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Does Your Organization Need Climate Change? Motivational Climate, Diversity Promise Fulfillment, Affective Commitment & Turnover Intention

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**Does Your Organization Need Climate Change?
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Affective Commitment & Turnover Intention**

BI Norwegian Business School

Master of Science in Leadership & Organizational Psychology

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ABSTRACT

This study investigates the potential of the motivational climate to influence diversity promise fulfillment and employee outcomes. Diversity promise fulfillment is the achievement of a unique psychological contract between the employees and the employer and encompasses the perceptions of to which degree diversity and inclusion is achieved and valued in the organization. Based on a two-wave survey of 208 employees within the European context, our results show that minorities and the majority differ in expectations of diversity management, which creates implications as well as opportunities for the organization. Furthermore, our analysis confirms the paramount importance of fulfilling diversity promises so that both the organization and its employees can benefit from higher affective commitment. We did not find evidence of a moderating role by either mastery or performance climate in the relationship between diversity promise fulfillment and employee outcomes. However, our post-hoc analysis showed some interesting results in terms of beneficial outcomes of a mastery climate. This is elaborated in more detail in the discussion part, followed by avenues for future research and practical implications.

Keywords: diversity promise fulfillment, motivational climate, affective commitment, turnover intention, diversity management

1.0 INTRODUCTION

Employers can enjoy many benefits from an affectively committed workforce. An affectively committed workforce is shown to have a strong and favorable relation to organization- and employee-relevant outcomes such as performance, attendance, stress, and work-family conflict (Meyer et al., 2002). However, garnering commitment among employees that belong to a historically underrepresented group can be challenging (Li et al., 2019). Research findings indicate that minority groups are more likely to experience negative outcomes in terms of affective commitment and work engagement, yet not necessarily increased turnover intention (Mor Barak et al., 2016b). Since turnover is also related to other factors, such as market conditions (Mor Barak et al., 2016b), minority groups may struggle to find available or relevant work elsewhere. Hence, minority group members might perceive the cost of leaving as greater than the desire to remain in the organization, potentially resulting in a lower performing workforce that is unwilling to leave.

It becomes increasingly important for management and human resource (HR) professionals to understand differences in what drives employee outcomes amongst both minority- and majority members (Buttner et al., 2010b). Researchers propose that the effect of perceived diversity management on employee outcomes must be considered to a greater extent since minority and majority groups have different expectations for their organization's diversity promises (Mor Barak et al., 2016b; Triana et al., 2012). Managing the employer-employee relationship is a vital aspect of the HR function (Buttner et al., 2010b), and building on Social Exchange Theory, this relationship can potentially benefit both the employee and the organization (Blau, 1964). At the heart of the social exchange relationship lies the psychological contract that incorporates expectations and reciprocity. Diversity promise fulfillment is the achievement of a unique type of psychological contract that emphasizes employees' perceptions of the organization's commitment to diversity management obligations (Li et al., 2019). Therefore, diversity management is likely to foster positive employee outcomes when employees perceive the diversity promises as fulfilled.

Most organizations have started implementing diversity practices and initiatives to eliminate discriminatory barriers and to foster a diverse and inclusive workforce (Li et al., 2019). To explain the mechanisms behind the division of social

groups classified by specific characteristics (e.g., gender, ethnicity, age), the Social Identity Theory (SIT) is used as a theoretical framework (Tajfel, 1982; Tajfel & Turner, 1986). The theory explains the relevance and importance of diversity management in minimizing the differences and eliminating boundaries between social groups in order for the organization to leverage positive outcomes such as inclusion, diverse workforce representation, and collaboration. The employees' perception of how successful the organization is in fostering such outcomes is what ultimately determines whether a diversity promise is perceived as fulfilled (Li et al., 2019).

Since extensive research on diversity climate has been unable to provide sufficient value in explaining organizational- and employee outcomes, scholars have turned their attention to diversity management instead (McKay & Avery, 2015). Diversity climate is a broad and complex concept that embodies the extent to which employees perceive the organization to utilize fair practices, socially integrate all personnel, and unlock the full value of the workforce (McKay & Avery, 2015). However, the construct is defined and conceptualized in numerous ways, varying in extent and focus (e.g., Cachat-Rosset et al., 2019; Cox et al., 2009; Chrobot-Mason and Aramovich, 2013; Gonzalez & Denisi, 2009). We do not intend to unravel this concept further, but rather limit our research to an important but understudied aspect of the diversity climate, namely diversity promise fulfillment (Buttner et al., 2010b; Chrobot-Mason, 2003; Li et al., 2019). This aspect concerns the employees' perception of how successful diversity management is in achieving a diverse and inclusive workforce (Li et al., 2019).

Researchers have proposed that there are unexplored factors that can contribute to the understanding of effective diversity management (Mor Barak et al., 2016b), and that the positive effects may be reinforced by environmental features such as the organizational climate (Dwertmann et al., 2016). We propose that the motivational climate (i.e., mastery and performance climate) is a potential moderator of the relationship between diversity promise fulfillment, affective commitment, and turnover intention. To our knowledge, motivational climate is an unstudied moderator within the field of diversity. However, previous research has proved the capacity of a mastery climate to influence how the employees perceive and understand the organization's values and expectations (Kopelman et al., 1990). Since diversity

promise fulfillment is based on the employees' expectations of diversity management, it seems likely that the motivational climate can influence these expectations.

On the one hand, we suggest a performance climate, that emphasizes individual achievements and (inter-group) competition (Ames, 1992), to have a negative impact on the relationship between diversity promise fulfillment and employee outcomes. Since diversity management aims to reduce social comparison between social identity groups (Mor Barak et al., 2016b), a performance climate is likely to counter this effort. On the other hand, we suggest a mastery climate, that emphasizes support, learning, and collaboration (Ames 1992; Nerstad et al., 2013) will have a positive impact on the relationship between diversity promise fulfillment and employee outcomes. In accordance with the Social Exchange Theory, we believe a mastery climate that promotes team- and personal development and achievements might facilitate the relationships. We intent to answer the following research question:

Is it so that the Perceived Motivational Climate influences the relationship between Diversity Promise Fulfillment, Affective Commitment, and Turnover Intention, and if so, in what way?

Our study intends to contribute to the organizational psychology- and diversity management literature in three ways. First, we respond to the need for more research on potential environmental features of the organization that might reinforce positive outcomes of diversity management (Dwertmann et al., 2016). We introduce the motivational climate as a potential moderator with the aim to identify effective mechanisms to enhance the positive outcomes of organizational diversity and inclusion. By doing so, our study additionally enriches the literature on motivational climate as called for by Nerstad and colleagues (2019). Since work climates often operate simultaneously, there is a need for more research on how mastery- and performance climates separately affect outcomes, given that the two have competing objectives (Nerstad et al., 2019).

Second, our study intends to contribute to the diversity management literature by (1) exploring how diversity promise fulfillment is perceived by different social identity groups, and (2) how it relates to employee outcomes. As stated by

Chrobot-Mason (2003, p. 41), “Clearly, additional research is needed to better understand the unique elements of the psychological contract [...]” for various demographic groups. This study will explore how diversity promise fulfillment is perceived by different social identity groups. In addition, we will look at the potential positive outcomes of diversity promise fulfillment in terms of affective commitment and turnover intentions. According to Buttner and colleagues (2010b), such relationships are relatively unexplored and require further examination.

Third, our research intends to contribute to the diversity literature in Europe in particular. Despite the increased awareness in discussions about diversity, not all countries have kept pace with available data with the emerging trends (OECD, 2018). The lack of academic literature on the European population in regard to diversity matters is partly due to the challenge of operationalization of the concept, but most importantly, due to the restriction of data collection (OECD, 2018). Therefore, the existing research on differences in minority- and majority group members’ perceptions of diversity management is mostly conducted in North America (e.g., Avery et al., 2007; Mor Barak et al., 1998) and Australia (e.g., Li et al., 2019). However, there is no reason to believe this does not extend to other Western countries (e.g., in Europe). By investigating employees’ identification with social identity groups, this study aims to contribute to the diversity literature in Europe while acting in accordance with the regulations on diversity research.

2.0 THEORETICAL FRAMEWORK AND HYPOTHESES

In this section, we first explain the mechanisms behind diversity using the Social Identity Theory as our theoretical framework. Knowledge about diversity is essential for understanding how diversity management operates in the organizational setting and how this ultimately determines whether employees perceive diversity promises to be fulfilled. Following, The Social Exchange Theory is used to explain the relationship between diversity promise fulfillment and employee outcomes, focusing on affective commitment and turnover intention. Lastly, we introduce the motivational climate as a potential moderator of the relationship between diversity promise fulfillment, affective commitment, and turnover intention. Building on

Achievement Goal Theory, we aim to investigate whether different climate perceptions may positively or negatively influence the relationships.

2.1 The mechanisms behind diversity

The social identity theory (SIT) can contribute to the understanding of potential boundaries between diverse individuals and groups, and help develop resolutions to make the benefits of diversity and inclusion efforts more accessible (e.g., Schneider & Northcraft, 1999). SIT provides a useful theoretical framework for understanding the relationship between employees' social identity and employee- and organizational outcomes. The theory states that the individuals' group membership has important consequences for the psychological functioning of the group members. A central proposition in SIT is the desire for belongingness, which creates the force for shaping and maintaining lasting, positive, and significant interpersonal relationships (Baumeister & Leary, 1995).

Within the social identity approach, the processes of social categorization, social identification, and social comparison occupy a crucial place (Tajfel & Turner, 1986). SIT states that people categorize themselves and others into groups based on mental models, prototypes, and stereotypes, and classify these into specific groups based on different social categories such as gender, ethnicity, status, religion, and educational background (Mor Barak, 2016, p. 240; Tajfel & Turner, 1986). The social comparison process explains how perceived group status can influence positive individual outcomes through the comparison of in- and out-groups (Baumeister & Leary, 1995; Tajfel, 1982). In-groups refer to groups that the individual categorizes themselves as part of and extracts their identity from, while all other groups represent the out-groups (Tajfel & Turner, 1986).

The in- and out-groups form the inclusion and exclusion process in which individuals continuously engage to evaluate their personal position in organizations or groups (Mor Barak et al., 2016a). The majority is likely to include those with similar characteristics as part of their in-group, and those with other characteristics (e.g., gender, skin color, etc) as the out-group. This will result in majority and minority groups that treat each other differently based on group belongingness and can have negative consequences for the organization and its employees. For instance, Chatman and Von Hippel (2001) found that Black and White individuals were more

likely to give members of their own in-group more benefits in a recruitment situation despite employment gaps in their resumes compared to out-group members. Furthermore, research on organizational demography indicates that belonging to a minority group has negative consequences in the workplace in terms of feelings of isolation (Smith & Calasanti, 2005), exclusion from important interactions (Milliken & Martins, 1996), and lack of a professional identity (Smith & Nkomo, 2003).

Diversity management is reflected through practices and policies that aim to enhance processes like recruitment and promotion, ensure a representative workforce, and increase inclusion and retention of minorities in the organization (Mor Barak et al., 2016b). When these practices and policies are positively perceived to be salient and clearly communicated, this may increase the likelihood of generating positive employee outcomes. By exploiting the mechanisms behind SIT, the organization can become a group where all employees feel that they belong and are included which, in turn, can contribute to fulfilling diversity promises.

2.2 Diversity Promise Fulfillment

Diversity Promise Fulfillment is defined as “employees’ assessment of the effectiveness of actual consequences of their organizations’ diversity management” (Li et al., 2019, p. 369). Diversity management refers to deliberate practices and initiatives designed to foster inclusion of all employees, regardless of their social identity, in the formal and informal structure of the organization (Mor Barak, 2016). In an organizational setting, these actions can include task forces, diversity training, and mentoring programs intended to increase diversity and inclusion (Kalev et al., 2006). Diversity management obligations include having, appreciating, and supporting a representative and diverse workforce and its input and issues (i.e., fairness) (Chrobot-Mason, 2003), as well as workplace inclusion (Shore et al., 2011).

Academics suggest that the fairness and inclusion dimensions adequately capture employees’ reactions to organizational diversity management (Kulik et al., 2016; Mor Barak et al., 1998). In Dwertmann and colleagues’ (2016) literature review, the term ‘diversity’ was found to be combined with ‘fairness’ and ‘inclusion’ 128 and 269 times, respectively, greatly exceeding all other combinations. Out of 45 studies, 29 focused exclusively on fairness regarding diversity-specific management practices, personnel practices, organization’s diversity commitment, and bias

elimination (Dwertmann et al., 2016). We argue that all of these practices at least to some degree fall under diversity management. Roberson (2006) challenges the confusion between the inclusion and diversity concepts, and while identifying the two as distinct, the author admits that a clear distinction between the two is not representative of the complexity that concerns diversity management. Depending on how successful diversity management is perceived to accomplish fairness and inclusion, the diversity promise will be fulfilled.

Recent research indicates that diversity management, in general, creates an onset for an inclusion climate (Mor Barak et al., 2016b), which in turn is strongly positively associated with diversity promise fulfillment ($r = .86$) (Li et al., 2019). A climate of inclusion involves fair treatment of all social groups, with a particular focus on minorities, inherent in organizational actions, policies, and procedures (Shore et al., 2011). Although members of historically poorer work opportunities tend to pay more attention to initiatives aimed towards a more inclusive work environment, it is argued that both employees of the minority- and the majority groups must experience the satisfaction of two complementing needs to feel included; uniqueness and belongingness (Shore et al., 2011). This implies that inclusion is felt when employees both perceive their unique contributions to be appreciated and when the organization encourages their full participation (Mor Barak, 2015).

Shore and colleagues (2011) found that employees not only desire to feel included but also *expect* to be included in the workplace. Obligations towards marginalized groups are recognized by all members of the organization. However, minorities monitor diversity signals to a higher degree and seem to be more sensitive to cues regarding the organization's validation of their social identity (Walton et al., 2015). The underrepresentation of marginalized groups in organizations is one such cue that risks a negative interpretation by the minority group members and is typically monitored to a higher degree than by the majority (Walton et al., 2015). Underrepresented group members may ask more questions such as "Why are so few employees represented from my group?", "Why are so few managers like me?" and "Do people like me not have the same opportunities to succeed?". This leads to different expectations from the majority and minority group members resulting in different perceptions of diversity promise fulfillment (Mor Barak et al, 2016b; Triana et al., 2012). Based on this, we predict that employees who identify as a part of a

minority group will report lower levels of diversity promise fulfillment compared to employees who identify as part of the majority.

Hypothesis 1: Employees who identify themselves as a part of the minority will report lower levels of diversity promise fulfillment than those who identify as a part of the majority.

According to Buttner (2010b), a perceived breach in diversity promise fulfillment indicates that the organization can expect costly employee behaviors in terms of turnover, turnover intention, and organizational commitment from minority members. A breach in the promises is a cognitive evaluation of the discrepancy between what is promised and what is received and is negatively associated with organizational commitment and job satisfaction (Chrobot-Mason, 2003). In sum, diversity promise fulfillment is related to various employee- and organizational outcomes, and it is an important consideration for organizations in order to avoid costly employee behaviors.

2.2.1 Diversity Promise Fulfillment, Affective Commitment & Turnover

Intention

From the perspective of social exchange and reciprocity, the expectations of employees in regard to diversity management provide the foundation for the psychological contract between the employee and the organization (Li et al., 2019). The psychological contract in a social exchange relationship is the obligation of reciprocity employees feel towards their organization based on what each part is entitled to receive (Morrison & Robinson, 1997).

On the one hand, we propose that diversity promise fulfillment, as the foundation of a unique type of psychological contract, will be positively related to affective commitment. Affective commitment is defined as “the employee’s emotional attachment to, identification with, and involvement in the organization” (Meyer & Allen, 1991, p. 67). Affective commitment is reported to be related to many positive employee- and organizational outcomes, including attendance, performance, and work-life integration (Meyer et al., 2002). Further, employees who want to remain in the organization are considered more likely to attend work

regularly, put in an extra effort to help others out, and perform to the best of their ability (Herscovitch & Meyer, 2002; Meyer & Allen, 2001).

On the other hand, we propose that diversity promise fulfillment will be negatively related to turnover intentions, defined as an employee's behavioral intent to leave their organization (Dysvik & Kuvaas, 2010). While positive social exchange relationships are reciprocated with positive outcomes such as decreased turnover intentions, the results of a psychological contract breach manifest in employee behavior such as underinvestment and withholding of contributions because the breach undermines the social exchange basis of employment relationships (Lo & Aryee, 2003). While turnover intention and turnover highly correlate around .50 (Steel & Ovalle, 1984), it is recommended to use turnover intention in research settings as actual turnover is affected by many external factors (Khatri et al., 2001). For instance, low turnover may merely mask poor (diversity) management practices when employees are reluctant to leave, e.g., due to high unemployment in the relevant industry.

For employees of color, a just and fair diversity climate is necessary in order to consider their employer as meeting the expectations in the psychological contract (McKay & Avery, 2005). Generally, minority group members in large organizations display higher work efforts when diversity management is perceived as salient (Li et al., 2019; McKay et al., 2008), while breaking a psychological contract can have detrimental effects and pose a clear cost for the organization in terms of commitment, performance, and/or turnover (Morrison & Robinson, 1997). This emphasizes the importance of fulfilling the expectations employees have in regard to diversity promises to generate positive effects of organizational and employee outcomes (Li et al., 2019).

From a social exchange perspective, employees can reciprocate fulfilled diversity promises by committing to the organization. Committed employees make an effort to achieve the goals the organization is pursuing (Meyer & Allen, 1991). Meyer and Allen (1991) argued that employees can experience different mindsets as the motivation behind their efforts, including affective commitment, continuance commitment, and normative commitment. The affective mindset reflects the desire to remain in the organization, whereas the continuance and normative mindsets reflect

the perceived costs of leaving and the perceived obligation to remain, respectively (Herscovitch & Meyer, 2002).

While affective commitment serves the employer many benefits, diverse workforces pose a challenge for organizations that wish to inspire affective commitment due to less cohesiveness and more intergroup conflict (Ali et al., 2015; Jehn et al., 1999). Recent research points to issues related to historically disadvantaged social groups like White women and employees of color (Li et al., 2019). For instance, these minorities have reported weaker social relationships and less organizational fairness compared to their White male colleagues, even within Fortune's list of the 100 best companies to work for (Carberry & Meyers, 2017). Furthermore, less dominant identity groups, e.g., older workers, tend to feel less valued compared to others (Kulik, 2015) and perceive their organization as less inclusive (Armstrong-Stassen, 2008). Thus, workforce diversity, in and of itself, will not generate positive outcomes without diversity management taking into account the unique issues minorities face.

Research advocates that the detrimental effects of diversity on intergroup effectiveness, collaboration, and performance can be countered by various diversity efforts (e.g., Kalev et al., 2006; Li et al., 2019). Triana and colleagues (2010) report that perceived racial discrimination in the workplace due to diverse ethnic minorities and different social identities is negatively related to affective commitment. In most cases, this negative relationship was countered when employees perceived the diversity management in the organization as effective. Additionally, some cases showed that the negative association between discrimination and affective commitment became stronger when the support of diversity efforts was perceived as high (Triana et al., 2010).

Several researchers have emphasized the importance of diversity management for affective commitment. For instance, Li and colleagues (2019) found that affective commitment and diversity promise fulfillment were positively related. Research in the Dutch public sector found that employees feel more committed to the organization if they perceive it to have implemented diversity management and that this increases the feeling of inclusion and identification with the organization (Ashikali & Groeneveld, 2015). In turn, perceived inclusion in the workplace (i.e. indicating fulfilled diversity promises) is positively associated with job outcomes and

mediated by affective commitment (Chen & Tang, 2018). This emphasizes the importance of affective commitment both as an outcome itself and as an important mediator and antecedent of other positive job outcomes.

Research supports that a psychological contract breach is related to negative employee outcomes (Buttner et al., 2010b; Lo & Aryee, 2003). For instance, Lo and Aryee (2003) found that a perceived breach in the psychological contract is positively related to higher turnover intentions and these results were supported by Tekleab and colleagues (2005). In addition to the relationship between psychological contracts and turnover intentions in general, Buttner and colleagues (2010b) found that diversity promise fulfillment as a unique psychological contract can be violated and result in increased turnover intentions. The researchers found that a breach in diversity promise fulfillment could lead to greater intention to leave for employees of color. This may be costly for the organization considering that extensive research findings support a strong link between turnover intention and actual turnover (e.g., Buttner et al., 2010b; Nerstad et al., 2018a; Tekleab et al., 2005).

Based on the social exchange theory, we predict that diversity promise fulfillment is positively related to affective commitment in that perceived fulfillment of expectations in the psychological contract will be reciprocated by increased affective commitment. Contrarily, we suggest that diversity promise fulfillment is negatively related to turnover intentions. Since research indicates that a breach in the psychological contract leads to increased turnover intention, we assume that diversity promise fulfillment is negatively related to turnover intentions.

Hypothesis 2a: Diversity Promise Fulfillment is positively related to Affective Commitment

Hypothesis 2b: Diversity Promise Fulfillment is negatively related to Turnover Intentions

2.3 Perceived Motivational Climate

We propose that perceived motivational climate has a moderating role in the relationship between diversity promise fulfillment, affective commitment, and turnover intention. We first examine existing literature on motivational climate before

introducing the potential moderating role of perceived mastery and performance climate.

Perceived work climate has shown to influence and predict important employee- and organizational outcomes (e.g., Kuenzi & Schminke, 2009; Nerstad et al., 2018a; Nerstad et al., 2018b). The Achievement Goal Theory (AGT) incorporates individual goal orientations as well as situational determinants of the achievement behavior to answer how context and environment contribute to explain the extent individuals will strive for success (Nerstad et al., 2013). It is important to emphasize that the motivational climate is a contextual variable operating at both individual and collective levels of success definition. Thus, it is different from individual motivation and goal orientation that only operates on individual levels (Gagné & Deci, 2005; Dweck, 1986).

The motivational climate refers to a context from which employees derive shared perceptions of success and failure criteria that are emphasized in procedures, practices, and policies generated from the organization (Ames, 1992). The psychological climate contributes to the understanding of perceived necessary behaviors to achieve success or avoid failure (Nerstad et al., 2013). These perceived necessary behaviors, through understandings of valued and expected behaviors, are relevant for predicting employee outcomes, including work effort and work quality (Nerstad et al., 2013), collective felt supervisor trust and knowledge sharing (Nerstad et al., 2018a), and prosocial/antisocial attitudes and perceived competence (Harwood et al., 2015).

According to AGT, the perceived motivational climate can be affected by which goals are made salient, influencing how these are cognitively processed and, consequently, how individuals behave and react to their tasks, themselves, and others (Ames, 1992). This results in two distinct motivational climates; performance- and mastery climate. While a performance climate is focused on social comparison, results, and competition, and the evaluation is exclusively based on success or failure, a mastery climate emphasizes individual efforts, personal learning, development, and achievement, and the evaluation is based on the individuals' own experiences (Ames, 1992). Contrary to a performance climate, employees in a mastery climate put more emphasis on the growth process leading to performance rather than the actual work results (Černe et al., 2014).

Work structures that emphasize individual achievements and where the use of normative comparison is salient are referred to as performance climate (Nerstad et al., 2013). It is characterized by the value it puts on social comparison and intra-group competition, with a disciplinary approach to mistakes and public recognition of competence (Ames, 1992; Nerstad et al., 2013; Nicholls, 1984). In contrast, a mastery climate does not include social comparison and the use of normative criteria (Nerstad et al., 2013). Rather, individuals seek challenging tasks and have more positive attitudes in general (Ames & Archer, 1988), which highlights its relevance in both sports and classroom settings (Ames, 1992; Pensgaard & Roberts, 2000). Nicholls (1984) advocates that AGT outcomes compose the basis for achievement goal orientations that include developing and proving ability in achievement contexts. Since AGT is a social cognitive theory, it does not take traits and needs into account but presumes that goal orientation is a product of the socialization process (i.e., motivational climate) (Nerstad et al., 2013). More specifically, a performance climate fosters a performance goal orientation, whereas a mastery climate fosters a mastery goal orientation (Roberts et al., 2007). Research suggests that the two do not exist on a continuum, but can co-exist and that it is possible for individuals to switch from one orientation to the other (Nicholls, 1984; Pensgaard & Roberts, 2000).

In terms of motivational climate, research indicates that mastery climate and performance climate are negatively related, such that high perceptions of one result in lower perceptions of the other (Kopperud et al., 2020). Although the two climates have conflicting values, they usually exist simultaneously (Ames, 1992). Therefore, when measuring the influence of the motivational climate, it is important to measure both climates to interpret their independent influence on other variables (Nerstad et al., 2013: 2018b).

2.3.1 The moderating role of the motivational climate

The relationship between a psychological contract and employee outcomes has been shown to be moderated by other variables in previous research (e.g., Epitropaki, 2013; Turnley & Feldman, 1999). For instance, Turnley and Feldman (1999) found that managers who perceived a violation of the psychological contract were more likely to leave and that this relationship was moderated by situational factors such as available and attractive employment alternatives. Epitropaki (2013) investigated the

moderating role of a separate-connectedness self-schema on the relationship between psychological contract breach and organizational identification. She found that those with a highly separated self-schema (i.e., a more individualistic approach to work behavior such as interests, abilities, and goals) were more likely to perceive a psychological contract breach and thus experience less identification with the organization. Contrarily, for individuals with a high connectedness self-schema (i.e., identify as part of important roles and relationships and try to reinforce relationships), the negative relationship between psychological contract breach and organizational identification was less strong (Epitropaki, 2013). This line of research can be linked to our approach of mastery- and performance climates that, in a similar way, distinguish between an individualistic- versus collaborative work approach. The research shows relevant arguments to believe that the relationship between a psychological contract and employee outcomes can be moderated by other variables.

Research on the moderating role of motivational climates on organizational- and employee outcomes has been well established. For instance, Nerstad and colleagues' (2019) results indicated that performance climate moderated the relationship between both work engagement and emotional exhaustion, and work engagement and cynicism. Černe and colleagues (2014) found that mastery climate has a moderating role on the relationship between knowledge hiding and distrust between colleagues by facilitating positive coworker exchange relationships. Their research indicates that a mastery climate has the capability of overriding the norms of reciprocity in the social exchange relationship, so that negative coworker behavior was not reciprocated because this is not in line with the values and expectations communicated by a mastery climate (Černe et al., 2014). Based on previous arguments and the proven moderating capability of the motivational climate, we suggest that it could also have a moderating role in the relationship between diversity promise fulfillment, affective commitment, and turnover intentions.

First, we propose that a performance climate moderates the relationship between diversity promise fulfillment and the respective employee outcomes. A performance climate facilitates a number of maladaptive work behaviors, including social comparison and intra-team competition (Ames & Ames, 1984; Kopperud et al., 2020). We suggest this will harm employees' perceived fulfillment of diversity management efforts that actively promote collaborative work structures, inclusive

behavior, and refrain from comparing one's own contributions and performance with that of others. In other words, a performance climate is likely to counteract what diversity management actively aims to achieve. In turn, we suggest this results in decreased affective commitment and increased turnover intention, in line with the social exchange theory. We hypothesize the following:

Hypothesis 3a: A perceived performance climate moderates the relationship between diversity promise fulfillment and affective commitment. The higher the perceived performance climate, the less positive the relationship.

Hypothesis 3b: A perceived performance climate moderates the relationship between diversity promise fulfillment and turnover intention. The higher the perceived performance climate, the less negative the relationship.

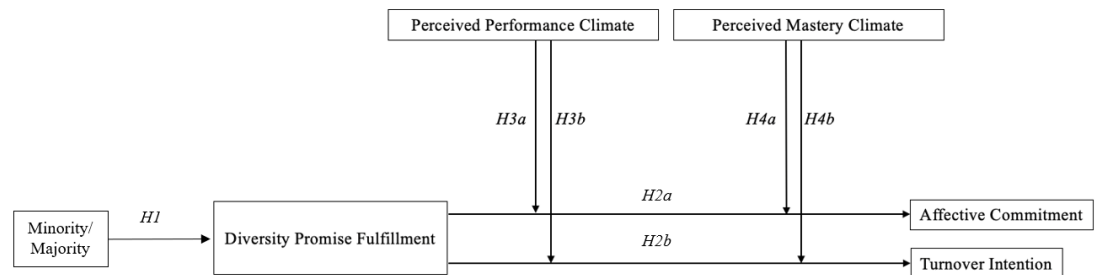
Second, we propose that a mastery climate moderates the relationship between diversity promise fulfillment and the respective employee outcomes. In line with the social exchange theory, a mastery climate that facilitates collaboration, team- and individual development could strengthen the psychological contract between the employee and the organization. Employees will likely see the benefits from including different perspectives and profit from the know-how of coworkers, leading to positive coworker exchange relationships establishing (Poortvliet & Giebels, 2012). In view of this, employees in a mastery climate may acknowledge and appreciate the knowledge of a diverse workforce as this can promote interpersonal learning and development. In turn, this could lead to increased affective commitment towards the organization. By the same logic, a mastery climate will influence the relationship between diversity promise fulfillment and turnover intention, in that employees feel a stronger connection to their workplace and positive coworker relationships and therefore are more inclined to stay. We hypothesize the following:

Hypothesis 4a: A perceived mastery climate moderates the relationship between diversity promise fulfillment and affective commitment. The higher the perceived mastery climate, the more positive the relationship.

Hypothesis 4b: A perceived mastery climate moderates the relationship between diversity promise fulfillment and turnover intention. The higher the perceived mastery climate, the more negative the relationship.

2.4 The conceptual model

Figure 1. The conceptual model



3.0 METHOD

3.1 Procedure

The survey was divided and distributed in two waves with a two-week interval to prevent respondents from drawing associations between the different concepts with the purpose of avoiding common method variance (Podsakoff et al., 2012). We measured the moderating variables and one dependent variable at time 1, and one dependent variable as well as the predictor variable at time 2 (See Appendix A). The questionnaires were sent to employees per e-mail and it should be noted that only participants with a job email address were reached. It was distributed in English only as this is the official corporate language in the company.

The D&I- and HR structure and relevant leaders were used as a reference point to our sample because these incorporate various business areas and were expected to provide a broad and diverse sample. Participants were recruited through a combination of snowball- and quota-sampling using the relevant leaders and their HR Business Partners, who each nominated participants from their division. Leaders were

also invited to participate in the study for the sample to represent different levels of the organization.

3.2 Sample

The first questionnaire was sent to 275 employees, whereof 233 received responses were complete, making a response rate of 85 %. In the second wave, we received 208 completed responses, giving a response rate of 89 %. A total of 45 % of the participants were female, 54 % were male, none were non-binary/third gender, and the remaining preferred not to say. The majority of the respondents were between 30-39 years (33 %) and between 40-49 years (29 %). Among the remaining, 7 % were between 20-29 years, 25 % were between 50-59 years, 5 % were 60 years or older and 1 % preferred not to say. In terms of employment status, 98 % were permanent workers, whereas 2 % were casual/temporary workers. Regarding ethnicity, the majority of the participants were Caucasian (58 %). Other ethnicities represented were Latino or Hispanic (7 %), Asian (2 %), African (1 %), and African-American (1 %). A large part of the sample responded Other/Unknown (21 %), indicating that some could not relate to any of the options offered. The remaining 10 % preferred not to specify their ethnicity. For GDPR reasons, not all participants could respond to the ethnicity-related question. Therefore, these were coded as “Prefer not to say”. From the total sample, 62.5 % identified as a part of the majority group, while 37.5 % identified as a part of the minority group.

3.3 Research ethics

To ensure ethical standards were met, all participants were informed that participation was voluntary and that they could choose to withdraw at any time. To decrease the likelihood of a common method bias and assure anonymity (Podsakoff et al., 2012), the participants were informed that answers would be kept confidential, stored on a separately encrypted hard drive, deleted after completion of the study and that emails were collected for the single purpose of matching the two data sets. Additionally, assuring anonymity can encourage participation and honest responses to the questionnaire (Podsakoff et al., 2012). Information about the purpose, research design, and implications of participation was assessed and approved by the

Norwegian Social Science Data Service (NSD) and the organization's Works Council. The documentation of this was provided to all participants.

3.4 Measures

The measures used in this research are previously validated in other studies. The questionnaire was only distributed in English. Therefore, no translation or changes to the original items was needed. A 5-item Likert scale ranging from 1 (=strongly disagree) to 5 (=strongly agree) was used throughout the questionnaire unless otherwise stated.

3.4.1 Diversity Promise Fulfillment

Diversity promise fulfillment was measured using Chrobot-Mason's (2003) five-item scale which has been consistently used in research on diversity promise fulfillment (e.g., Buttner et al., 2010b; Li et al., 2019). The five items let participants rate their perception of the effectiveness or actual consequences of their organizations' diversity management on a Likert scale (1 = strongly disagree; 5 = strongly agree) (Cronbach $\alpha = 0.85$) (Chrobot-Mason, 2003). Sample items are "Different opinions, ideas, and perspectives are valued" and "This organization provides support for the unique issues faced by minority employees".

3.4.2 Affective Commitment

Affective commitment was measured using Meyer and colleagues' (1993) six-item scale. While their original scale included more items, this was shortened to six items in their attempt to minimize the scale using factor analysis (Meyer et al., 1993). The participants rated the items on a Likert scale (1 = strongly disagree; 5 = strongly agree) (Cronbach $\alpha = 0.89$). Sample items are "This organization has a great deal of personal meaning for me" and "I do not feel emotionally attached to this organization (reverse coded)".

3.4.3 Turnover Intention

Turnover intention was measured using a five-item scale. Three items originally stem from the Michigan Organisational Assessment Questionnaire (Cummann et al., 1979). However, we adopted Kuvaas' (2008) five-item scale which integrated the

three original items. The participants rated the items on a Likert scale (1 = strongly disagree; 5 = strongly agree) (Cronbach $\alpha = 0.91$). Sample items are “I often think about quitting my present job” and “I may quit my present job during the next twelve months”.

3.4.4 Motivational Climate

The perceived motivational climate was measured using the 14-item scale developed by Nerstad, Roberts, and Richardsen (2013). The scale distinguishes between mastery- and performance climate using 6 and 8 items, respectively, and is shown to be both reliable and valid for measuring motivational climate (Nerstad et al., 2013). The participants rated the items on a Likert scale (1 = strongly disagree; 5 = strongly agree) for both performance climate (Cronbach $\alpha = 0.85$) and mastery climate (Cronbach $\alpha = 0.88$). Sample items for the performance climate are “In my departments/work group, an individual’s accomplishments are compared with those of other colleagues” and “In my departments/work group, there exists a competitive rivalry among the employees”. Sample items for the mastery climate are “In my departments/work group, one is encouraged to cooperate and exchange thoughts and ideas mutually” and “In my departments/work group, one of the goals is to make each individual feel that he/she has an important role in the work process”.

3.4.5 Control variables

Because perceived mastery and performance climate can coexist while having conflicting motives (Ames, 1992; Nerstad et al., 2013), we controlled for perceived performance climate when testing the role of a mastery climate and vice versa. According to Felfe and colleagues (2008), permanent employees report higher affective commitment than casual/short-term employees. Therefore, we controlled for employment status (1 = permanent, 2 = casual/temporary). Furthermore, Meyer et al. (2002) found that organizational tenure in some instances is related to affective commitment. However, since organizational tenure will most likely highly correlate with age, this might cause a suppression effect that is present in the confounding context (MacKinnon et al., 2000). Therefore, organizational tenure was not included as a control variable.

Additionally, we controlled for whether the individual identifies him/herself as a part of the majority- or minority group in the organization. Identity groups will be measured using a dichotomous variable (1= majority, 2= minority). Controlling for this is essential because researchers have found that minorities and majorities often differ in their perceptions of diversity promise fulfillment (Buttner et al, 2010b; Li et al., 2019). For simplicity purposes, these groups will hereafter be referred to as “the majority” and “the minority/minorities”.

We controlled for age because this is previously shown to relate to turnover (Griffeth et al., 2000). Age was selected on a scale ranging from 1 to 6 (1= 19 years or younger, 2= 20-29, 3= 30-39, 4= 40-49, 5= 50-59, 6= 60 years or older). We controlled for gender, as men and women have been shown to perceive the motivational climate differently (Abrahamsen et al., 2008). Gender was coded as a dichotomous variable (1= female, 2= male).

Additionally, ethnicity was controlled for and used as a demographic variable to ensure an ethnically diverse sample. Ethnicity was selected using (1= Caucasian, 2= African-American, 3= Latina or Hispanic, 4= Asian, 5= Native American, 6= African, 7= Native Hawaiian or Pacific Islander, 8= Two or more). In terms of responses, participants had the option to answer “Prefer not to say” in all cases. “Non-binary/Third gender” was included as a third option to the gender-related question, and the option “Other” was included in the ethnicity-related question. No forced response was used.

3.5 Statistical analysis and data credibility

IBM SPSS 27.0 was used in the statistical analysis. Since our data included some missing values, we conducted a missing value analysis to explore potential patterns. The analysis showed that no variables had 5 % or more missing values with the highest percentage being 1.4 %. Thus, no further analysis was necessary. Participants with incomplete responses were deleted from the sample, which left us with n = 208 complete responses to both surveys.

To explore the underlying structure of our variables and investigate the discriminant validity, we conducted an exploratory factor analysis using promax rotation. We used the threshold of .50 or higher loadings on the target construct to

determine which items to retain, as recommended by Nunnally and Bernstein (2007), and .35 for cross-loadings.

To test our scale reliabilities, we used Cronbach's alpha (α) as an indicator. The recommended threshold for the inclusion of items is an alpha greater than .70, meaning that all potential variables below this should be removed (Cortina, 1993).

To evaluate the relationship between the independent and dependent variables, we used Pearson's correlation coefficient. Prior to conducting the regression analysis, the moderating variables were mean-centered in order to compute the interaction terms. Mean-centering the variables is beneficial for the interpretation of the interaction and eliminates cases of multicollinearity (Dawson, 2014).

4.0 RESULTS

4.1 Descriptive statistics and reliability

The descriptive statistics, variable correlations, and Cronbach's alpha are presented in Table 1. We tested the reliability of the variables using Cronbach's alpha as an indicator (Cronbach, 1951), which are displayed in bold on the diagonal in Table 1. With Cronbach's alpha ranging between .85 and .91, all scales demonstrated strong reliability. No items were deleted as the analysis showed this would not have increased Cronbach's alpha.

4.2 Exploratory factor analysis (EFA)

When performing the exploratory factor analysis, results proved that the variables had no cross-loadings above the recommended threshold of .35 (Kiffin-Petersen & Cordery, 2003). The rotation converged in six iterations, in which the items of the performance climate variable loaded on two different iterations (see Appendix B). However, since there were no cross-loadings in component number 6, it could be that 5 and 6 are subsets of the performance climate. Hence, we decided to keep all the items.

Table 1: Descriptive statistics for the study’s variables (n= 208)

Variable	Mean	Std	1	2	3	4	5
Gender	1.57	0.55					
Age	3.94	1.09					
Identity group	1.38	0.49					
Employment status	1.02	0.14					
Ethnicity	3.61	3.40					
1 Performance climate	2.41	0.68	(0.85)				
2 Mastery climate	3.98	0.73	-.123*	(.88)			
3 Diversity Promise Fulfillment	3.60	0.79	.056	0.347***	(.85)		
4 Affective Commitment	4.00	0.76	.035	0.446***	.250***	(.89)	
5 Turnover Intention	1.95	0.92	-.008	-.392***	-.258***	-.497	(.91)

Note. All scores reflect responses on a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). Gender: 1= female, 2= male; Age: 1= 19 years or younger, 2= 20-29, 3= 30-39, 4= 40-49, 5= 50-59, 6= 60 years or older; Identity group: 1= majority, 2= minority; Employment status: 1= Permanent worker, 2= casual/temporary worker; Ethnicity: 1= Caucasian, 2= African-American, 3= African, 4= Latina or Hispanic, 5= Asian, 6= Native American, 7= Native Hawaiian or Pacific Islander, 8= Two or more. Cronbach’s alphas are displayed in bold on the diagonal. *p <.05, ***p <.001.

4.3 Hypothesis testing

H1 predicted that lower levels of diversity promise fulfillment would be reported from employees who feel they belong to a minority group. Minority and majority group was significantly related to diversity promise fulfillment, suggesting that the minority group reports lower levels of diversity promise fulfillment ($\beta = -.167$, $SE = 0.070$, $p < .05$, and 95% CI [-0.497, -0.047]). These findings support H1. While the results indicate a direct relationship between identity group and diversity promise fulfillment, we cannot conclude that there is a direct relationship between identity group and employee outcomes. We did not test for a mediation effect of diversity promise fulfillment.

Second, H2a predicted that diversity promise fulfillment was positively related to affective commitment. As predicted, the results indicate that there is a significant positive relationship between diversity promise fulfillment and affective commitment ($\beta = .139$, $SE=0.067$, $p < .05$, and 95% CI [0.007, 0.262]). This supports H2a. Next, H2b predicted that diversity promise fulfillment is negatively related to turnover intentions. The results showed a nonsignificant relationship between diversity promise fulfillment and turnover intention, thus not supporting H2b.

H3a predicted that performance climate would moderate the relationship between diversity promise fulfillment and affective commitment. The analysis indicates that the performance climate has no moderating role, not supporting H3a. Next, H3b predicted that performance climate would moderate the relationship between diversity promise fulfillment and turnover intentions. This was not supported in this study.

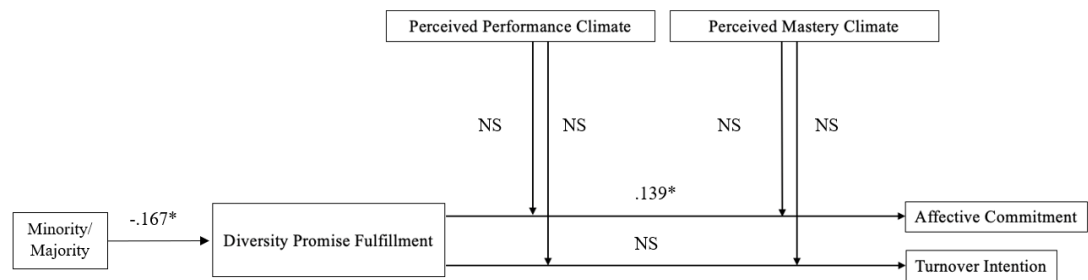
Last, we tested whether mastery climate moderated the relationship between diversity promise fulfillment and affective commitment (H4a), and diversity promise fulfillment and turnover intentions (H4b). Mastery climate did not significantly moderate the relationship between diversity promise fulfillment and affective commitment, or the relationship between diversity promise fulfillment and turnover intentions. Thus, neither H4a nor H4b was supported.

Table 2. Tests of direct and indirect relationships (Hypothesis 1-4)

Path	Standardized parameter estimate	s.e.	Lower and upper 95 % CI limits
Test of direct relationships			
Controls			
Employment status on affective commitment	.060	0.070	(-0.427, 1.093)
Age on affective commitment	.204**	0.071	(0.045, 0.239)
Ethnicity on affective commitment	-.002	0.096	(-0.031, 0.030)
Gender on performance climate	.039	0.070	(-0.130, 0.235)
Gender on mastery climate	-.017	0.070	(-0.191, 0.148)
Hypothesized relationships (H1-H2)			
Minority/Majority → Diversity Promise Fulfillment	-.162*	0.070	(-0.497, -0.047)
Diversity promise fulfillment → Affective commitment	.139*	0.067	(0.007, 0.262)
Diversity promise fulfillment → Turnover intention	-.120	0.070	(-0.303, 0.022)
Test of moderators			
Performance climate (H3)			
Diversity promise fulfillment → Affective commitment	.104	0.062	(-0.021, 0.265)
Diversity promise fulfillment → Turnover intention	.006	0.066	(-0.174, 0.192)
Mastery Climate (H4)			
Diversity promise fulfillment → Affective commitment	-.026	0.063	(-0.206, 0.135)
Diversity promise fulfillment → Turnover intention	.020	0.067	(-0.185, 0.252)

Note. For direct relationships (upper panel) and moderated relationships (lower panel), standardized estimates are reported. CI: confidence interval. * $p < .05$, ** $p < .01$

Figure 2. Results of the predicted moderation model.



Note. The tested model. The numbers reflect the standardized β. NS= Non-significant correlations. **p* < 0.05

4.4 Post-hoc analysis

Our initial analysis on the moderating role of a motivational climate revealed that a mastery climate significantly correlated with diversity promise fulfillment, affective commitment and turnover intention. Therefore, we tested these relationships including all control variables and found that mastery climate was directly related to diversity promise fulfillment with a significant positive relationship (β = .343, SE = 0.067, *p* < .001, and 95% CI [0.182, 0.412]), see figure 3. Furthermore, mastery climate has a direct relationship to affective commitment (β = .402, SE = 0.067, *p* < .001, and 95% CI [0.300, 0.595]) and turnover intention (β = -.359, SE = 0.071, *p* < .001, and 95% CI [-0.674, -0.296]), see figure 4.

Figure 3. The relationship between Mastery Climate and Diversity Promise Fulfillment.

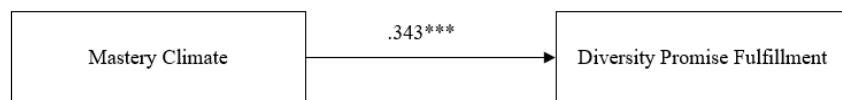
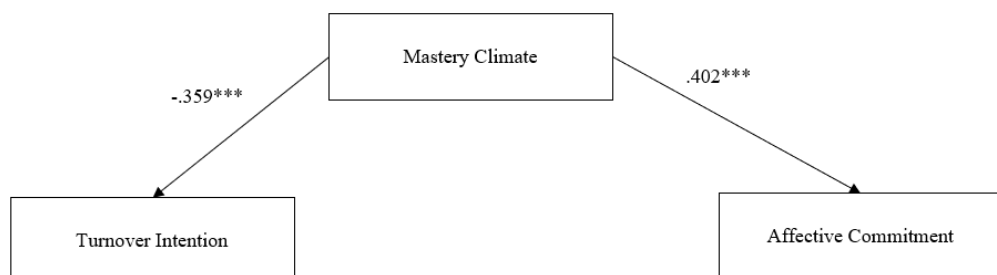


Figure 4. The relationship between Mastery climate, Turnover intention and Affective commitment.



Since we found a significant difference between the identity groups in perceived diversity promise fulfillment, we examined whether this was transferred to the relationship between diversity promise fulfillment and employee outcomes. First, we explored if the relationship between diversity promise fulfillment and affective commitment was stronger for the minority or majority group. Results indicate a stronger correlation between diversity promise fulfillment and affective commitment for minorities ($\beta = .410$, $SE=0.111$, $p < .001$, and 95 % CI [0.183, 0.616]) than the majority ($\beta = .173$, $SE=0.087$, $p < .05$, and 95 % CI [0.001, 0.338]). This indicates that an increase in diversity promise fulfillment will lead to a stronger increase in affective commitment for minorities than the majority.

We ran the same analysis for the relationship between diversity promise fulfillment and turnover intentions and found similar results. The results indicate a stronger negative correlation between diversity promise fulfillment and turnover intention for minorities ($\beta = -.334$, $SE=0.111$, $p < .01$, and 95 % CI [-0.696, -0.140]) than the majority ($\beta = -.179$, $SE=0.090$, $p < .05$, and 95 % CI [-0.409, -0.001]). This indicates that a higher diversity promise fulfillment is associated with a stronger decrease in turnover intention for minorities than the majority.

Finally, since men and women have been shown to perceive the motivational climate differently (Abrahamsen et al., 2008), we ran a regression analysis to examine whether the same tendencies could be found for the social identity groups. We found that the minorities reported lower levels of perceived mastery climate than the majority ($\beta = -.167$, $SE = 0.071$, $p < .05$, and 95% CI [-0.432, -0.038]). The correlation can be interpreted as a .167 lower perceived mastery climate by the minority (coded as = 2) compared to the majority (coded as = 1). We found no similar, nor significant, patterns for perceived performance climate.

Table 3: Supplementary analysis

Path - Test of direct relationship	Standardized parameter estimate	s.e.	Lower and upper 95 % CI limits
Mastery climate → Diversity Promise Fulfillment	.343***	0.067	(0.182, 0.412)
Mastery climate → Affective Commitment	.402***	0.067	(0.300, 0.595)
Mastery climate → Turnover Intentions	-.359***	0.071	(-0.674, -0.296)
Identity group → Mastery climate	-.167*	0.071	(-0.432, -0.038)
<i>Minority group</i>			
Diversity Promise Fulfillment → Affective Commitment	.410***	0.111	(0.183, 0.616)
Diversity Promise Fulfillment → Turnover Intentions	-.334**	0.111	(-0.696, -0.140)
<i>Majority group</i>			
Diversity Promise Fulfillment → Affective Commitment	.173*	0.087	(0.001, 0.338)
Diversity Promise Fulfillment → Turnover Intentions	-.179*	0.090	(-0.409, -0.001)

Note. Standardized estimates are reported for the direct relationships. CI: confidence interval. * $p < .05$, ** $p < .01$, *** $p < .001$.

5.0 DISCUSSION

The ultimate goal of the study was to investigate whether motivational climate would moderate the relationship between diversity promise fulfillment, affective commitment, and turnover intention. Our initial study disproved the influence of the motivational climate on the relationships in focus, but the post-hoc analysis provided interesting insights into how minorities and the majority differ in their perceptions of diversity promise fulfillment, mastery climate, and employee outcomes.

The minority group and majority group showed a significant difference in the perception of diversity promise fulfillment, supporting previous research (e.g., Buttner et al., 2010b). Similar to other research findings (e.g., Buttner et al., 2010; Li et al., 2019), minorities display a lower level of diversity promise fulfillment compared to the majority. This might be due to minorities having a different perspective of when diversity management is perceived as effective, such as achieving a diverse workforce representation and inclusive behavior. Based on our study, it seems that the tendencies reported in other Western cultures (i.e., US and Australia), in terms of historically disadvantaged groups, also can be recognized in the European countries.

As expected, diversity promise fulfillment was found to be significantly positively related to affective commitment. Our post-hoc analysis showed that this relationship was stronger for the minority than the majority. This highlights an important diversity management opportunity in that organizations managing to increase levels of diversity promise fulfillment for the minority will likely experience the benefit from increased affective commitment. Affective commitment has important implications for both the employees and organizations in terms of, e.g., higher performance and less stress (Meyer et al., 2002).

Diversity promise fulfillment was not found to be significantly related to turnover intention. This may indicate that diversity promise fulfillment is not a relevant predictor in this study and that turnover intention is dependent on a variety of factors. A possible explanation is that diversity management is not perceived as a given function in every organization or at least has not been prominent until more recently. Hence, employees' intent to stay may not considerably rely on effective diversity management. Another possible explanation for the lack of significant results

related to turnover intentions, and its general low mean value (1.95), is the ambivalent and uncertain job market experienced during a pandemic. Many organizations experienced volatile times in terms of economic sustainability at the outbreak of the Covid-19 pandemic in 2020 that created an uncertain future for organizations and their employees (e.g., Wilson et al., 2020; Eurostat, 2021). Several organizations responded with mass lay-offs, resulting in a challenging job market offering few opportunities. Consequently, many employees may feel inclined to stay in their current position. Nonetheless, these findings respond to the call for more research exploring the associations between diversity promise fulfillment and employee outcomes.

When testing the relationship between diversity promise fulfillment and turnover intention separately for the two identity groups, this relationship became significant. The results indicate that minorities will experience a stronger decrease in turnover intentions than the majority when diversity promise fulfillment increases. Diversity promise fulfillment is argued to be of greater importance for the historically marginalized groups (e.g., Li et al., 2019), which explains why minorities will experience a greater decrease in their intention to leave when the psychological contract (i.e., diversity promises) is perceived as fulfilled. This is aligned with previous research findings (Buttner et al., 2010b). Nonetheless, our post-hoc analysis shows that both the minority and the majority will benefit from an increased diversity promise fulfillment in terms of turnover intentions.

Contrary to our expectations, a performance climate did not moderate the relationship between diversity promise fulfillment and (a) affective commitment and (b) turnover intention. Neither did a mastery climate moderate any of the hypothesized relationships. One possible explanation for the lack of support is that the moderating role of motivational climate combined with diversity promise fulfillment is not sufficient. Examining the moderating role of motivational climate might have provided a stronger and significant result with a greater research sample and/or in a different organizational context. Another explanation is that a mastery climate is highly correlated with diversity promise fulfillment and possibly encompasses much of the same. Additionally, as shown by previous studies (Buch et al., 2017; Nerstad et al., 2018), a mastery climate needs to be high and accompanied by low levels of a performance climate to positively relate to employee outcomes. To

see whether this is the case in our research, one needs to analyze further a potential three-way interaction between diversity promise fulfillment, perceived mastery- and performance climate for predicting affective commitment and turnover intention.

While no moderation by a mastery climate was found, our post-hoc analysis confirms the idea that a mastery climate is somehow related to the other variables. Our study confirms findings from previous research (Kopperud et al., 2020), where the benefits of a mastery climate are seen in the direct negative relationship with turnover intentions. Furthermore, we found that mastery climate has a direct positive relationship with affective commitment. Since a mastery climate facilitates opportunities for self-development among all employees and fosters positive interdependence (Nerstad et al., 2013; Nerstad et al., 2018a), employees may feel more committed to the organization because it offers high work-life quality.

The significant relationship between a mastery climate and diversity promise fulfillment strengthens our assumption that the two are in some way related. A mastery climate will foster support and collaboration (Nerstad et al., 2018a; Nerstad et al., 2018b), which is vital for the employees' perceptions of inclusion (e.g., Mor Barak, 2015). Employees' feeling of inclusion originates from cues in the collaborative environment, such as having contributions being appreciated and when participation is encouraged (Mor Barak, 2015). We propose that such cues are likely to be present in a mastery climate by encouraging efforts by each individual team member (Ames & Ames, 1984; Černe et al., 2014). Since minorities are more prone to feeling excluded in the workplace due to their experience with discrimination (Avery et al., 2008), we believe a mastery climate would facilitate important signals by (1) giving minorities "a seat at the table" through collaborative work norms, and (2) increasing the majority's engagement in other perspectives (i.e., the minorities' perspectives) for the sake of learning and development. Ultimately, the mastery climate would enhance the employees' perception that diversity management is successful and strengthen their experience of diversity promises being fulfilled.

5.1 Theoretical contributions

Our research and results offer three main contributions. First, to our knowledge, no prior research has considered other climates than diversity or inclusion climate in diversity management research. While we cannot state, based on our findings, that a

motivational climate is a moderator, our post-hoc analysis indicates a direct link between a mastery climate and diversity promise fulfillment. Therefore, our research extends the understanding of the conceptual mechanisms in which diversity promise fulfillment operates and the potential opportunities for beneficial results by elevating the mastery climate. Additionally, this illustrates why it may be essential to align HR practices and policies such as diversity management with the contextual factors of the psychological climate. Based on the association between diversity promise fulfillment (i.e., perceptions of the diversity management) and mastery climate (i.e., the psychological climate), one could assume that a synergy effect could be achieved when an organization successfully manages to achieve high levels of both.

Second, our study contributes to the diversity management literature in two main ways. Firstly, we explored how different identity groups perceive the organization's diversity promise fulfillment. Previous researchers have studied employee outcomes of diversity promise fulfillment, however, they limited the minority groups to specific marginalized groups such as women, people of color, or age (e.g., Buttner et al., 2010b; Li et al., 2019). While these, in most cases, do represent minority groups, this excludes many other marginalized groups that are minorities for different reasons, such as their sexual orientation, religious or cultural belief, or disability. By avoiding categorizing, our research has contributed to the diversity literature by taking a broader perspective on minorities and majorities by not pre-defining specific identity groups. Diversity management aims to limit the categorization or expand the categories to which people can belong with the ultimate goal of increasing the feeling of inclusion in an organization. In order to reach this goal, diversity management works to challenge the stereotypes people hold so that others are not put in boxes (i.e., categories) to which they do not feel like they belong. For this same purpose, researchers should avoid categorizing minorities and majorities based on only a few identifying characteristics. The social identity theory stresses that identity to a great degree depends on the context. While others might perceive someone to be a minority in the broader social context, this is not necessarily the case in the work context. Therefore, research participants should be asked whether they identify as a minority or majority because (1) researchers cannot assume to know whether the person identifies as a minority or majority, and (2) not to exclude other minorities.

Furthermore, our research contributes to the theoretical diversity management literature by responding to the call from Buttner and colleagues (2010b) to further examine the relationship between diversity promise fulfillment and employee outcomes. In line with previous research (e.g., Li et al., 2019), we confirmed a positive relationship with affective commitment. However, contrary to previous research (e.g., Buttner et al., 2010b), we found no significant relationship with turnover intention in our main hypothesis; only in the post-hoc analysis did we find that the different identity groups differ in how diversity promise fulfillment is related to turnover intention. Our results might mirror the complex relationship between diversity management in general and turnover intention in the different identity groups. The majority and minorities are known to experience various challenges both at work and in the job market (Mor Barak et al., 2016b), which might affect this relationship in distinct ways and should be accounted for in future research.

Third, our research contributes to the diversity management literature in Europe in particular. Due to restrictions in data collection of distinct diversity aspects such as race, ethnicity, disabilities, sexual orientation, etc., researchers face challenges in examining the topic. Research on diversity and inclusion has mainly been conducted in parts of the world where the collection of such data is allowed, such as North America and Australia. While one cannot generalize based on a single study with a limited scope, our results indicate that we can, to some degree, apply the findings from other Western studies to a European context.

5.2 Limitations

Our findings have several important contributions to the diversity management literature. However, the results should be interpreted with caution due to the limitations. First, since the data was derived from a single source using self-report measures, the study is prone to common method variance and single-source bias. However, since the constructs are perceptual by nature, measuring the items using a second source would not be appropriate. Because of the cross-sectional nature of our research, we used a two-wave survey design to overcome the potential influence of common method variance. Due to a slight misunderstanding between the thesis supervisor and ourselves, the second survey included both the predictive variable and one outcome variable. While common method variance was likely still reduced, this

is to be considered a limitation. In line with Podsakoff and colleagues' (2012) procedural remedies, simplified language was used to accommodate for potential language barriers, data protection was explained, anonymity was ensured, and the importance and benefits (i.e., organizational development with the aim of improving working conditions for all employees) of the study was explained to increase motivation to provide accurate answers.

Second, the sampling method used represents a limitation in terms of representativeness since we combined snowball- and quota-sampling when recruiting the respondents. The snowball method was used to contact business leaders who recruited a number of their respective employees, and the quotas were set based on the different business units and their size. Using this sampling method allowed us to access a broader audience and therefore ensure a larger sample. While the sample is likely to be representative of the respective organization, we cannot be sure of its representativeness to the broader population. To overcome these limitations, future research should include several organizations and aim for a larger sample size.

Third, the cross-sectional design does not allow for causal inferences; only a relationship between variables. Thus, we cannot be sure that the relationships that are hypothesized might work in a reversed way in reality.

Fourth, studying such fundamental concepts in a fast-changing and unstable environment due to a pandemic will likely have influenced the results. As previously discussed, the pandemic might have impacted employees' thoughts about leaving an organization because of the unstable job market and uncertain future. Additionally, several researchers have pointed out the challenges and setbacks within diversity management in a society that is facing a global pandemic (Ellingrud et al., 2021).

Finally, the organizational- and social context in which the research takes place might have influenced the non-significant result when testing for the moderating role of the motivational climate. Mastery and performance climate have mainly been studied in either a classroom- or a sports setting previously, where a motivational climate might be more salient than in an organizational setting. Additionally, different business areas, such as an L&D and a Sales department, are likely to have conflicting motives in terms of mastery and performance. While we asked the participants to base their answers on the organization's climate, we cannot

rule out that the perception of their respective departments has not influenced the results.

5.3 Directions for future research

Based on these limitations, we have several recommendations for future research directions. First, we suggest researchers further analyze a potential three-way interaction between diversity promise fulfillment and motivational climate for predicting employee outcomes. As previous research has shown, a high mastery climate can moderate relationships when accompanied by low levels of a performance climate. Also, future research might find that a mastery climate and diversity promise fulfillment can create a synergy effect resulting in increased positive outcomes for employees and/or the organization. While we did not test for this in our research, this might be an interesting avenue to further explore.

Second, to ensure the robustness of our findings, future research should include a larger number of respondents from different organizations to enhance generalizability. Researchers would also benefit from using a more randomized sampling method to increase the external validity of the results.

Third, since our results show that there are significant differences between minorities and the majority in the organization, the robustness of these findings should be investigated further. A future research platform could include more or different employee outcomes to explore where minorities and the majority differ. For instance, it is likely that minorities are committed to an organization for different reasons than the majority. The cost of leaving (i.e., continuous commitment) might be greater than their turnover intentions, resulting in a workforce that is less emotionally attached, yet stays because of, e.g., the lack of promising opportunities elsewhere.

Finally, it would be interesting for future researchers to test our hypothesized model under normal conditions (i.e. not during a pandemic/recession). We cannot rule out that mandatory home offices, isolation, and other related factors have influenced organizational climate perceptions, psychological contracts, and employee outcomes.

5.4 Practical implications

Our study highlights specific advice for organizations that have diversity and inclusion high on the agenda. According to our results, organizational attention to increasing diversity promise fulfillment would be well advised. Diversity management has the potential to increase affective commitment through increased levels of diversity promise fulfillment, and this study indicates that this may be especially important for those who identify as minority group members. One way organizations could potentially increase diversity promise fulfillment would be through the alignment of diversity management with the contextual factors of a mastery climate. Since both put great emphasis on the collaborative work environment and the inclusion of different perspectives for the sake of learning and development (Ames, 1992; Nerstad et al., 2018; Li et al., 2019), an internal alignment would create beneficial outcomes (cf. Dwertmann et al., 2016).

From a practical standpoint, the results we have presented indicate that both organizations and employees can benefit from a mastery climate. Managers might be essential in achieving so by navigating what Paauwe (2004) referred to as the twin challenge; focusing on the effectiveness and performance of the workforce, while at the same time preserving the family atmosphere that employees may be more interested in. Direct supervisors and/or line managers can play an important role in promoting and facilitating the motivational climate through, e.g., goal-specific communication and convincing goal relevance (Boselie, 2014). For instance, managers could facilitate a mastery climate by communicating the importance of a collaborative work atmosphere and encourage mastery of skills through failing and learning. As a result, employees could adopt the desired behaviors and perspectives that can collectively lead to a more diverse and inclusive work environment with a mastery climate as a framework. Our results present a clear picture of the benefits of a mastery climate in terms of employee outcomes and a way to aid in meeting the organization's strategic goals.

Furthermore, our results alert organizational practitioners about the significant difference in perceptions of organizational factors between the majority and minorities. Additionally, the different expectations the identity groups have of their

diversity management and the perceived fulfillment of those should be taken into consideration (Li et al., 2019). Therefore, we encourage organizations to include measures in their annual surveys that are related to diversity promise fulfillment and that they compare the results of the majority to the minorities. Since most organizations are prohibited from collecting sensitive personal information (i.e., ethnicity, abilities, sexual orientation) due to GDPR restrictions (OECD, 2018), we encourage them to include the question of which social identity group they identify with (i.e., majority or minority). This will ensure that they do not exclude certain characteristics that might be relevant in this context. Data collected through such surveys can be tracked over time and give the organization valuable intel regarding their progress on diversity matters.

6.0 CONCLUSION

This study presented the potential moderating role of the motivational climate in the relationship between diversity promise fulfillment and the employee outcomes; affective commitment and turnover intention. Our study highlights the paramount importance of effective diversity management that provides results that are perceived as successful by both minority- and majority employees. Effective diversity management that fulfills the diversity promises can expect employees that are emotionally attached to their organization. While a motivational climate was not found to moderate any relationship, the results shed light on the beneficial role of a mastery climate in terms of employee outcomes and HR practices such as diversity management.

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8.0 APPENDICES

Appendix A - Research Questionnaire

PART 1 (first wave)

Q1 The statements below concern your identification with, involvement in, and emotional attachment to your organization. On a scale from 1 (=strongly disagree) to 5 (=strongly agree), to what extent do you agree with the following statements:

1. I would be very happy to spend the rest of my career with this organization.
2. This organization has a great deal of personal meaning for me.
3. I really feel as if this organization's problems are my own.
4. I do not feel a strong sense of “belonging” to my organization (reverse coded).
5. I do not feel “emotionally attached” to this organization (reverse coded).
6. I do not feel like “part of the family” at my organization (reverse coded).

Q2 The statements below concern your perception of the motivational climate regarding your experience and understanding of what kind of behavior is valued, expected and rewarded at work, in terms of a) performance, and b) mastery.

A. On a scale from 1 (=strongly disagree) to 5 (=strongly agree), to what extent do you agree with the following statements:

1. In my department/work group, it is important to achieve better than others.
2. In my department/work group, work accomplishments are measured based on comparisons with the accomplishments of coworkers.
3. In my departments/work group, an individual’s accomplishments are compared with those of other colleagues.
4. In my departments/work group, rivalry between employees is encouraged.
5. In my departments/work group, one is encouraged to perform optimally to achieve monetary awards.
6. In my departments/work group, only those employees who achieve the best results/accomplishments are set up as examples
7. In my departments/work group, internal competition is encouraged to attain the best possible results.
8. In my departments/work group, there exists a competitive rivalry among the employees.

B. On a scale from 1 (=strongly disagree) to 5 (=strongly agree), to what extent do you agree with the following statements:

1. In my departments/work group, one is encouraged to cooperate and exchange thoughts and ideas mutually.
2. In my departments/work group, each individual’s learning and development is emphasized.
3. In my departments/work group, cooperation and mutual exchange of knowledge

are encouraged.

4. In my departments/work group, employees are encouraged to try new solution methods throughout the work process.
5. In my departments/work group, one of the goals is to make each individual feel that he/she has an important role in the work process.
6. In my departments/work group, everybody has an important and clear task throughout the work process.

Q3 What gender do you identify as?

1. Female
2. Male
3. Other
4. Prefer not to answer

Q4 What is your age?

1. 19 years or younger
2. 20-29 years
3. 30-39 years
4. 40-49 years
5. 50-59 years
6. 60 years or older
7. Prefer not to answer

Q5 In terms of *diversity*, do you identify yourself as a part of the majority or minority in your organization?

1. Majority
2. Minority

PART 2 (second wave)

Q1 The statements below concern your assessment of your organization's actual consequences of its diversity management. On a scale from 1 (=strongly disagree) to 5 (=strongly agree), to what extent do you agree that:

1. This organization has successfully achieved diverse representation in the workforce.
2. In this organization, input from minority group members is considered at all levels.
3. Different opinions, ideas, and perspectives are valued here.
4. Cultural and racial biases and prejudice have been eliminated here.
5. This organization provides support for the unique issues faced by minority employees

Q2 The statements below concern to what degree you believe that you will continue working in your current organization, or whether you consider to

leave/change employer. On a scale from 1 (=strongly disagree) to 5 (=strongly agree), to what extent do you agree with the following statements:

1. I often think about quitting my present job
2. I may quit my present job during the next twelve months
3. I will probably look for a new job in the next year
4. I do not see many prospects for the future in this organization
5. I will likely actively look for a new job within the next three years

Q3 Please state your employment status.

1. Permanent worker
2. Casual/temporary worker

Q4 Please specify your ethnicity.

1. Caucasian
2. African-American
3. African
4. Latino or Hispanic
5. Asian
6. Native American
7. Native Hawaiian or Pacific Islander
8. Two or More
9. Other/Unknown
10. Prefer not to answer

Appendix B - Exploratory Factor Analysis, Pattern Matrix

	Component					
Variables	1	2	3	4	5	6
Mastery_3	.851					
Mastery_4	.839					
Mastery_1	.821					
Mastery_2	.781					
Mastery_5	.727					
Mastery_6	.609					
AC_5		.913				

AC_4		.882				
AC_2		.831				
AC_6		.777				
AC_3		.724				
AC_1		.583				
Turnover_3			.962			
Turnover_2			.937			
Turnover_5			.823			
Turnover_4			.694			
Turnover_1			.821			
DPF_1				.882		
DPF_2				.831		
DPF_4				.827		
DPF_5				.769		
DPF_3				.533		
Performance_8					.863	
Performance_7					.764	
Performance_4					.755	
Performance_6					.502	
Performance_5					.424	
Performance_3						.890
Performance_2						.865
Performance_1						.528

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization

a. Rotation converged in 6 iterations.