse workforce, in response to the current marketplace needs, they gain the advantage to match their services and products to accommodate new consumer trends and reach out to a more diverse customer base of greater purchase power. Espinoza (2007) suggests that an organization's sales and service force should match its customer base. Moreover, the workforce should encompass "the same experiences, backgrounds, and the sensitivities as the markets it serves and the communities in which it operates" (Raatikainen, 2002, p. 85), which in turn will improve communication and understanding of the needs of potential new customers.

Also, a diverse workforce in a diverse marketplace creates a public relations value, promotes an understanding of cultural effects on buying decisions and facilitates mapping of strategies to respond to them, and assists in developing strategies that enhance customer relations (Cox, 2001).

Hypothesis 2d

Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees' perception of improved customer relationship.

3.3 Diversity Management Initiatives and Strategies that impact organizational performance

Managing diversity certainly puts the focus on managing the "human" aspect of the organization and calls for a shift from the labor assimilating approach to a more integrating or inclusive approach of managing the workforce within the organization. Moving from a diversity-passive to a diversity-advocate organization, requires a complex long-term change process that involves modifying the existing system and redefining its core culture (Thomas, 1991), thus transforming a culturally homogeneous or a culturally biased organization into an entity that favors and able to assimilate pluralism (Cox, 1991). Afterall, "changing a corporation's way of life is equivalent to changing an individual's personality" (Thomas, 1991, p. 34), and such a change initiative is very much pending on the amount of time, effort, commitment and risk that an organization wishes to invest in (Thomas, 1991, p. 34).

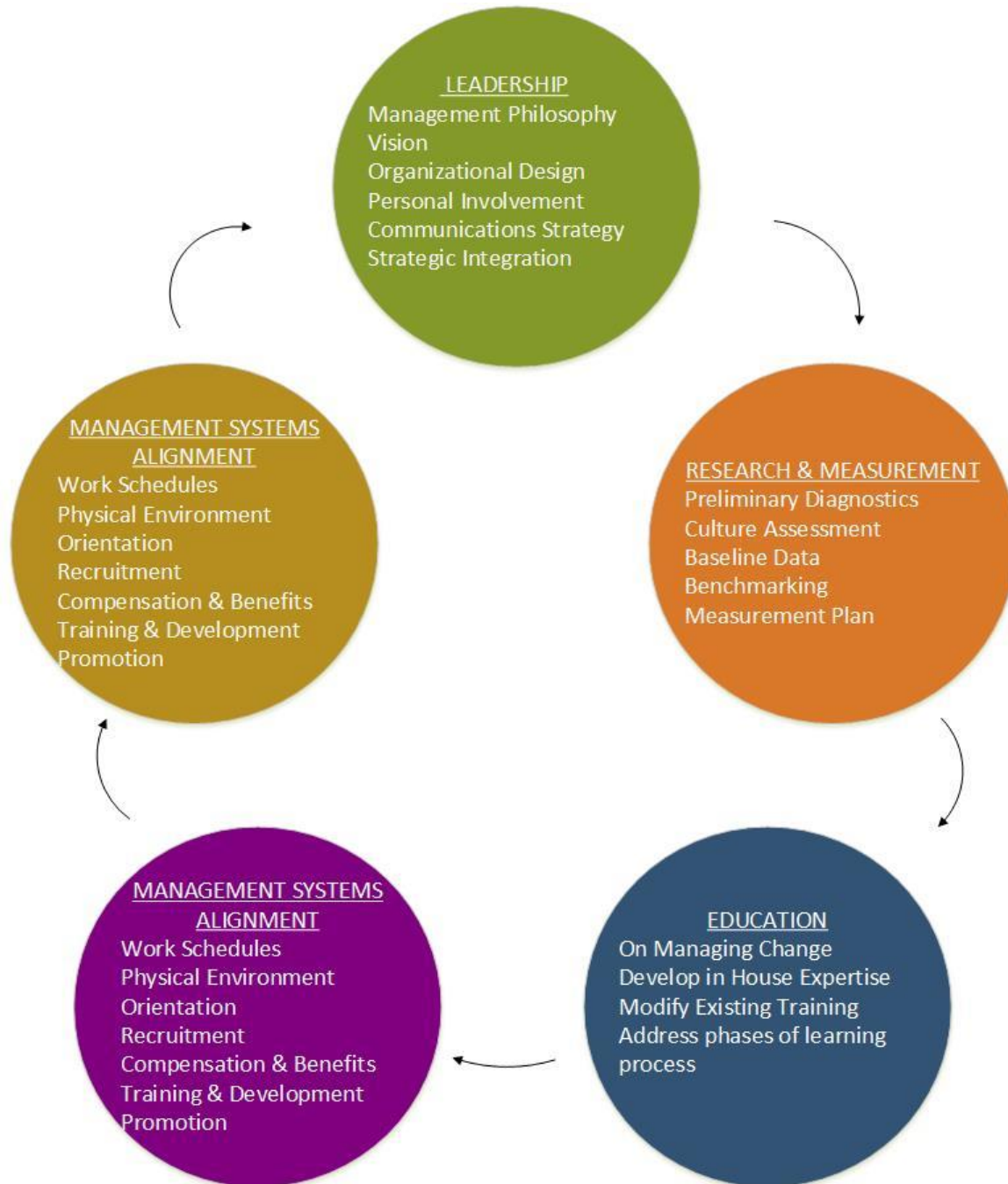
Evidently, Bohnet states that "for beliefs to change, people's experiences have to change first" (Morse, 2016, p. 67). Despite the fact that change is an inescapable truth of organizational life, buy-in for change does not come easy, especially when dealing with the human and behavioral aspect of the organization. Too much change in a relatively short-time is a call for chaos, resistance and low-morale disrupting the overall internal culture stability and effecting negatively on the organization's achievement of its business goals. Therefore, it is critical to balance the need for change and transformation with the need for continuity,

discipline and stability (Harvard School Press, 2005), and the means to establish this balance "lies in the planning process" (Holmes, 2005, p. 14), through investing adequate amount of resources, identifying the right people to lead the process and establishing SMART goals.

According to Thomas, "any major corporate change will succeed only if a few key factors are in place: strong support from company leaders, an employee base that is fully engaged with the initiative, management processes that are integrated and aligned with the effort, and a strong and well-articulated business case for action" (Thomas, 2004, 104). These factors stated by Thomas are also supported by the Society for Human Resources Management (SHRM), who has identified the role of leadership, active participation, tracking progress, overcoming resistance, systems alignment and education as the fundamental factors in managing change and transition (Harvard School Press, 2005).

Cox on the other hand, presents a systems approach model for organizational change to managing diversity as presented in figure 1, where the role of leadership, research, education, management practices and outcome measurement is also emphasized. However, it is important to be noted that there is no single formula in managing diversity. Diversity management initiatives can be designed for an organization only after an appropriate assessment of the areas of need and where intervention should be the most focused. Hence, a well- planned process of a diversity management initiative that aims for success of diversity objectives will carefully incorporate each of the critical factors along with its subcomponents in a long term change strategy as described next.

Figure 1: Diversity Management Initiatives Systems Approach Model



Cox, 2009

3.3.1- Leadership Support

In making a diversity management initiative a successful one, commitment to diversity should start at the top, pioneered by the leaders at the highest executive level. While leadership commitment may be the starting point in managing diversity, top leaders' awareness on the readiness of the lower level constituencies to handle such an initiative weighs as equally important. As Thomas indicates, it is imperative for top executives to have a clear understanding of the role of middle managers and the impact of the implementation of such diversity management initiatives can have on them (Thomas, 1990).

Therefore, in managing diversity initiatives, the role of the organizational leadership extends beyond supporting these initiatives to include creating a vision, being actively involved to demonstrate required new behaviors, the establishment of appropriate organizational design to assimilate the initiative, the allocation of appropriate diversity related budget (SHRM, 2000), the integration of diversity work with the organization's business strategy, designation of staff dedicated to diversity initiatives (SHRM, 2000) and the development of a diversity communication strategy (Cox, 2001), and proper incentives.

Cox adds that, "top leaders must understand the implications of diversity, ask tough questions in performance reviews, and provide on-going communication about the priority of the work" (Cox, p. 19), in addition to guidance on how to approach when managing diversity.

According to Thomas, "diversity is one of the areas in which executive leadership is often ineffectual...whereby, espoused beliefs are frequently inconsistent with their behavior, and they typically underestimate how much the corporation really needs to change to achieve its diversity goals" (Thomas, 2004, p. 104).

Additionally, given the engagement required in managing these initiatives, leadership should be dispersed, i.e. leading the initiative should be assigned to every constituent member who has a certain level of authority and influence on other members, at every level and in every function of the organization (Hesselbein, 2002). However, the key leaders taking ownership to steer the diversity initiatives constitute CEOs, heads of units, diversity officers, diversity steering committees and HR staff members with assignments on diversity (Cox, 2001).

3.3.2- Research and Measurement Plans

While diversity initiatives can play a sweet melody to the ears of the leaders, the overall “buy-in” will only happen when diversity resistant elements of the organization are targeted in a very controlled fashion to overcome their prejudices and fears brought upon by diversity initiatives. In order to address these issues, research should be done to audit the existing corporate culture (Thomas, 1990) to determine the deep-rooted organizational symbols, values and behaviors and determine employees’ existing outlook towards diversity (Thomas, 1990). Such audits or needs assessment (Koonce, 2001) allow organizations to collect empirical data to diagnose the climate for diversity and build a business rationale for work on diversity, in order to gain support for investing in activities such as introducing organizational changes and incorporating specialized training for diversity (Cox, p. 19).

Moreover, research and data gathered will allow the development of direct and straightforward action steps to build a business case based on facts and figures forecasting possible effects on the overall organizational performance in response to the diversity initiatives at each milestone, thus providing a benchmark to measure success at each level (Thomas, 1991).

It is not unusual that any organization engaged in diversity management initiatives, will face resistance to accept these initiatives. Resistance will most likely come from the majority or dominant groups who perceive that favoring diversity and treating the “different” employees will imply tilting the balance of power towards the “others” and to their disadvantage (Cox, 2001). Therefore, as Thomas suggests managing diversity initiatives “begins with identifying the fundamental elements of the corporate culture, in particular those elements that influence or determine the company’s philosophy about diversity” (Thomas, 1991, p. 51). Once the necessary data has been collected through research, then the management of diversity initiatives will be more focused on the areas where it is mostly critical for success.

3.3.3- Effective Education

The effort in educating the workforce on diversity goes further than general diversity trainings, and focuses instead on a holistic approach to bring forward changes in the existing organizational culture including changes in behavior, attitudes and values (Espinoza, 2007). Katzenbach, Steffen and Kronley in describing the five principles applied while initiating a cultural change in an organization, list training as only one aspect of the combined formal and informal interventions as a principle while promoting critical new behaviors (Katzenbach, Steffen & Kronley, 2012). Cox on the other hand, states that “education is broader than training” (Cox, p. 19) whereby, as Thomas defines, “education has to do with how we think about things” (Thomas, 1991, p. 38) versus training, which is more about on ways to do things.

While the most popular training types are the diversity awareness and skill-building trainings (Cox, 1991), diversity education encompasses additional educational tools such as personal coaching, facilitated dialogue, case analyses, reading lists, role plays, videos, etc...i.e.

tools that allow “to explore workplace differences constructively” (McGuire & Bagher, 2010, p. 501).

Once the diversity educational tools are developed to cater the specific needs of an organization, the strategy used in the implementation of these educational programs is also of critical importance. Customization of educational content, the format and logistical aspects of the diversity education such as time and method of instruction, the learning facilitation method, the group size, the scope and mix of job types, as well as the selection of the participants play a fundamental role in increasing the chances that an organization’s intervention will be effective in managing diversity (Cox, 2001).

3.3.4 - Alignment of Systems and Practices

In managing diversity initiatives, alignment of organizational systems and practices involves all layers and processes that affect all levels of the organizational constituents so that the organization can effectively identify the degree of readiness to overcome the challenges of internal workforce diversity and to assess its level of ability in harnessing the opportunities that workforce and market diversity presents (Cox, 2001). On a more practical level, it entails the diversity policies and the programs that make up the diversity management function (Pitts, 2009), such as policies and programs that promote the recruitment of minorities and women (Pitts, 2009), equal representation of all constituents (Cox, 1991), recruitment and retention policies (Espinoza, 2007), Workplace flexibility (Hall & Parker, 1993), promotion, vacation, pension, space use, career development and performance appraisal policies (Cox, p. 19).

According to Koonce, organizational systems and practices should be "transformational in design and content, bringing employees of differing backgrounds together

to create synergy, trust, and greater workplace cooperation and understanding" (Koonce, 2001, p. 6). Moreover, Richard and Johnson state that, "employees must perceive that the policies and procedures are fair before they will support diversity initiatives" (Richard & Johnson, 2001, p. 185).

Cox on the other hand, advocates for a systems approach in managing diversity, and specifies time, space and people policies as the three main areas that require the most attention (Cox, 2001) and then lists all possible factors falling under each of the three categories that need to be addressed when aligning the organizational systems "to better reflect the demands of a diverse workforce" (Cox, 2001, p. 126) as presented in Figure 1.

3.3.5 - Follow-up

Since most diversity management initiatives revolves around bringing change to the organizational culture in terms of transforming the existing diversity-toxic behaviors, attitudes and values into a new diversity-friendly ones, change on such a level does not get materialized overnight or in a relatively short period of time. As Thomas describes, "Culture change is a long-term process" (Thomas, 1991, p. 59).

McCuiston, Wooldrige and Pierce (2004), propose that organization in determining whether they are moving in the right direction while implementing diversity initiatives, diversity metrics should be developed to monitor progress, measure sustainability and evaluate the level of success.

Furthermore, Cox suggests that "leaders need to report progress on the diversity measures and tie some rewards such as performance pay to results on diversity objectives" (Cox, p. 19). Richard & Johnson confirm that "it will take several years for a diversity

orientation to become fully imbedded in organizational life" (Richard & Johnson, 2001, p. 189).

Finally, Cox identifies four key areas for a proper follow-up for managing diversity initiatives and includes a plan review process, keeping score on progress, provide incentives for new behaviors and manage the transfer and retention of knowledge within the organization (Cox, 2001).

CHAPTER 4

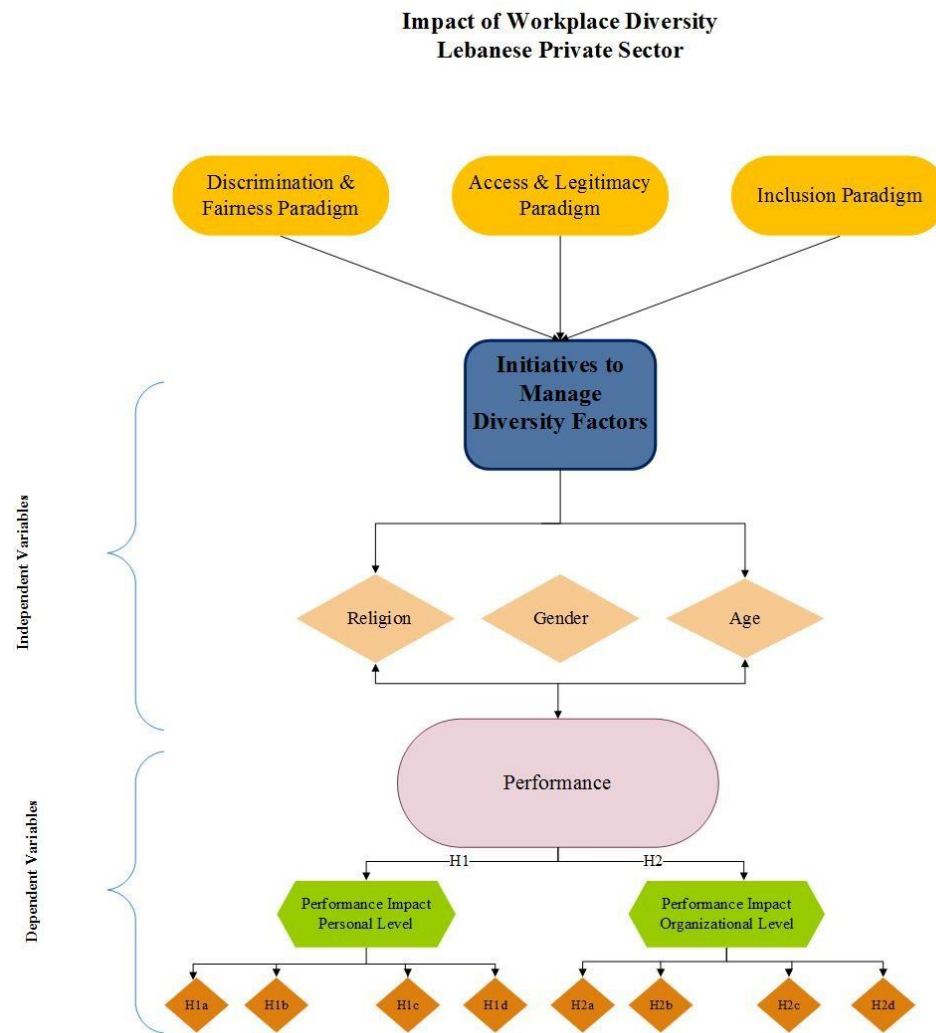
4-Research Model & Hypotheses

4.1 Research Model

The purpose of this study is to identify the diversity management initiatives undertaken as management practices in the Lebanese private sector. It also investigates the impact of such initiatives on the personal and organizational level as perceived by the employees.

The current discussion was developed after reviewing previous workforce diversity related research conducted in the Lebanese context on gender and glass ceilings. To conduct the study, a descriptive research design has been chosen, to identify the most common diversity initiatives adopted by Lebanese organizations based on the perception of employees, as well as to examine the perceived personal and organizational benefits of diversity management practices undertaken within the Lebanese private sector.

Figure 2: Research Model



To gather the necessary data, a new survey questionnaire was developed in English, incorporating various concepts specific to the research questions. The instrument developed included a total of 28 questions.

At the beginning of the survey four of the initial questions were to identify demographic attributes of the respondents in terms of gender, age group, job classification and type of industry.

To facilitate the selection of respondents who qualify to complete the questionnaire, respondents were requested to answer if their organizations were of diverse compositions. Also a second question was included to determine the perceived scope of diversity within the respondents' organization.

To determine the diversity management practices in the respondents' organizations, fourteen questions were derived from a SHRM Survey on Impact of Diversity Initiatives on the Bottom Line (2001), using a five-point Likert Scale.

In order to indicate the perceived impact of diversity management practices, eight items were derived from the literature review and respondents were requested to answer on a five-point Likert Scale to which degree they perceive that diversity management had personal and organizational level impact.

Prior to running the survey, the content was validated through a pilot study and accordingly the questionnaire was reviewed by a select sample of ten participants to provide feedback on clarity and understandability. The comments received through the pilot study were reflected in the construct of the finalized questionnaire.

As a following step, the survey was circulated to the following databases:

1- Alumni Database of Haigazian University that includes more than 2000 email addresses.

2- The Database of Center for Continuing Education of Haigazian University that includes more than 3000 email addresses.

As the survey mainly targets employees who have an exposure to diversity in their workplace, it is important to reach to a sample population that stretches beyond a specific industry and is heterogeneous in composition in terms of gender, age, religious background and employment level. During my efforts to identify a database that incorporates such aspects, I was referred to the above databases based on a previous research paper conducted on “The impact of job design on employee job performance in a sample of business companies in Lebanon” by a previous graduate of the MBA program.

In fact, while exploring the composition of the databases, it was revealed that the majority of the alumni list is composed of the alumni of Haigazian University that graduated in the past 20 years or so, and are employed in various fields and organizations across Lebanon. As for the database of the Center for Continuing Education, it included alumni of the center as well as a list of professionals from various fields who qualify as potential target customers for the programs of the center across Lebanon.

The questionnaire was circulated using the Survey Monkey, through which the respondents received an email including a link that directed them to the questionnaire (<https://www.surveymonkey.com/r/HUDMI>). Facilitated through Survey Monkey, all those who

answered that their organization was homogeneous in composition were pushed to the end of the questionnaire and were not allowed to participate further in answering the questionnaire.

Prior to running the data through Multiple Regression for testing the hypotheses, it is important to check for the number of observations to each independent variable so that they do not go below five to avoid the risk of over fitting, i.e. making the results specific to the sample, thus lacking generalizability (Bartlett, Kotrlik and Higgins, 2001). Hence, having used 10 independent variables to conduct the survey, and having collected 116 observations, the ratio of 5:1 i.e. a minimum of 50 observations has been fulfilled.

Moreover, since factor analysis will be used to identify the relationships among the variables and to understand the group of the variables used in the survey, it is preferred to have a sample size of 100 or larger to provide an adequate basis for the calculation of the correlations between variables as Hair, Black, Babin, Anderson, and Tatham (2006) explain.

4.2. Hypotheses

4.2.1 Hypothesis 1

Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees' perception of the impact on a personal level.

Hypothesis 1a

- *Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees' perception of their sense of collegiality at work.*

Hypothesis 1b

- *Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees' perception of sense of inclusion within the organization.*

Hypothesis 1c

- *Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees' perception of their productivity at work.*

Hypotheses 1d

- *Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees' perception of their sense of workplace satisfaction and loyalty.*

4.2.1 Hypothesis 2

Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees' perception of the impact on organizational level.

Hypothesis 2a

- *Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees' perception of organizational decision making.*

Hypothesis 2b

- *Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees' perception of organizational creativity.*

Hypothesis 2c

- *Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees' perception of organization's ability to attract talent.*

Hypothesis 2d

- *Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees' perception of improved customer relationship.*

4.3 Independent and Dependent Variables

4.3.1 Independent Variables

In the survey 14 questions have been developed to collect data on four major categories of independent variables describing the initiatives that organizations undertake to manage diversity, as per the following:

- Policies (Questions 7, 8, 12)
- Recruitment & Promotion (Questions 9, 10, 20)
- Fair compensation and benefits (Question 11, 16, 18)
- Training & Development (Question 13, 14, 15, 17, 19)

4.3.2 Dependent Variables

As for the Dependant Variables, 8 questions were developed to collect data on the perceived impact of the diversity management initiatives on the personal level and the organizational level, as per the following:

Personal Level

- Perceived understanding of differences (Question 21)
- Perceived sense of inclusion/collegiality (Question 22)
- Perceived impact on personal productivity (Question 23)
- Perceived impact on workplace satisfaction and loyalty (Question 24)

Organizational Level

- Perceived impact on organizational problem solving (Question 25)
- Perceived impact on organizational creativity (Question 26)
- Perceived impact on attracting human talent (Question 27)
- Perceived impact on customer relationship (Question 28)

CHPATER 5

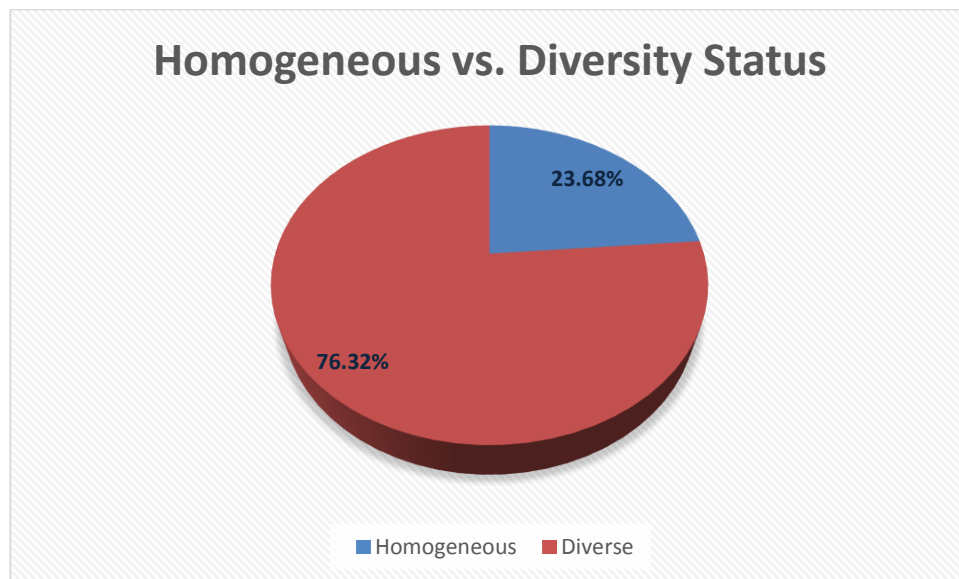
5- Statistical Analysis

5.1 Descriptive Statistics

To summarize the demographic profile of the respondents, descriptive statistics has been used. The data is presented graphically through pie charts and bar charts that show the relative frequencies/percentages of the demographic aspects of the respondents.

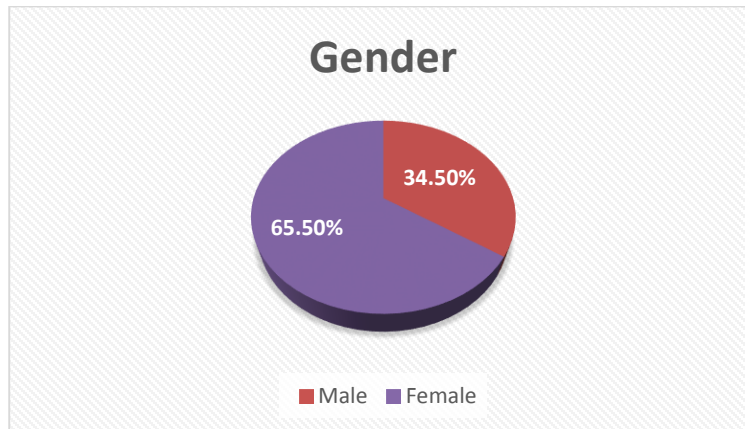
As indicated in the figure 2, out of 152 total respondents 23.68% indicated that their organizations were homogeneous in workforce composition; i.e. the majority of the employees hired were of similar backgrounds in terms of religion, gender, age group, socio-economic status, as well as other socio-cultural attributes, and therefore, these respondents were excluded from the study.

Figure 2: Diversity Status of Organizations



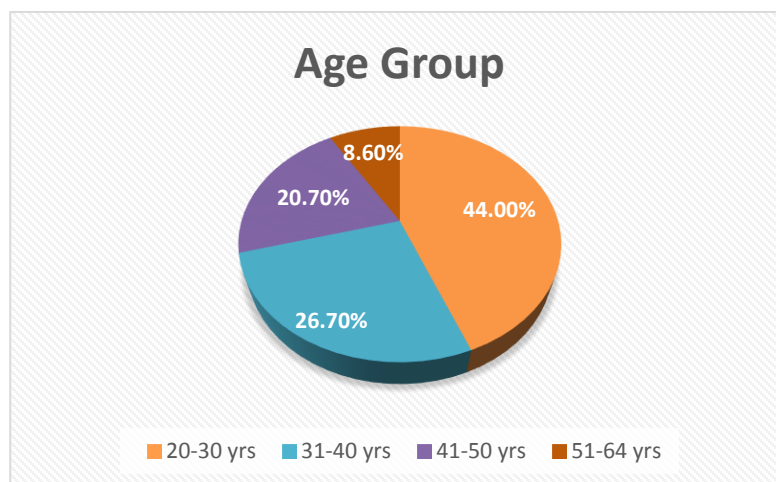
Of interest to this study, respondents who indicated that they worked for organizations that are diverse in composition and who fully responded to the complete questionnaire came to a final count of 116, out of which 65.5% were females as indicated in figure 3.

Figure 3: Gender Distribution



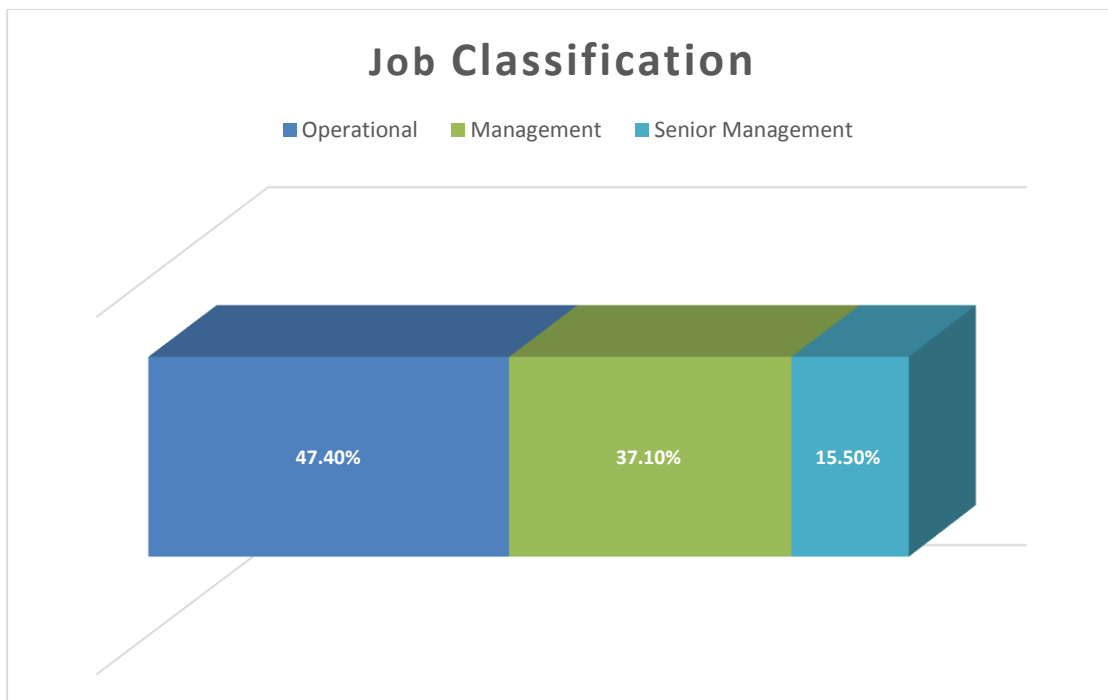
As for the distribution of age among the respondents, as seen in figure 4, the majority of the respondents were aged 20-30 years old (44%), whereas the remaining respondents were distributed within the older age categories.

Figure 4: Age Distribution



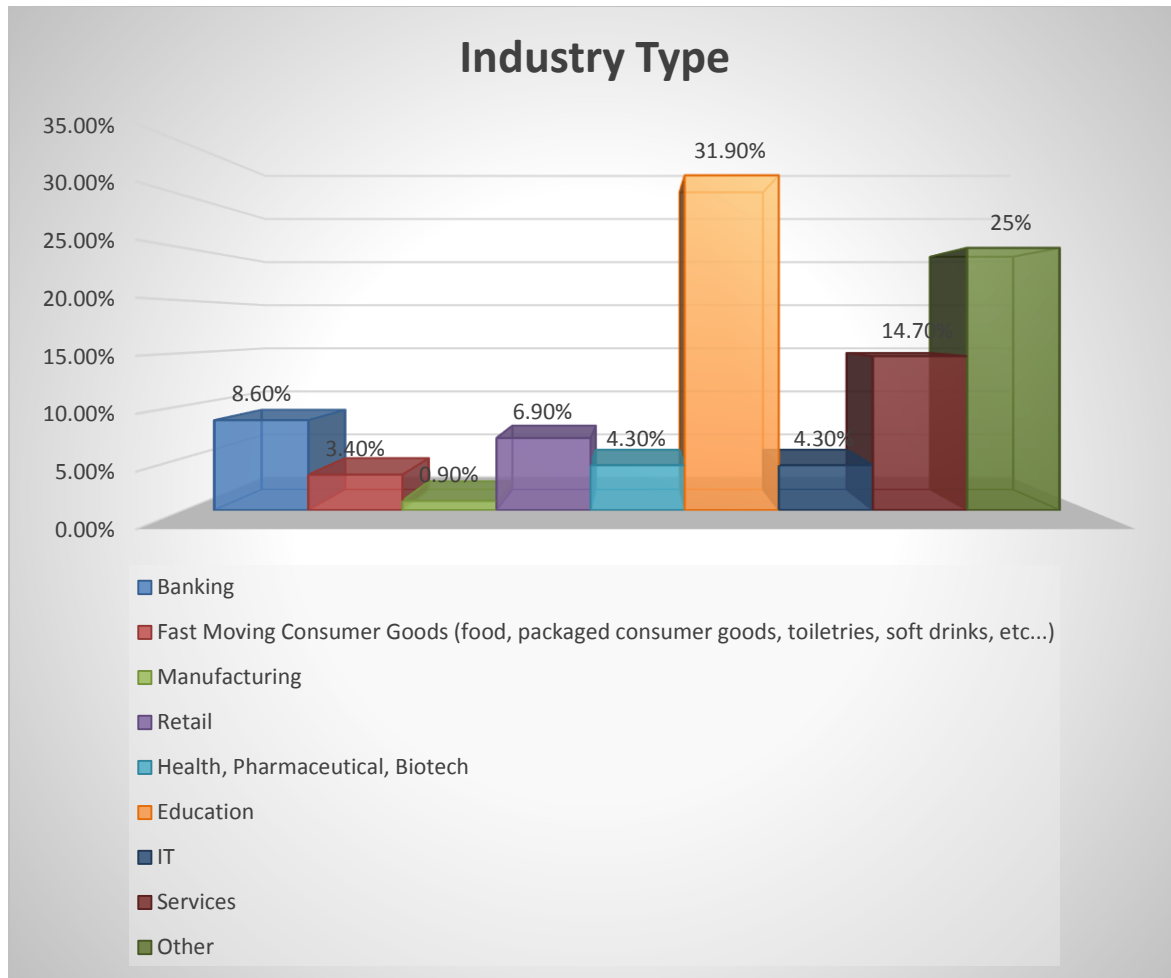
As for the job classification of the respondents, as presented in figure 5, the majority of the respondents (47.4%) hold positions that are on the operations level; i.e. jobs that are either at entry level, officer level or supervisory level, 37.1% hold jobs that are of managerial context, and 15.5% hold senior management jobs.

Figure 5: Job Classification



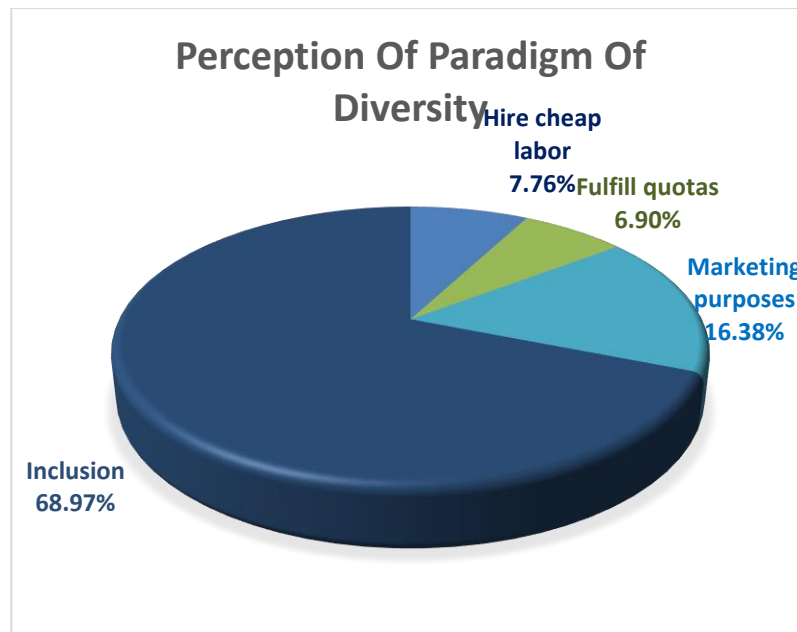
As for the respondents' distribution across the industries, as indicated in figure 6, 31.9% of the respondents work for the educational sector, 25% work for various other industries which include construction, micro-financing and non-governmental organizations. Also as indicated in the chart, 14.70% of the respondents work in the services industry and 8.6% in the banking industry. The remaining 19.8% are distributed among the FMCG, Manufacturing, Health/Pharmaceutical, Retail, and IT industries.

Figure 6: Industry Type of Organizations



In observing the context of workplace diversity that the respondents work in, 68.7% of the respondents indicated that they perceive their organizations' workforce heterogeneity following the basis of inclusion. On the other hand, 16.38% of the respondents perceive that their organization has embraced diversity to match their internal constituency with that of the market, while 14.66% of the respondents perceive that their organizations adopt diversity in order to hire cheap labor or fulfill representational quotas (Figure 7).

Figure 7: Perception of Paradigm of Diversity



5.2 Reliability of the Scales

To assess the reliability of the scales created for the questionnaire, Cronbach Alpha was determined to measure the internal consistency of the results i.e. to evaluate the unidimensionality of a set of scale items and to measure the extent to which all the variables in a scale are positively related to each other. Cronbach's alpha is the most common measure of internal consistency and it is most commonly used when a survey includes multiple Likert questions that form a scale and you wish to determine if the scale is reliable.

There are different reports about the acceptable values of alpha, ranging from 0.70 to 0.95, however, Nunnally (1978) offered a rule of thumb of 0.7.

The questionnaire used for this study included four scales to measure the independent variables (policy, recruitment and promotion, compensation and benefits, training and

development), and two scales to measure the dependent variables (impact on personal level, impact on organizational level). Accordingly, the following table could be used as an index to determine the level of internal consistency based on the value of the alpha:

Reliability of Independent Variables

Table 2: Reliability of Scales

Variables	Scale	Cronbach Alpha	N of items
Independent Variables	Policy	0.717	3
	Recruitment & Promotion	0.689	3
	Compensation & Benefits	0.753	3
	Training & Development	0.813	5
Dependent Variables	Impact Personal Level	0.873	4
	Impact Organizational Level	0.833	4

As evident from the results in figure 2, it can be stated that all the scales are reliable. Also as presented in figure 2, the Cronbach alpha of ‘recruitment and promotion’ was determined to be 0.689 which is slightly lower than 0.7, however, because of its proximity to 0.7 by a fraction of the decimal, we can conclude that the scale is reliable.

Since the scales were found to be reliable, consequently the means of the items that represent each independent variable and dependent variable will be used for further analysis where appropriate.

5.3 Factor Analysis

Having fourteen items measuring the independent variables, factor analysis was used to investigate the variable relationships for these complex concepts and to collapse the variables into a few interpretable underlying factors as well as to derive smaller components and to understand the inter-correlations among the set of variables.

By conducting factor analysis, the smallest number of factors that can be used to represent the inter-relations will be determined based on Kaiser's Criterion also known as Eigenvalue Rule or a Scree Plot. Accordingly, only factors of eigenvalue of 1.0 or more are retained for further investigation, while on a Scree Plot the point at which the shape of the curve changes direction and becomes horizontal is determined, whereby all the factors above the break in the plot are retained as they constitute the factors that contribute the most to the explanation of the variance in the data set.

Furthermore, for the ease of the interpretation of the factors, factor rotation will be run. It is important to note here that factor rotation has no impact on the results, but rather it presents the pattern of loadings in such a manner that it will be easier to interpret. In the rotation, the most commonly used technique will be utilized, which is the Varimax technique (Kaiser, 1958).

However, prior to running factor analysis, the following two integral considerations will be considered to assure for reliable results:

1. Sample size: as per the recommendation of authors on the sample size that would deem it suitable to undergo through factor analysis, has been articulated simply as "the larger, the better". However, Tabachnick and Fidell (1996) state that, if there are strong, reliable and a few distinct factors, then a sample size smaller than 300 is adequate,

while Stevens (1996), recommends a minimum of five cases per variable. Having fulfilled the stated requirements and having a sample size greater than 100, it is therefore acceptable to conduct the factor analysis.

2. KMO Bartlett Test: Another consideration that is imperative to take account for is the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity. A KMO value greater than 0.5 and a significant Bartlett's test of sphericity ($p < 0.05$) is recommended for a valid factor analysis.

Looking into the KMO and Bartlett's test, having a KMO sampling adequacy of 0.850 that is close to 1 and a sphericity test of 0.000 ($p < 0.05$), it shows that the data is suitable for factor analysis.

Since some groups of the independent variables stated in the survey represent together a more elaborate bigger category, factor analysis has been conducted to pool these linear combinations of the original variables in a way that captures the most of the variability in the pattern of correlations. Consequently, given the Total Variance Explained table (Appendix III), three components can be retained which explain a total of 61.755% of the variance.

Also by observing the scree plot below, it is clearly indicated that there is a clear break between the third and fourth components and therefore components 1, 2 and 3 capture most of the variance than the remaining components.

Figure 8: Scree Plot

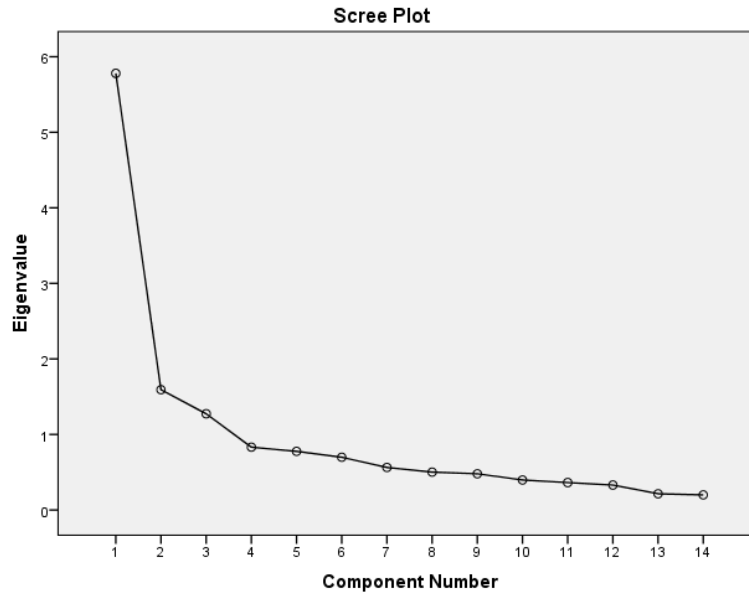


Table 3: Factors Extracted Using Varimax Rotation Technique

Factor One Diversity Aligned Processes	Factor Two Training & Development	Factor Three Diversity Management Policies
Equal Employment Opportunity	Diversity Career Dev. & Training	Diversity Policy
Diversity recruitment	Diversity awareness training	Diversity Management Initiatives
Fair Compensation & Benefits	Diversity Coaching/Mentoring	
Religious tolerance processes	Diversity training on religion	
Gender Equality processes	Career Development Senior Employees	
	Fair Promotion	

Taking into consideration the Human Resources Management pillars, I propose to label factor one as “Diversity Aligned Processes”, factor two as “Training & Development” and

factor three as “Diversity Management Policies”. Also, the test indicates that ‘Flexible Work Accommodations’ is not consistent with the other scales.

5.4 Regression Analysis

Regression analysis is a statistical tool to identify relationships between variables i.e., to ascertain the causal effect of one variable upon another. In order to run a regression, data is assembled on the underlying variables of interest and regression is applied to estimate the quantitative effect of the causal variables upon the variable that they influence.

In order to test our hypotheses whether they are supported or not, stepwise regression was run to test the effect of the grouped independent variables on the two sets of dependent variables: impact on personal level & impact on organizational level, respectively.

Impact on Personal Level

H1: Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees’ perception of the impact on a personal level.

As per the results of the stepwise regression, the ANOVA test determines the significance of the regression model. Having the significance at less than 0.05, the following regression line can be extracted:

$$\text{Personal level impact} = 0.973 + 0.391 (\text{Policy}) + 0.318 (\text{Compensation and Benefits})$$

Accordingly, it can be stated that the diversity management initiatives impact the personal level significantly through diversity related policies as well as a fair compensation and benefits system, whereby if we increase policies on the scale of 1 to 5 by one scale point, we expect the personal impact to improve by 0.391 on this scale, keeping all other variables

constant. Similarly, if we increase compensation and benefits by one scale point, then we expect the personal impact to improve by 0.318 scale points, keeping all variables constant.

The R^2 is 41%, which means that 41% of the variation in personal level is explained by the variation in ‘policy’ and ‘compensation and benefits’ (See Appendix D).

Impact on the Organizational Level

H2: Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees’ perception of organizational creativity.

As per the results of the stepwise regression, the ANOVA test determines the significance of the regression model. Having the significance at less than 0.05, the following regression line can be extracted:

$$\text{Organizational level impact} = 1.950 + 0.277 (\text{Recruitment and Promotion}) + 0.216 (\text{Training and Development})$$

Accordingly, it can be stated that the diversity management initiatives impact the organizational level significantly through diversity oriented recruitment and promotion as well diversity oriented training & development, whereby if we increase recruitment and promotion on the scale of 1 to 5 by one scale point, we expect the personal impact to improve by 0.277 on this scale, keeping all other variables constant. Similarly, if we increase training and development by one scale point, then we expect the personal impact to improve by 0.216 scale points, keeping all variables constant.

The R^2 is 27.9%, which means that 27.9% of the variation in organizational level is explained by the variation in ‘recruitment and promotion’ and ‘training and development’ (See Appendix D).

Consequently, given the above two regression lines, it can be stated that ‘policies’ and ‘compensation and benefits’ are the best predictors for diversity management initiatives’ impact on the personal level. However, ‘recruitment and promotion’ as well as ‘training and development’ are the best predictors for diversity management initiatives’ impact on the organizational level. Henceforth, it can be stated that the following two general hypotheses are supported:

- Hypothesis 1

Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees’ perception of the impact on a personal level.

Hypothesis 2

Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees’ perception of the impact on organizational level.

Having determined the two general hypotheses supported, to test the sub-hypotheses as a next step, regression was conducted to determine the effect of the independent variables on each component of the dependent variables i.e. personal level (collegiality, sense of inclusion, personal productivity, workplace satisfaction and loyalty) and organizational level (problem solving, creativity, attracting talent, improved customer relationship), by using the stepwise method.

Diversity Management Initiatives – Collegiality

H1a: Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees' perception of their job satisfaction.

Observing the results of the stepwise regression, and having the significance within the ANOVA test at less than 0.05, it can be stated that 'policy', 'recruitment and promotion' and 'training and development' have a significant impact on the perception of 'sense of collegiality' and therefore, the following regression line can be extracted:

$$\text{Sense of collegiality} = 0.682 + 0.335 (\text{Policy}) + 0.283 (\text{Recruitment and Promotion}) + 0.216 (\text{Training and Development})$$

The R^2 is 39.8%, which means that 39.8% of the variation in 'sense of collegiality' is explained by the variation in 'policy', 'recruitment and promotion' and 'training and development' (See Appendix D).

Diversity Management Initiatives – Sense of inclusion

H1b: Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees' perception of sense of inclusion within the organization.

Observing the results of the stepwise regression, and having the significance within the ANOVA test at less than 0.05, it can be stated that 'policy' and 'compensation and benefits' have a significant impact on the perception of 'inclusion' and therefore, the following regression line can be extracted:

$$\text{Sense of Inclusion} = 0.720 + 0.375 (\text{Policy}) + 0.415 (\text{Compensation and Benefits})$$

The R^2 is 37.5%, which means that 37.5% of the variation in ‘sense of inclusion’ is explained by the variation in ‘policy’ and ‘compensation and benefits’ (See Appendix D).

Diversity Management Initiatives – Personal productivity

H1c: Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees’ perception of their productivity at work.

Observing the results of the stepwise regression, and having the significance within the ANOVA test at less than 0.05, it can be stated that ‘policy’ and ‘compensation and benefits’ have a significant impact on the perception of ‘personal productivity’ and therefore, the following regression line can be extracted:

$$\text{Personal productivity} = 1.173 + 0.340 (\text{Policy}) + 0.304 (\text{Compensation and Benefits})$$

The R^2 is 25%, which means that 25% of the variation in ‘personal productivity’ is explained by the variation in ‘policy’ and ‘compensation and benefits’ (See Appendix D).

Diversity Management Initiatives – Workplace satisfaction and loyalty

H1d: Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees’ perception of their sense of workplace satisfaction and loyalty.

Observing the results of the stepwise regression, and having the significance within the ANOVA test at less than 0.05, it can be stated that ‘policy’ and ‘compensation and benefits’ have a significant impact on the perception of ‘workplace satisfaction and loyalty’ and therefore, the following regression line can be extracted:

Workplace satisfaction and loyalty = 1.233 + 0.349 (Policy) + 0.286 (Compensation and Benefits)

The R² is 24.1%, which means that 24.1% of the variation in ‘workplace satisfaction and loyalty’ is explained by the variation in ‘policy’ and ‘compensation and benefits’ (See Appendix D).

Diversity Management Initiatives – Organizational Problem Solving

H2a: Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees’ perception of organizational decision making.

Observing the results of the stepwise regression, and having the significance within the ANOVA test at less than 0.05, it can be stated that ‘recruitment and promotion’ has a significant impact on the perception of ‘organizational problem solving’ and therefore, the following regression line can be extracted:

$$\text{Organizational Problem Solving} = 1.909 + 0.467 (\text{Recruitment and Promotion})$$

The R² is 19.1%, which means that 19.1% of the variation in ‘organizational problem solving’ is explained by the variation in ‘recruitment and promotion’ (See Appendix D).

Diversity Management Initiatives – Organizational Creativity

H2b: Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees’ perception of organizational creativity.

Observing the results of the stepwise regression, and having the significance within the ANOVA test at less than 0.05, it can be stated that ‘policy’ and ‘training and development’ have a significant impact on the perception of ‘organizational creativity’ and therefore, the following regression line can be extracted:

$$\text{Organizational Creativity} = 1.674 + 0.323 (\text{Policy}) + 0.252 (\text{Training and Development})$$

The R^2 is 25.8%, which means that 25.8% of the variation in ‘creativity’ is explained by the variation in ‘policy’ and ‘training and development’ (See Appendix D).

Diversity Management Initiatives – Attracting Human Talent

H2c: Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees’ perception of organization’s ability to attract talent.

Observing the results of the stepwise regression, and having the significance within the ANOVA test at less than 0.05, it can be stated that ‘recruitment and promotion’ and ‘training and development’ have a significant impact on the perception of ‘attracting human talent’ and therefore, the following regression line can be extracted:

$$\text{Attracting Human Talent} = 1.543 + .384 (\text{Recruitment and Promotion}) + 0.213 (\text{Training and Development})$$

The R^2 is 25.7%, which means that 25.7% of the variation in ‘attracting human talent’ is explained by the variation in ‘recruitment and promotion’ and ‘training and development’ (See Appendix D).

Diversity Management Initiatives – Improved Customer Relationship

H2d: Diversity Management Initiatives undertaken by organizations within the Lebanese private sector correlate positively with the employees' perception of improved customer relationship.

Observing the results of the stepwise regression, and having the significance within the ANOVA test at less than 0.05, it can be stated that 'compensation and benefits' have a significant impact on the perception of 'improved customer relationship' and therefore, the following regression line can be extracted:

$$\text{Improved Customer Relationship} = 2.198 + 0.384 (\text{Compensation and Benefits})$$

The R^2 is 14.7%, which means that 14.7% of the variation in 'improved customer relationship' is explained by the variation in 'compensation and benefits' (See Appendix D).

Table 4: Summary of the Stepwise Regressions

Hypothesis	Test Used	Sig.	Supported	Regression Line
H1	Stepwise Regression	0.000	Yes	Personal level impact = 0.973 + 0.391 (Policies) + 0.318 (Compensation and Benefits)
H2	Stepwise Regression	0.000	Yes	Organizational level impact = 1.950 + 0.277 (Recruitment and Promotion) + 0.216 (Training and Development)
H1a	Stepwise Regression	0.000	Yes	Sense of collegiality = 0.682 + 0.335 (Policy) + 0.283 (Recruitment and Promotion) + 0.216 (Training and Development)
H1b	Stepwise Regression	0.000	Yes	Sense of Inclusion = 0.720 + 0.375 (Policy) + 0.415 (Compensation and Benefits)
H1c	Stepwise Regression	0.000	Yes	Personal productivity = 1.173 + 0.340 (Policy) + 0.304 (Compensation and Benefits)
H1d	Stepwise Regression	0.000	Yes	Workplace satisfaction and loyalty = 1.233 + 0.349 (Policy) + 0.286 (Compensation and Benefits)
H2a	Stepwise Regression	0.000	Yes	Organizational Problem Solving = 1.909 + 0.467 (Recruitment and Promotion)
H2b	Stepwise Regression	0.000	Yes	Organizational Creativity = 1.674 + 0.323 (Policy) + 0.252 (Training and Development)
H2c	Stepwise Regression	0.000	Yes	Attracting Human Talent = 1.543 + .384 (Recruitment and Promotion) + 0.213 (Training and Development)
H2d	Stepwise Regression	0.000	Yes	Improved Customer Relationship = 2.198 + 0.384 (Compensation and Benefits)

5.5 Independent Samples T-Test

It was also intriguing to explore whether there was a visible difference on how males responded to the questions versus the females, and therefore the means were calculated on all the independent and dependent variables level. As per the results (See Appendix E), there was no significant difference in the responses between male and female respondents.

5.6 One-Way ANOVA

To depict the differences in the perception of the employees across the different paradigms (Discrimination & Fairness, Access & Legitimacy, Inclusion) to which their organizations conform to, One-Way ANOVA with a Post Hoc analysis was run to determine the impact of diversity management initiatives on the personal level as well as on the organizational level.

Accordingly, ANOVA showed a significant difference across the different paradigms. As per the below table, employees who work for organizations that adopt the paradigm of inclusion, have a higher perception of the impact of diversity management initiatives on the personal level than the employees who work for organizations that conform to the concepts of the paradigms of Discrimination & Fairness or Access & Legitimacy. In this aspect, it is evident that the score of the inclusion paradigm is higher ($I-J > 0$) than the scores of the other components that conform to the other two paradigms, with a positive mean difference of 0.82569, 0.91250 and 0.43388 respectively.

Similarly, employees who work for organizations that adopt the paradigm of inclusion, have a higher perception of the impact of diversity management initiatives on the

organizational level than the employees who work for organization that pursue diversity to hire cheap labor or to match their internal constituency to the different customer segments of the market. Therefore, it can be observed that the inclusion paradigm is higher (I-J>0) by 0.43264 and 0.37270 than the latter two.

However, as evident in the results, there is no significant difference between the perception of those who work for organizations that pursue inclusion and those who adopt diversity for quota fulfillment ($p>0.05$).

Table 5: ONE WAY ANOVA

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Policy	Between Groups	8.601	3	2.867	6.108	.001
	Within Groups	52.572	112	.469		
	Total	61.172	115			
Recr_prom	Between Groups	9.505	3	3.168	7.454	.000
	Within Groups	47.606	112	.425		
	Total	57.111	115			
Comp_ben	Between Groups	12.345	3	4.115	9.382	.000
	Within Groups	49.122	112	.439		
	Total	61.467	115			
Train_dev	Between Groups	7.447	3	2.482	4.775	.004
	Within Groups	58.228	112	.520		
	Total	65.676	115			
Personallevel	Between Groups	11.824	3	3.941	10.873	.000
	Within Groups	40.596	112	.362		
	Total	52.420	115			
Organizationallevel	Between Groups	3.958	3	1.319	3.789	.012
	Within Groups	38.992	112	.348		
	Total	42.950	115			

Table 6: Post Hoc Analysis

Multiple Comparisons							
LSD							
Dependent Variable	(I) V6	(J) V6	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Personal Level	1	2	.08681	.29254	.767	-.4928	.6664
		3	-.39181	.24362	.111	-.8745	.0909
		4	-.82569*	.21167	.000	-1.2451	-.4063
	2	1	-.08681	.29254	.767	-.6664	.4928
		3	-.47862	.25374	.062	-.9814	.0241
		4	-.91250*	.22325	.000	-1.3548	-.4702
	3	1	.39181	.24362	.111	-.0909	.8745
		2	.47862	.25374	.062	-.0241	.9814
		4	-.43388*	.15365	.006	-.7383	-.1294
	4	1	.82569*	.21167	.000	.4063	1.2451
		2	.91250*	.22325	.000	.4702	1.3548
		3	.43388*	.15365	.006	.1294	.7383
Organizational Level	1	2	-.01389	.28671	.961	-.5820	.5542
		3	-.05994	.23876	.802	-.5330	.4131
		4	-.43264*	.20745	.039	-.8437	-.0216
	2	1	.01389	.28671	.961	-.5542	.5820
		3	-.04605	.24868	.853	-.5388	.4467
		4	-.41875	.21879	.058	-.8523	.0148
	3	1	.05994	.23876	.802	-.4131	.5330
		2	.04605	.24868	.853	-.4467	.5388
		4	-.37270*	.15058	.015	-.6711	-.0743
	4	1	.43264*	.20745	.039	.0216	.8437
		2	.41875	.21879	.058	-.0148	.8523
		3	.37270*	.15058	.015	.0743	.6711

*. The mean difference is significant at the 0.05 level.

CHAPTER 6

6- Findings

From our research, we can draw several implications regarding diversity management and the perceived impact on organizations. The primary purpose behind conducting this study was to determine the difference in the perceptions of employees who are employed in different types of pluralistic organizations vis-à-vis the impact of diversity and diversity management initiatives on personal and organizational level. In this aspect, ‘personal’ refers to the attributes that effect the performance of an individual in an employment setting, whereas ‘organizational’ refers to some of the key organizational performance aspects.

Based on the findings, we can conclude that employees working for organizations that adopt inclusive diversity, where they are valued for the differences; i.e. mixed thinking styles, skills and abilities, that they bring in into the organization, have a greater perception of the impact of diversity management initiatives on the personal level and organizational level versus the employees who work for organizations that have adopted diversity to hire cheap labor, fulfill quotas as well as to achieve their marketing objectives.

The only spotted difference was that employees working for organizations that adopted diversity for the purposes of fulfilling quotas also perceived that diversity management had a significant impact on the organizational level.

Additionally, our findings indicate that “Policies” and “Compensation and Benefits” are the most significant markers of the impact of diversity management initiatives on the personal level.

As for the impact of diversity management initiatives on the Organizational level, the most significant markers were “Recruitment and Promotion” and “Training and Development”.

In trying to clarify which diversity management initiatives mostly contributed to the perceived impact on the specific personal attributes as well as on the specific organizational performance aspect, our findings suggest the following:

‘Policy’ was perceived to have an impact on ‘collegiality’, ‘sense of inclusion’, ‘personal productivity’, ‘workplace satisfaction & loyalty’ and ‘organizational creativity’.

We also found that ‘recruitment and promotion’ and ‘training and development’ were similarly perceived to have an impact on ‘collegiality’, ‘organizational problem solving/creativity’ and ‘attracting human talent’.

And finally, fair ‘compensation and benefits’ was perceived to have an impact on ‘sense of inclusion’, ‘personal productivity’, ‘workplace satisfaction and loyalty’ and ‘improved customer relationship’.

Chapter 7

7- Discussion of the Findings

Based on the findings, it can be suggested that pursuing diversity management initiatives can be considered as an appropriate organizational strategy to support employees to perform to a higher potential and thus to contribute to a richer, more creative and more productive work environment. This in turn is perceived to lead to improved organizational competitiveness and efficiency driven by business purpose and market advantage.

As for the finding that the employees working for organizations that adopted diversity for the purposes of fulfilling quotas, which is a form of tokenism, also perceived that diversity management had a significant impact on the organizational level, one of the possible explanations could be that in Lebanon tokenism in organizations is perceived to be a positive effort in adopting and managing diversity or as Kanter's tokenism theory argues that once tokenism reaches 15 percent representation in the work place, employees begin to experience fewer work place problems (Kanter, 1977).

Additionally, our findings indicate that “Policies” and “Compensation and Benefits” are the most significant markers of the impact of diversity management initiatives on the personal level. This can be explained by the fact that when organizations use a more sophisticated human resources planning, then a more positive and significant effect on labor productivity is observed as explained by Koch & McGrath (1996). This is further supported by a study conducted by Richard and Johnson (2001), where it was highlighted that employees will support diversity initiatives only if they perceive that the policies and procedures are fair.

Also, as Stringer, Didham & Theivananthampillai (2011) indicate, pay fairness is a significant factor on how persons feel towards their job; those who perceived pay was not fair generally made comparisons with others or felt that pay did not reflect their effort. Moreover, satisfaction with compensation and benefits has a great impact on employee's affective and normative commitment (Nazir et al., 2016), whereby fair compensation and benefits serves as an implicit index of how much an organization values its employees. Accordingly, being valued, promotes positive motivation and organizational commitment, which in turn significantly enhances job performance (Gardner, Van Dyne & Pierce, 2004).

As for the impact of diversity management initiatives on the Organizational level, having the most significant markers as “Recruitment and Promotion” and “Training and Development”, a possible explanation for this is the fact that organizations which widen the pool from which they can recruit talent, provides them greater possibilities to recruit employees that are equipped with the right set of qualifications and skills, which in turn contributes to the overall organizational performance (McCuiston, et al., 2004). Also, diversity oriented training and development allows for the minimization of bias towards the “different” constituencies of the organization, hence promoting the way to a greater synergy and cohesiveness within the organization (Cox, 2001).

Additionally, ‘Policy’ was perceived to have an impact on ‘collegiality’, ‘sense of inclusion’, ‘personal productivity’, ‘workplace satisfaction & loyalty’ and ‘organizational creativity’. This result is logical, because policy being a principal foundation through which organizations define their identity, sound policies inspire self-confidence to employees and

promotes harmonious environment within the workplace conducive to productivity (Pitts, 2009).

We also found that ‘recruitment and promotion’ and ‘training and development’ were similarly perceived to have an impact on ‘collegiality’, ‘organizational problem solving/creativity’ and ‘attracting human talent’. We can suggest here that these two diversity initiatives complement and reinforce each other in the sense that they create a workplace that is perceived as being attractive to the new-coming employees and fair treatment allows them to feel accepted and valued. Moreover, the barriers to developing their skills are minimized while the possibility to climb up the corporate ladder is improved (SHRM, 2000).

And finally, fair ‘compensation and benefits’ was perceived to have an impact on ‘sense of inclusion’, ‘personal productivity’, ‘workplace satisfaction and loyalty’ and ‘improved customer relationship’. As stated earlier, fair pay is a strong personal motivator and has an impact on the effect of the employees who as a result become satisfied and develop workplace satisfaction, loyalty and sense of inclusion (Gardner, Van Dyne & Pierce, 2004).

CHAPTER 8

8- Contributions & Recommendations

The contribution of this research is that it reiterates that embracing workforce diversity is a gainful approach. More importantly, our research shows that it is applicable in the Lebanese context as well.

While incorporating diversity in general is a gainful approach, there is a stronger evidence that diversity based on the paradigm of inclusion has a higher return on the diversity investment when it comes to the performance of employees as well as the overall performance of the organization. Hence, I recommended Lebanese organizations to take the extra mile in embracing the inclusive approach when moving towards diversity.

Furthermore, this research is important in the sense that it provides helpful lessons to the leadership of the Lebanese organizations who could learn from the outcomes of this study and move forward in developing a thorough understanding of all the positive implications and advantages of incorporating a comprehensive diversity management program within their organizations.

Consequently, I would recommend Lebanese organizations to embrace diversity more actively, especially that diversity in terms of religion, gender and age are undeniable realities of the Lebanese society. However, in doing so, I would further recommend to them, to manage the diversity factors within their organizations to reap better results on both organization-employee relationship level, as well as organizational performance level. As the research

indicated, personal attitudes are significantly related to how an organization develops their policies, and how they administer their compensation and benefits schemes, and therefore, if personal attitude is one of the pain points of a diverse organization then it is recommended to address that aspect through these two influence factors. However, if the pain point is the organizational performance that is exacerbated due to unmanaged diversity, then my other recommendation would be to focus on the training and development schemes as well as the recruitment and promotion processes in order to address the shortcomings as an organization in a whole.

On the other hand, my final recommendation would be, for organizations to develop their proper diversity management tools and processes. It is strongly highlighted in many studies, that there is “no one size fits all” diversity management toolkit that works on all. Organizations should run a proper internal assessment on the prevailing organizational culture, audit their core processes and devise an implementation plan that fits to their own identity and system.

CHAPTER 9

8- Limitations and Implications for Future Research

The study covers only one side of the coin; i.e. the impressions and perceptions of the employees. Of an equal or greater importance is to also have an understanding of HR's and Executive Management's view of diversity management and its impact on the organizations. However, collecting data for that purpose could be very challenging in Lebanon.

Furthermore, the results of this study cannot be generalized on all industries; our population sample does not cover all the industries of Lebanon. Although not necessary for this study, however having chosen an expanded sample of respondents representative of a broader range of industries, where workplace diversity policies and management initiatives bring about a creative work environment and have a tangible impact on productivity, it would have provided us with more lucid insights on the relationships of diversity management and organizational bottom-line.

Finally, while it might have been very interesting to investigate if such perceptions varied in between respondents who belong to different religious groups, it felt safer to avoid inquiring respondents to specify their religion, being this a very sensitive issue. In fact, Messarra and Kanaan (2010) on studying the effects of religious diversity on employees' perception and reaction, they also avoided this particular inquiry and stated that they felt that response rate would be lower if they did.

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APPENDIX A QUESTIONNAIRE

1. Gender: ☐ Male ☐ Female

2. Age Group: ☐ 20-30 yrs. ☐ 31-40 yrs. ☐ 41-50 yrs. ☐ 51 – 64 yrs.

3. My job classification where I work is:

- ☐ Operational
- ☐ Management
- ☐ Senior Management

4. My company/organization's type of industry/service is:

- ☐ Banking
- ☐ Fast Moving Consumer Goods (food, packaged consumer goods, toiletries, soft drinks, etc...)
- ☐ Manufacturing
- ☐ Retail
- ☐ Health, Pharmaceutical, Biotech
- ☐ Education
- ☐ IT
- ☐ Services
- ☐ Other

5. I consider my company/organization to be:
(Please check one only)

- ☐ Homogeneous in workforce composition; i.e. my company/organization in general and its senior management prefer to hire employees of similar background in terms of religion, gender, age, socio-economic status, etc.,...
- ☐ Diverse in composition: i.e. my company/organization and its senior management hire employees from diverse backgrounds in terms of religion, gender, age group, socio-economic status, etc.,...

6. My company/organization supports the philosophy of workforce diversity: (please check one only)

- ☐ To be able to hire cheap labor.
- ☐ To fulfill representational employment quotas reflecting the socio- demographic composition of Lebanon.
- ☐ To be able to implement its marketing strategy and access consumers of diverse backgrounds & categories and to broaden its customer base.
- ☐ In recognition of the importance of diversity, whereby every individual is accepted and respected for their individual differences, and that those differences bring about a stronger organizational dynamic through mixed thinking styles, skills and abilities.

Please check one response for each of the following statements:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
7. My company/organization has developed a formal workplace diversity policy that is openly communicated to all of its employees.					
8. My company/organization is committed in developing and implementing workplace diversity management initiatives in compliance to its diversity policy.					
9. My company/organization is committed to equal employment opportunity rights and elimination of all forms of employment discrimination including but not limited to religion, gender, age, marital status, socio-economic background, etc.,...					
10. My company/organization follows an appointment/employment process, whereby diverse employees are attracted, retained and deployed to roles that maximize their capabilities, contributions and potentials.					
11. My company/organization administers a fair and non-discriminatory compensation and benefits system whereby employees are rewarded according to their knowledge, skills & abilities irrespective of their individual differences.					
12. My company/organization is adaptable in creating flexible work arrangements to accommodate individual circumstances provided that such arrangements do not compromise the business requirements/goals.					
13. My company/organization's career development and training policies and programs are in compliance with the diversity policies and initiatives undertaken.					
14. My company/organization organizes diversity awareness trainings to educate employees on workforce diversity and how they can incorporate a conduct of inclusion at work.					
15. My company/organization undertakes management initiatives aimed towards diversity related conflict resolution through personal coaching, mentoring and facilitated dialogue.					
16. My company/organization tolerates and treats equally the diverse cultural/religious aspects of the different employee groups of the company/organization.					
17. My company/organization provides cultural/religious orientation programs related to diversity awareness for different employee groups within the organization:					

Please check one response for each of the following statements:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
18. My company/organization tolerates, treats and encourages gender equality on all levels of the organization.					
19. My company/organization invests in the career development of its aging employees to update their competencies according to the demands of the current job market.					
20. My company/organization provides explicit promotion opportunities to break through the “glass ceiling” - an unofficially acknowledged barrier to advancement in a profession - for women, senior employees, and employees coming from a religious background different than the one prevailing in the upper levels of the organization:					
21. Diversity management initiatives undertaken by my organization have positively contributed to my understanding and respect of the differences existing between me and my colleagues.					
22. Diversity management initiatives undertaken by my organization have provided me the sense of being accepted and valued despite the differences between me and my colleagues.					
23. Diversity management initiatives undertaken by my organization have positively impacted my personal productivity.					
24. Diversity management initiatives undertaken by my organization have positively impacted my sense of loyalty and workplace satisfaction.					
25. Diversity management initiatives have positively contributed to my organization’s ability in problem solving through enriched decision making process.					
26. Diversity management initiatives undertaken by my organization have positively contributed in increasing organizational creativity.					
27. Diversity management initiatives and its policies of inclusion/cultural pluralism have given my organization a competitive edge in attracting human capital/talent.					
28. Diversity management initiatives undertaken by my organization has improved its overall customer relationship.					

Appendix B

RELIABILITY TESTS

Reliability Scale: Policy

Case Processing Summary

		N	%
Cases	Valid	116	100.0
	Excluded ^a	0	.0
	Total	116	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.717	3

Item Statistics

	Mean	Std. Deviation	N
V7	3.76	.938	116
V8	3.71	.875	116
V12	3.71	.923	116

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
V7	7.41	2.106	.662	.463
V8	7.47	2.355	.621	.529
V12	7.47	2.825	.358	.835

Reliability Scale: Recruitment & Promotion

Case Processing Summary

		N	%
Cases	Valid	116	100.0
	Excluded ^a	0	.0
	Total	116	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.689	3

Item Statistics

	Mean	Std. Deviation	N
V9	3.98	.844	116
V10	3.72	.883	116
V20	3.30	.962	116

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
V9	7.02	2.330	.554	.537
V10	7.28	2.257	.540	.549
V20	7.70	2.299	.427	.702

Reliability**Scale: Compensation & Benefits****Case Processing Summary**

	N	%
Valid	116	100.0
Cases Excluded ^a	0	.0
Total	116	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.753	3

Item Statistics

	Mean	Std. Deviation	N
V11	3.86	.950	116
V16	3.96	.828	116
V18	4.03	.899	116

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
V11	7.98	2.208	.602	.648
V16	7.89	2.500	.621	.632
V18	7.82	2.497	.530	.729

Reliability

Scale: Training & Development

Case Processing Summary

		N	%
Cases	Valid	116	100.0
	Excluded ^a	0	.0
	Total	116	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.813	5

Item Statistics

	Mean	Std. Deviation	N
V13	3.65	.867	116
V14	3.23	1.050	116
V15	3.32	.947	116
V17	2.74	1.056	116
V19	3.40	1.062	116

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
V13	12.69	10.059	.630	.771
V14	13.10	8.928	.677	.752
V15	13.02	9.252	.716	.743
V17	13.59	10.034	.468	.818
V19	12.94	9.553	.548	.794

Reliability

Scale: Personal level

Case Processing Summary

		N	%
Cases	Valid	116	100.0
	Excluded ^a	0	.0
	Total	116	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.873	4

Item Statistics

	Mean	Std. Deviation	N
V21	3.67	.811	116
V22	3.76	.787	116
V23	3.64	.785	116
V24	3.66	.791	116

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
V21	11.06	4.335	.682	.856
V22	10.97	4.182	.774	.819
V23	11.09	4.226	.760	.825
V24	11.07	4.360	.699	.849

Reliability

Scale: Organizational level

Case Processing Summary

		N	%
Cases	Valid	116	100.0
	Excluded ^a	0	.0
	Total	116	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.833	4

Item Statistics

	Mean	Std. Deviation	N
V25	3.62	.754	116
V26	3.70	.737	116
V27	3.65	.772	116
V28	3.72	.732	116

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
V25	11.06	3.570	.645	.797
V26	10.98	3.426	.736	.756
V27	11.03	3.390	.700	.771
V28	10.97	3.807	.571	.828

APPENDIX C

FACTOR ANALYSIS

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.850
Approx. Chi-Square		714.961
Bartlett's Test of Sphericity	df	91
Sig.		.000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.780	41.285	41.285	5.780	41.285	41.285	3.225	23.039	23.039
2	1.592	11.374	52.659	1.592	11.374	52.659	3.201	22.862	45.901
3	1.273	9.096	61.755	1.273	9.096	61.755	2.220	15.854	61.755
4	.831	5.938	67.693						
5	.776	5.544	73.236						
6	.698	4.986	78.222						
7	.563	4.022	82.245						
8	.501	3.580	85.824						
9	.479	3.425	89.249						
10	.397	2.837	92.086						
11	.363	2.595	94.680						
12	.330	2.358	97.038						
13	.215	1.534	98.572						
14	.200	1.428	100.000						

Extraction Method: Principal Component Analysis.

Component Matrix^a

	Component		
	1	2	3
V7	.579	.406	.500
V8	.596	.496	.455
V9	.634	-.428	.232
V10	.743	-.060	.222
V11	.661	-.437	.291
V12	.596	-.084	.190
V13	.731	.116	-.091
V14	.637	.356	-.324
V15	.772	.248	-.267
V16	.631	-.498	.050
V17	.520	.371	-.179
V18	.557	-.454	-.252
V19	.639	.044	-.461
V20	.648	-.053	-.313

Extraction Method: Principal Component Analysis.

a. 3 components extracted.

Rotated Component Matrix^a

	Component		
	1	2	3
Diversity Policy	.170	.175	.831
Diversity Management Initiatives	.103	.248	.858
Equal Employment Opportunity Processes	.768	.106	.194
Diversity Recruitment	.560	.309	.443
Fair Compensation & Benefits	.804	.080	.241
Flexible Work Accommodations	.478	.228	.343
Diversity Career Dev. & Training	.352	.575	.318
Diversity Awareness Training	.063	.755	.251
Diversity Coaching/Mentoring	.240	.767	.289
Religious Equality Processes	.779	.203	.025
Diversity Training on Religion	.010	.586	.311
Gender Equality Processes	.634	.375	-.193
Career Development for Seniors	.267	.743	-.021
Fair Promotion	.377	.615	.031

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

APPENDIX D

REGRESSION STEPWISE

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Policy		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).
2	Comp_ben		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).

a. Dependent Variable: Personallevel

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.557 ^a	.310	.304	.56327
2	.641 ^b	.410	.400	.52294

a. Predictors: (Constant), Policy

b. Predictors: (Constant), Policy, Comp_ben

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.250	1	16.250	51.218	.000 ^b
	Residual	36.170	114	.317		
	Total	52.420	115			
2	Regression	21.518	2	10.759	39.342	.000 ^c
	Residual	30.902	113	.273		
	Total	52.420	115			

a. Dependent Variable: Personallevel

b. Predictors: (Constant), Policy

c. Predictors: (Constant), Policy, Comp_ben

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.764	.273		6.455	.000
	Policy	.515	.072	.557	7.157	.000
	(Constant)	.973	.311		3.126	.002
2	Policy	.391	.073	.422	5.374	.000
	Comp_ben	.318	.072	.345	4.389	.000

a. Dependent Variable: Personallevel

Excluded Variables^a

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Recr_prom	.303 ^b	3.437	.001	.308	.711
	Comp_ben	.345 ^b	4.389	.000	.382	.847
	Train_dev	.280 ^b	3.151	.002	.284	.710
2	Recr_prom	.129 ^c	1.233	.220	.116	.474
	Train_dev	.173 ^c	1.929	.056	.179	.630

a. Dependent Variable: Personallevel

b. Predictors in the Model: (Constant), Policy

c. Predictors in the Model: (Constant), Policy, Comp_ben

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Recr_prom		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).
2	Train_dev		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).

a. Dependent Variable: Organizationallevel

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.485 ^a	.235	.228	.53692
2	.528 ^b	.279	.266	.52361

a. Predictors: (Constant), Recr_prom

b. Predictors: (Constant), Recr_prom, Train_dev

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.086	1	10.086	34.985	.000 ^b
	Residual	32.864	114	.288		
	Total	42.950	115			
2	Regression	11.969	2	5.984	21.827	.000 ^c
	Residual	30.981	113	.274		
	Total	42.950	115			

a. Dependent Variable: Organizationallevel

b. Predictors: (Constant), Recr_prom

c. Predictors: (Constant), Recr_prom, Train_dev

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.129	.265		8.028	.000
	Recr_prom	.420	.071	.485	5.915	.000
	(Constant)	1.950	.268		7.288	.000
2	Recr_prom	.277	.088	.319	3.138	.002
	Train_dev	.216	.082	.267	2.621	.010

a. Dependent Variable: Organizationallevel

Excluded Variables^a

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Policy	.224 ^b	2.355	.020	.216	.711
	Comp_ben	.219 ^b	2.042	.043	.189	.567
	Train_dev	.267 ^b	2.621	.010	.239	.616
2	Policy	.163 ^c	1.647	.102	.154	.642
	Comp_ben	.192 ^c	1.812	.073	.169	.560

a. Dependent Variable: Organizationallevel

b. Predictors in the Model: (Constant), Recr_prom

c. Predictors in the Model: (Constant), Recr_prom, Train_dev

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Policy		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).
2	Recr_prom		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).
3	Train_dev		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).

a. Dependent Variable: V21

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.542 ^a	.294	.288	.684
2	.613 ^b	.376	.365	.646
3	.631 ^c	.398	.382	.637

a. Predictors: (Constant), Policy

b. Predictors: (Constant), Policy, Recr_prom

c. Predictors: (Constant), Policy, Recr_prom, Train_dev

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.199	1	22.199	47.433	.000 ^b
	Residual	53.353	114	.468		
	Total	75.552	115			
2	Regression	28.392	2	14.196	34.014	.000 ^c
	Residual	47.160	113	.417		
	Total	75.552	115			
3	Regression	30.097	3	10.032	24.719	.000 ^d
	Residual	45.455	112	.406		
	Total	75.552	115			

a. Dependent Variable: V21

b. Predictors: (Constant), Policy

c. Predictors: (Constant), Policy, Recr_prom

d. Predictors: (Constant), Policy, Recr_prom, Train_dev

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.429	.332		4.306	.000
	Policy	.602	.087	.542	6.887	.000
2	(Constant)	.753	.359		2.095	.038
	Policy	.400	.098	.360	4.079	.000
	Recr_prom	.391	.101	.340	3.852	.000
3	(Constant)	.682	.356		1.916	.058
	Policy	.335	.102	.301	3.294	.001
	Recr_prom	.283	.113	.246	2.509	.014
	Train_dev	.216	.105	.201	2.050	.043

a. Dependent Variable: V21

Excluded Variables^a

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Recr_prom	.340 ^b	3.852	.000	.341	.711
	Comp_ben	.241 ^b	2.908	.004	.264	.847
	Train_dev	.316 ^b	3.547	.001	.316	.710
2	Comp_ben	.092 ^c	.930	.354	.088	.565
	Train_dev	.201 ^c	2.050	.043	.190	.557
3	Comp_ben	.074 ^d	.754	.453	.071	.560

a. Dependent Variable: V21

b. Predictors in the Model: (Constant), Policy

c. Predictors in the Model: (Constant), Policy, Recr_prom

d. Predictors in the Model: (Constant), Policy, Recr_prom, Train_dev

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Comp_ben		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).
2	Policy		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).

a. Dependent Variable: V22

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.522 ^a	.273	.266	.674
2	.612 ^b	.375	.364	.628

a. Predictors: (Constant), Comp_ben

b. Predictors: (Constant), Comp_ben, Policy

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.422	1	19.422	42.727	.000 ^b
	Residual	51.819	114	.455		
	Total	71.241	115			
2	Regression	26.723	2	13.361	33.915	.000 ^c
	Residual	44.519	113	.394		
	Total	71.241	115			

a. Dependent Variable: V22

b. Predictors: (Constant), Comp_ben

c. Predictors: (Constant), Comp_ben, Policy

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.539	.345		4.458	.000
	Comp_ben	.562	.086	.522	6.537	.000
	(Constant)	.720	.374		1.928	.056
2	Comp_ben	.415	.087	.386	4.775	.000
	Policy	.375	.087	.348	4.305	.000

a. Dependent Variable: V22

Excluded Variables^a

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Policy	.348 ^b	4.305	.000	.375	.847
	Recr_prom	.242 ^b	2.323	.022	.214	.567
	Train_dev	.200 ^b	2.250	.026	.207	.778
2	Recr_prom	.084 ^c	.774	.440	.073	.474
	Train_dev	.052 ^c	.549	.584	.052	.630

a. Dependent Variable: V22

b. Predictors in the Model: (Constant), Comp_ben

c. Predictors in the Model: (Constant), Comp_ben, Policy

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Policy		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).
2	Comp_ben		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).

a. Dependent Variable: V23

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.427 ^a	.182	.175	.713
2	.500 ^b	.250	.237	.686

a. Predictors: (Constant), Policy

b. Predictors: (Constant), Policy, Comp_ben

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.890	1	12.890	25.378	.000 ^b
	Residual	57.903	114	.508		
	Total	70.793	115			
2	Regression	17.690	2	8.845	18.822	.000 ^c
	Residual	53.103	113	.470		
	Total	70.793	115			

a. Dependent Variable: V23

b. Predictors: (Constant), Policy

c. Predictors: (Constant), Policy, Comp_ben

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.928	.346		5.578	.000
	Policy	.459	.091	.427	5.038	.000
	(Constant)	1.173	.408		2.876	.005
2	Policy	.340	.095	.316	3.568	.001
	Comp_ben	.304	.095	.283	3.196	.002

a. Dependent Variable: V23

Excluded Variables^a

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Recr_prom	.201 ^b	2.026	.045	.187	.711
	Comp_ben	.283 ^b	3.196	.002	.288	.847
	Train_dev	.255 ^b	2.601	.011	.238	.710
2	Recr_prom	.034 ^c	.286	.776	.027	.474
	Train_dev	.171 ^c	1.675	.097	.156	.630

a. Dependent Variable: V23

b. Predictors in the Model: (Constant), Policy

c. Predictors in the Model: (Constant), Policy, Comp_ben

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Policy		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).
2	Comp_ben		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).

a. Dependent Variable: V24

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.426 ^a	.181	.174	.718
2	.491 ^b	.241	.227	.695

a. Predictors: (Constant), Policy

b. Predictors: (Constant), Policy, Comp_ben

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.038	1	13.038	25.257	.000 ^b
	Residual	58.850	114	.516		
	Total	71.888	115			
2	Regression	17.303	2	8.651	17.910	.000 ^c
	Residual	54.585	113	.483		
	Total	71.888	115			

a. Dependent Variable: V24

b. Predictors: (Constant), Policy

c. Predictors: (Constant), Policy, Comp_ben

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.944	.349		5.579	.000
	Policy	.462	.092	.426	5.026	.000
	(Constant)	1.233	.414		2.980	.004
2	Policy	.349	.097	.322	3.617	.000
	Comp_ben	.286	.096	.265	2.971	.004

a. Dependent Variable: V24

Excluded Variables^a

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Recr_prom	.190 ^b	1.914	.058	.177	.711
	Comp_ben	.265 ^b	2.971	.004	.269	.847
	Train_dev	.194 ^b	1.951	.053	.181	.710
2	Recr_prom	.035 ^c	.294	.769	.028	.474
	Train_dev	.109 ^c	1.057	.293	.099	.630

a. Dependent Variable: V24

b. Predictors in the Model: (Constant), Policy

c. Predictors in the Model: (Constant), Policy, Comp_ben

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Recr_prom		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).

a. Dependent Variable: V25

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.437 ^a	.191	.184	.681

a. Predictors: (Constant), Recr_prom

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.451	1	12.451	26.854	.000 ^b
	Residual	52.859	114	.464		
	Total	65.310	115			

a. Dependent Variable: V25

b. Predictors: (Constant), Recr_prom

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.909	.336		5.674	.000
	Recr_prom	.467	.090	.437	5.182	.000

a. Dependent Variable: V25

Excluded Variables^a

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Policy	.186 ^b	1.882	.062	.174	.711
	Comp_ben	.135 ^b	1.209	.229	.113	.567
	Train_dev	.165 ^b	1.543	.126	.144	.616

a. Dependent Variable: V25

b. Predictors in the Model: (Constant), Recr_prom

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Policy		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).
2	Train_dev		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).

a. Dependent Variable: V26

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.459 ^a	.210	.203	.658
2	.508 ^b	.258	.244	.640

a. Predictors: (Constant), Policy

b. Predictors: (Constant), Policy, Train_dev

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.134	1	13.134	30.367	.000 ^b
	Residual	49.306	114	.433		
	Total	62.440	115			
2	Regression	16.085	2	8.043	19.606	.000 ^c
	Residual	46.354	113	.410		
	Total	62.440	115			

a. Dependent Variable: V26

b. Predictors: (Constant), Policy

c. Predictors: (Constant), Policy, Train_dev

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.973	.319		6.183	.000
	Policy	.463	.084	.459	5.511	.000
	(Constant)	1.674	.330		5.070	.000
2	Policy	.323	.097	.320	3.321	.001
	Train_dev	.252	.094	.258	2.682	.008

a. Dependent Variable: V26

Excluded Variables^a

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Recr_prom	.164 ^b	1.670	.098	.155	.711
	Comp_ben	.173 ^b	1.933	.056	.179	.847
	Train_dev	.258 ^b	2.682	.008	.245	.710
2	Recr_prom	.056 ^c	.513	.609	.048	.558
	Comp_ben	.105 ^c	1.128	.262	.106	.751

a. Dependent Variable: V26

b. Predictors in the Model: (Constant), Policy

c. Predictors in the Model: (Constant), Policy, Train_dev

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Recr_prom		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).
2	Train_dev		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).

a. Dependent Variable: V27

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.480 ^a	.230	.223	.680
2	.507 ^b	.257	.244	.671

a. Predictors: (Constant), Recr_prom

b. Predictors: (Constant), Recr_prom, Train_dev

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.759	1	15.759	34.057	.000 ^b
	Residual	52.750	114	.463		
	Total	68.509	115			
2	Regression	17.599	2	8.799	19.531	.000 ^c
	Residual	50.910	113	.451		
	Total	68.509	115			

a. Dependent Variable: V27

b. Predictors: (Constant), Recr_prom

c. Predictors: (Constant), Recr_prom, Train_dev

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.720	.336		5.120	.000
	Recr_prom	.525	.090	.480	5.836	.000
	(Constant)	1.543	.343		4.499	.000
2	Recr_prom	.384	.113	.350	3.391	.001
	Train_dev	.213	.105	.209	2.021	.046

a. Dependent Variable: V27

Excluded Variables^a

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Policy	.094 ^b	.965	.337	.090	.711
	Comp_ben	.101 ^b	.928	.356	.087	.567
	Train_dev	.209 ^b	2.021	.046	.187	.616
2	Policy	.037 ^c	.367	.714	.035	.642
	Comp_ben	.079 ^c	.726	.469	.068	.560

a. Dependent Variable: V27

b. Predictors in the Model: (Constant), Recr_prom

c. Predictors in the Model: (Constant), Recr_prom, Train_dev

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Comp_ben		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).

a. Dependent Variable: V28

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.384 ^a	.147	.140	.679

a. Predictors: (Constant), Comp_ben

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.081	1	9.081	19.708	.000 ^b
	Residual	52.531	114	.461		
	Total	61.612	115			

a. Dependent Variable: V28

b. Predictors: (Constant), Comp_ben

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.198	.348		6.323	.000
	Comp_ben	.384	.087	.384	4.439	.000

a. Dependent Variable: V28

Excluded Variables^a

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Policy	.083 ^b	.886	.377	.083	.847
	Recr_prom	.080 ^b	.691	.491	.065	.567
	Train_dev	.136 ^b	1.389	.168	.130	.778

a. Dependent Variable: V28

b. Predictors in the Model: (Constant), Comp_ben

APPENDIX V

Independent Sample T-Test

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Policy	1	40	3.7833	.70630	.11168
	2	76	3.6930	.74389	.08533
Recr_prom	1	40	3.7333	.75561	.11947
	2	76	3.6316	.67895	.07788
Comp_ben	1	40	3.9917	.71407	.11290
	2	76	3.9254	.74356	.08529
Train_dev	1	40	3.1900	.84605	.13377
	2	76	3.3079	.70612	.08100
Personallevel	1	40	3.6000	.58233	.09207
	2	76	3.7270	.71900	.08248
Organizationallevel	1	40	3.6000	.55701	.08807
	2	76	3.7072	.63821	.07321

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Policy	Equal variances assumed	.185	.668	.633	114	.528	.09035	.14284	-.19262	.37332
	Equal variances not assumed			.643	83.102	.522	.09035	.14054	-.18918	.36988
Recr_prom	Equal variances assumed	.034	.853	.738	114	.462	.10175	.13793	-.17149	.37500
	Equal variances not assumed			.713	72.391	.478	.10175	.14261	-.18252	.38603
Comp_ben	Equal variances assumed	.284	.595	.462	114	.645	.06623	.14330	-.21765	.35011
	Equal variances not assumed			.468	82.280	.641	.06623	.14150	-.21525	.34770
Train_dev	Equal variances assumed	.612	.436	-.797	114	.427	-.11789	.14785	-.41079	.17500
	Equal variances not assumed			-.754	68.080	.454	-.11789	.15638	-.42994	.19415
Personallevel	Equal variances assumed	.627	.430	-.962	114	.338	-.12697	.13193	-.38832	.13437
	Equal variances not assumed			-1.027	94.917	.307	-.12697	.12361	-.37238	.11843
Organizationallevel	Equal variances assumed	.128	.721	-.898	114	.371	-.10724	.11948	-.34392	.12945
	Equal variances not assumed			-.936	89.336	.352	-.10724	.11452	-.33478	.12031

APPENDIX F

One-Way ANOVA & Post Hoc Analysis

Descriptives									
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
					Lower Bound	Upper Bound			
Policy	1	9	3.0741	.52116	.17372	2.6735	3.4747	2.33	4.00
	2	8	3.5417	.95846	.33887	2.7404	4.3430	1.67	5.00
	3	19	3.3860	.60106	.13789	3.0963	3.6757	2.00	4.33
	4	80	3.8958	.68865	.07699	3.7426	4.0491	1.33	5.00
	Total	116	3.7241	.72934	.06772	3.5900	3.8583	1.33	5.00
Recr_prom	1	9	3.1111	.81650	.27217	2.4835	3.7387	1.67	4.00
	2	8	3.0833	.97183	.34359	2.2709	3.8958	2.00	5.00
	3	19	3.4035	.78236	.17949	3.0264	3.7806	2.00	5.00
	4	80	3.8500	.55853	.06245	3.7257	3.9743	2.33	5.00
	Total	116	3.6667	.70471	.06543	3.5371	3.7963	1.67	5.00
Comp_ben	1	9	3.4074	.84620	.28207	2.7570	4.0579	1.67	4.67
	2	8	3.2917	.78553	.27773	2.6349	3.9484	2.00	4.67
	3	19	3.5789	.88779	.20367	3.1510	4.0068	1.67	5.00
	4	80	4.1625	.56128	.06275	4.0376	4.2874	2.67	5.00
	Total	116	3.9483	.73109	.06788	3.8138	4.0827	1.67	5.00
Train_dev	1	9	2.6000	.86603	.28868	1.9343	3.2657	1.00	3.80
	2	8	2.9250	.70862	.25054	2.3326	3.5174	2.00	4.00
	3	19	3.0842	.76686	.17593	2.7146	3.4538	1.00	4.20
	4	80	3.4200	.69472	.07767	3.2654	3.5746	1.00	5.00
	Total	116	3.2672	.75571	.07017	3.1283	3.4062	1.00	5.00
Personallevel	1	9	3.0556	.52705	.17568	2.6504	3.4607	2.25	4.00
	2	8	2.9688	.80664	.28519	2.2944	3.6431	1.75	3.75
	3	19	3.4474	.61565	.14124	3.1506	3.7441	2.25	4.75
	4	80	3.8813	.58458	.06536	3.7512	4.0113	2.25	5.00
	Total	116	3.6832	.67515	.06269	3.5590	3.8074	1.75	5.00
Organizationallevel	1	9	3.3611	.41667	.13889	3.0408	3.6814	3.00	4.25
	2	8	3.3750	.88641	.31339	2.6339	4.1161	2.00	4.50
	3	19	3.4211	.55310	.12689	3.1545	3.6876	2.50	4.25
	4	80	3.7938	.58023	.06487	3.6646	3.9229	2.00	5.00
	Total	116	3.6703	.61113	.05674	3.5579	3.7827	2.00	5.00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Policy	Between Groups	8.601	3	2.867	6.108	.001
	Within Groups	52.572	112	.469		
	Total	61.172	115			
Recr_prom	Between Groups	9.505	3	3.168	7.454	.000
	Within Groups	47.606	112	.425		
	Total	57.111	115			
Comp_ben	Between Groups	12.345	3	4.115	9.382	.000
	Within Groups	49.122	112	.439		
	Total	61.467	115			
Train_dev	Between Groups	7.447	3	2.482	4.775	.004
	Within Groups	58.228	112	.520		
	Total	65.676	115			
Personallevel	Between Groups	11.824	3	3.941	10.873	.000
	Within Groups	40.596	112	.362		
	Total	52.420	115			
Organizationallevel	Between Groups	3.958	3	1.319	3.789	.012
	Within Groups	38.992	112	.348		
	Total	42.950	115			

Post Hoc Tests

Multiple Comparisons

LSD

Dependent Variable	(I) V6	(J) V6	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Policy	1	2	-.46759	.33291	.163	-1.1272	.1920
		3	-.31189	.27723	.263	-.8612	.2374
		4	-.82176*	.24088	.001	-1.2990	-.3445
	2	1	.46759	.33291	.163	-.1920	1.1272
		3	.15570	.28875	.591	-.4164	.7278
		4	-.35417	.25405	.166	-.8575	.1492
	3	1	.31189	.27723	.263	-.2374	.8612
		2	-.15570	.28875	.591	-.7278	.4164
		4	-.50987*	.17485	.004	-.8563	-.1634
	4	1	.82176*	.24088	.001	.3445	1.2990
		2	.35417	.25405	.166	-.1492	.8575
		3	.50987*	.17485	.004	.1634	.8563
Recr_prom	1	2	.02778	.31680	.930	-.5999	.6555
		3	-.29240	.26382	.270	-.8151	.2303
		4	-.73889*	.22922	.002	-1.1931	-.2847
	2	1	-.02778	.31680	.930	-.6555	.5999
		3	-.32018	.27478	.246	-.8646	.2243
		4	-.76667*	.24175	.002	-1.2457	-.2877
	3	1	.29240	.26382	.270	-.2303	.8151
		2	.32018	.27478	.246	-.2243	.8646
		4	-.44649*	.16639	.008	-.7762	-.1168
	4	1	.73889*	.22922	.002	.2847	1.1931
		2	.76667*	.24175	.002	.2877	1.2457
		3	.44649*	.16639	.008	.1168	.7762
Comp_ben	1	2	.11574	.32180	.720	-.5219	.7534
		3	-.17154	.26799	.523	-.7025	.3594
		4	-.75509*	.23284	.002	-1.2164	-.2937
	2	1	-.11574	.32180	.720	-.7534	.5219
		3	-.28728	.27912	.306	-.8403	.2658
		4	-.87083*	.24557	.001	-1.3574	-.3843
	3	1	.17154	.26799	.523	-.3594	.7025
		2	.28728	.27912	.306	-.2658	.8403
		4	-.58355*	.16902	.001	-.9184	-.2487
	4	1	.75509*	.23284	.002	.2937	1.2164
		2	.87083*	.24557	.001	.3843	1.3574

Train_dev	1	3	.58355*	.16902	.001	.2487	.9184
		2	-.32500	.35036	.356	-1.0192	.3692
		3	-.48421	.29177	.100	-1.0623	.0939
		4	-.82000*	.25351	.002	-1.3223	-.3177
	2	1	.32500	.35036	.356	-.3692	1.0192
		3	-.15921	.30389	.601	-.7613	.4429
		4	-.49500	.26737	.067	-1.0248	.0348
		1	.48421	.29177	.100	-.0939	1.0623
	3	2	.15921	.30389	.601	-.4429	.7613
		4	-.33579	.18402	.071	-.7004	.0288
		1	.82000*	.25351	.002	.3177	1.3223
		2	.49500	.26737	.067	-.0348	1.0248
Personallevel	4	3	.33579	.18402	.071	-.0288	.7004
		2	.08681	.29254	.767	-.4928	.6664
		3	-.39181	.24362	.111	-.8745	.0909
		4	-.82569*	.21167	.000	-1.2451	-.4063
	1	1	-.08681	.29254	.767	-.6664	.4928
		3	-.47862	.25374	.062	-.9814	.0241
		4	-.91250*	.22325	.000	-1.3548	-.4702
		1	.39181	.24362	.111	-.0909	.8745
	3	2	.47862	.25374	.062	-.0241	.9814
		4	-.43388*	.15365	.006	-.7383	-.1294
		1	.82569*	.21167	.000	.4063	1.2451
		2	.91250*	.22325	.000	.4702	1.3548
Organizationallevel	4	3	.43388*	.15365	.006	.1294	.7383
		2	-.01389	.28671	.961	-.5820	.5542
		3	-.05994	.23876	.802	-.5330	.4131
		4	-.43264*	.20745	.039	-.8437	-.0216
	1	1	.01389	.28671	.961	-.5542	.5820
		3	-.04605	.24868	.853	-.5388	.4467
		4	-.41875	.21879	.058	-.8523	.0148
		1	.05994	.23876	.802	-.4131	.5330
	3	2	.04605	.24868	.853	-.4467	.5388
		4	-.37270*	.15058	.015	-.6711	-.0743
		1	.43264*	.20745	.039	.0216	.8437
		2	.41875	.21879	.058	-.0148	.8523
	4	3	.37270*	.15058	.015	.0743	.6711

*. The mean difference is significant at the 0.05 level.

APPENDIX G

DESCRIPTIVE STATISTICS

Descriptive Statistics			
	N	Mean	Std. Deviation
V21	116	3.67	.811
V22	116	3.76	.787
V23	116	3.64	.785
V24	116	3.66	.791
V25	116	3.62	.754
V26	116	3.70	.737
V27	116	3.65	.772
V28	116	3.72	.732
Policy	116	3.7241	.72934
Recr_prom	116	3.6667	.70471
Comp_ben	116	3.9483	.73109
Train_dev	116	3.2672	.75571
Valid N (listwise)	116		