

**Just What the Doctor Ordered: How Healthcare Workers' Views of Diversity Practices
and Ideologies Relate to Engagement and Belonging**

Dissertation submitted in partial fulfilment of the requirements for the degree of

Master of Science in Applied Psychology

at the University of Canterbury

Shalini Pandaram

University of Canterbury

2021

Table of Contents

Acknowledgements.....	3
Abstract.....	4
Introduction.....	5
Literature Review.....	9
Study context.....	12
Diversity practices, ideology, and job engagement and sense of belonging.....	14
Method.....	24
Participants.....	24
Measures.....	25
Procedure.....	27
Data Analysis.....	28
Results.....	29
Exploratory Factor Analysis.....	29
Mean Differences.....	35
Polynomial regression analysis.....	40
Discussion.....	57
Limitations and directions for future research.....	61
Theoretical and practical contributions.....	63
References.....	66
Appendices.....	84
Appendix A: Information and Consent Form.....	84
Appendix B: Full Questionnaire.....	85
Appendix C: Polynomial regression analysis for entire sample.....	91
Appendix D: Response surface analysis for entire sample.....	93

Acknowledgements

I would firstly like to thank my supervisor, Dr Joana Kuntz, for her continuous guidance, dedication, patience, and encouragement. Your intelligence, attention to detail, and expertise are unmatched, and I am beyond grateful to have had you as my supervisor. To Dr Kumar Yogeeswaran, my secondary supervisor, thank you so much for your kindness and wisdom. Your willingness to help is admirable and was deeply appreciated. Thank you to Dr Chris Burt for all your practical knowledge, and for making lectures both informative and enjoyable.

Thank you to my wonderful APSY cohort, I am so glad I could spend my master's journey with such an incredible bunch. Thank you for all the laughs, words of encouragement, and positivity. I feel truly lucky to have made friends like you all.

To my partner, thank you for your never-ending faith in me. Your love and constant reassurance were a breath of fresh air during stressful times.

Finally, to my loving parents, you inspired and motivated me when I needed it the most. Whenever I felt it was all too much, you were there and made everything feel better. Thank you for all your emotional support and unconditional love, I genuinely could not have done this without you.

Abstract

Effectively managing a diverse workforce is a vital skill for organisations, however, little is known about how congruence between employee's preferences regarding diversity management, and their perceptions of how their organisation manages diversity, impacts attitudinal and motivational outcomes. The present study aims to address this by exploring whether and how the degree of congruence between observed and desired diversity climate and practices (i.e., diversity-focused mission and values, equal opportunity recruitment and selection, diversity training, diversity advocacy, and diversity climate), and between personal and perceived organisational endorsement of diversity ideologies (i.e., multiculturalism, interculturalism, and colourblindness) influences employee job engagement and sense of belonging. Findings suggest among the New Zealand European sample, congruence had a significant positive relationship with engagement for all diversity variables excluding diversity-focused mission and values. Congruence was also significantly positively associated with sense of belonging across all assessed variables excluding multiculturalism. Job engagement was significantly negatively associated with discrepancy between personal and perceived organisational endorsement of colourblindness, and sense of belonging was significantly negatively associated with discrepancy between ideal and observed diversity climate and all measured diversity ideologies. Among the Māori/Pasifika sample, congruence was significantly positively associated with job engagement and sense of belonging for diversity-focused mission and values. Congruence between ideal and observed diversity training also was significantly positively associated with engagement. Discrepancy between ideal and observed diversity climate and equal opportunity recruitment and selection was significantly negatively associated with both engagement and belonging. Discrepancy also had a significant negative relationship with sense of belonging regarding diversity-focused mission and values, and diversity advocacy.

Introduction

Increases in migration and globalisation have led to increasingly diverse workforces in most western countries (Shen, D'Netto, & Tang, 2010). As a result, contemporary organisations consist of workforces that are much more diverse in terms of ethnicity, age, gender, and education (Burns, Barton, & Kerby, 2012; Callister & Didham, 2010; Williams & O'Reilly, 1998). Diversity can be defined as differences within and across characteristics such as ethnicity, age, religious beliefs, gender, sexual orientation, and physical ability (Kossek & Lobel, 1996). Diversity impacts how individuals perceive both themselves and those around them, and these perceptions influence their behaviour, attitudes, and interactions with others (Patrick & Kumar, 2012). For instance, ethnic diversity refers to differences in cultural affiliation between people within a community, and it can be associated with differing values systems, traditions, and religious beliefs (Fearon, 2003; Statistics New Zealand, 2020). Diversity management, a dimension of human resource management (HRM), involves the changing of organisational culture, policies, and practices to recruit, retain, and manage employees to ensure that the workforce comprises individuals from varying backgrounds, while focusing on inclusion of all employees (Ashikali & Groeneveld, 2015; Gilbert, Stead, & Ivancevich, 1999; Roosevelt, 1990).

There are many benefits for organisations that employ an ethnically diverse workforce. Differing backgrounds and experiences account for unique perspectives, facilitating innovation and creativity, which may give the organisation a competitive edge (Barang'a & Maende, 2019). Ethnically diverse workforces can be financially beneficial by reducing the likelihood of cognitive bias and groupthink, thus improving quality, speed, and accuracy of decision-making (Hunt, Layton, & Prince, 2015). Further, research shows ethnic diversity is positively related to job performance and that performance can be improved further through effective diversity management policies and practices (Zhuwao, Ngirande, Ndlovu, & Setati, 2019).

Yet, diversity left unmanaged can result in group conflict, implicit biases, outgroup discrimination, and feelings of isolation and alienation among minority members (Carton & Rosette, 2011; Kurtulmus, 2016), negatively impacting job performance, engagement, and sense of belonging (Amarat, Akbolat, Ünal, & Güneş Karakaya, 2019; Ashikali & Groeneveld, 2015; Macdonald & Levy, 2016; Verkuyten, Thijs, & Gharaei, 2019). This creates a false sense that diversity itself is an obstacle to achieving positive organisational outcomes. In practice, many organisations struggle to see the value in investing time and other resources in diversity management. Leboho (2017) suggested that issues such as discrimination and prejudice against ethnic minorities are prevalent in organisations where diversity is perceived as legal compliance, rather than an asset that adds value to an organisation. Hence, scepticism around diversity and inclusion (D&I) strategies, alongside poor diversity management, perpetuate negative workplace attitudes and beliefs of both minority and majority employees (Ferris & Rowland, 1981; Galinsky et al., 2015; King, Hebl, George, & Matusik, 2010).

Lack of understanding means diversity management can often be confused with affirmative action through preferential treatment, in which individuals belonging to a minority group are hired yet perceived as a “token appointment”. These individuals are hired or promoted in an attempt to create a workforce which reflects a diverse society and would not have achieved these positions on merit alone (Von Bergen, Soper, & Foster, 2002). Research has shown majority group members react negatively toward tokenism when it involves outgroup members (i.e., individuals who are not part of the same social group as the majority, e.g., ethnic minorities), however, are less disapproving when tokenism involves ingroup members (i.e., individuals who are part of the majority) (Richard & Wright, 2010). This is problematic as it can lead to implicit expectations and prejudices being placed on outgroup minority individuals and prove detrimental to job performance (Rosenthal & Jacobson, 1968). These token individuals tend to show greater levels of depression, stress, and experience

stereotype threat (Watkins, Simmons, & Umphress, 2019). Moreover, token individuals may feel more visible and experience greater social isolation, giving rise to greater levels of inequitable climate perceptions (King et al., 2010; Niemann & Dovidio, 1998). These negative consequences of tokenism appear to occur for groups that are of lower status than the majority, for example, ethnic minority group members (Taylor & Fiske 1976). Organisations must understand the difference between tokenism and diversity management to reduce the likelihood of bias and discrimination and to realise how beneficial a genuinely diverse workforce can be.

Research indicates that the costs of failing to promote a diversity-friendly culture are significant, including low organisational performance, decreased innovation, and lower productivity, alongside increased turnover (Cho, Kim, & Mor Barak, 2017). Poor diversity climate, policies, and practices can also have detrimental effects on employees. Studies demonstrate that, in these workplaces, individuals who are a minority at their work feel excluded from information networks and miss work opportunities, experience lack of identification in work relationships with others, greater stress, feelings of isolation, and alienation, in turn, lowering job satisfaction, organisational commitment, and general well-being (Mor Barak, Findler, & Wind, 2003; Mor Barak & Levin, 2002). Conversely, organisations that understand the benefits of diversity for employees, and implement effective ways to manage and foster a diverse workforce, will maximise the gains of diversity and mitigate such negative consequences (Çavuş, Kapusuz, & Biçer, 2016; Galinsky, 2015; Li, Lin, Tien, & Chen, 2017; O'Reilly, Williams, & Barsade, 1997).

It is important to note that a diverse workforce composition does not necessarily reflect inclusiveness. Inclusiveness reflects employees' affective experience of the diversity climate and management practices aimed at promoting inclusiveness and increasing diverse representation in the workforce, namely a sense of belonging and engagement. Therefore, it is possible for minority employees to experience low inclusiveness in a diverse workforce. While

diversity-focused HRM practices have many benefits for employees, research indicates the effects may differ between majority and minority group employees. For example, while minority employees have shown to react positively toward organisations that endorse diversity (Purdie-Vaughns, Steele, Davies, Dittmann, & Crosby, 2008), some studies show majority group members may feel more threatened, excluded, and feel unfairly treated when an organisation endorses diversity compared to a neutral organisation (Dover, Major, & Kaiser, 2016; Plaut, Garnett, Buffardi, & Sanchez-Burks, 2011). A greater sense of inclusion is more likely when both minority and majority groups view workplace diversity positively and deem organisational approaches to diversity management as effective (Holoien & Shelton 2012; Plaut, Thomas, & Goren, 2009). However, these beliefs and preferences should match how employees view their organisation in order to see increases in behaviours that align with these perceptions (Mollen, Rimal, Ruiters, Jang, & Kok, 2013; Smith-McLallen & Fishbein, 2008).

Research on social norms indicates that behaviour can be influenced by injunctive and descriptive norms, that is, one's perceptions of what ought to be versus what actually is (Cialdini, Reno, & Kallgren, 1990). When injunctive norms are congruent with descriptive norms, individuals are more likely to exhibit behaviours which align with these norms (Hamann, Reese, Seewald, & Loeschinger, 2015; Smith et al., 2012; Smith-McLallen & Fishbein, 2008). In the context of this study, injunctive norms refer to employees' diversity management preferences, while descriptive norms represent employee perceptions of current diversity management practices within their organisation. Hence, it is expected that congruence between employee preferences and current diversity management practices would result in feelings of acceptance and inclusion linked to job engagement and sense of belonging (Bernstein & Davidson, 2012; Brewer, 1991; Buse, Bernstein, & Bilimoria, 2016; Çavuş et al., 2016; Wentling & Palma-Rivas, 1999). Yet, little research to date has explored how the perceived congruence between a) employees' views of diversity and their preference for

diversity management, and b) employees' perceptions of how the organisation manages diversity, influences attitudinal and motivational outcomes.

This study relies on polynomial regression analysis to investigate whether and how the degree of congruence between observed and desired diversity climate and practices (i.e., diversity-focused mission and values, equal opportunity recruitment and selection, diversity training, diversity advocacy, and diversity climate) and between personal and perceived organisational endorsement of diversity ideologies (i.e. multiculturalism, interculturalism, and colourblindness) influences employee job engagement and sense of belonging.

Literature Review

Diverse workplaces have been described as a paradox. Organisations that embrace diversity gain a competitive advantage through innovation and improved decision-making, yet without practices and culture that promote inclusivity these organisations can experience negative outcomes (Barang'a & Maende, 2019; Kurtulmus, 2016; Wijbenga, 2019). The New Zealand Office of Ethnic Affairs (OEA) (2010) identified leadership and management, recruitment and selection, and human resources as areas of business practice which are critical in effectively managing ethnic diversity (OEA, 2010). These practices alongside diversity training, organisational climate, and organisational mission and values, influence employees' experiences of diversity and inclusion (D&I). Effective D&I strategy is the upshot of sound diversity management practices alongside integration of diversity-friendly ideologies.

Research has looked at how workforce composition and the presence of diversity management practices such as equal opportunity recruitment and selection, diversity training, and positive diversity climate relate to employee and organisational outcomes (Downey, van der Werff, Thomas, & Plaut, 2015; Kadam, Rao, Abdul, & Jabeen, 2020; McKay & Avery, 2015; Moon & Christensen, 2020; Morajkar, 2020; Soni, 2013). The extant research suggests that implementing HRM practices that target D&I, such as highlighting diversity in the

organisation's mission and values, can have a positive impact on employee motivation and attitudes (Collini, Guidroz, & Perez, 2015; Sedgwick, Oosterbroek, & Ponomar, 2014), which leads to greater organisational performance (Soni, 2013). Further, having diversity management advocates and leaders that help implement diversity management practices can develop an inclusive climate as they are key players in developing a pro-diversity environment (Ashikali & Groeneveld, 2015). In ethnically diverse groups, group leaders help create a common group identity and therefore can influence how followers engage with ethnic diversity (van Knippenberg, van Ginkel, & Homan, 2013). Authentic leaders who value and appreciate unique differences and perspectives provide social cues which inspire employees to assimilate these values, leading to an environment of inclusion and acceptance (Boekhorst, 2015; Meeussen, Otten, & Phalet, 2014; Thomas & Ely, 1996). Moreover, involving leaders and employees in diversity training can increase cultural competence while improving diversity climate perceptions and employee performance in multicultural teams (Kadam et al., 2020). However, research indicates that diversity training in itself is not sufficient, and it is most effective when accompanied by a positive diversity climate and other diversity initiatives such as equal opportunity recruitment and selection (Bendick, Egan & Lofhjelm, 2001; Bezrukova, Spell, Perry, & Jehn, 2016; Chen, Liu, & Portnoy, 2012; Dobbin & Kalev, 2018). Equal opportunity recruitment and selection ensures a hiring process which is fair to applicants from varying backgrounds. Organisations that promote diversity in their recruitment and selection processes are likely to see greater diversity in applicants and convey a message of equality to their employees, encouraging a positive D&I climate (Downey et al., 2015; Kim & Gelfand, 2003). Diversity climate refers to employees shared perceptions of workplace harassment and discrimination (Chin, 2009). These discriminatory behaviours and attitudes are not tolerated by organisations with a positive diversity climate, in turn, helping to foster employee sense of belonging, engagement, and team performance (Downey et al., 2015; Kadam et al., 2020).

Alongside HRM practices, organisational endorsement of diversity ideologies can impact employees' experiences of D&I and can help ensure a positive D&I climate. Colourblindness, multiculturalism, and interculturalism are three diversity ideologies which shape workforce beliefs about diversity and put forward different ways to manage cultural diversity. Individuals holding a colourblind ideology focus on unique individuality and ignore intergroup differences to achieve ethnic equality (for reviews, see Leslie, Bono, Kim & Beaver, 2020; Whitley & Webster, 2019; Sasaki & Vorauer, 2013; Yogeeswaran, Verkuyten, Osborne, & Sibley, 2018). On the other hand, individuals with a multiculturalism ideology recognise and appreciate intergroup differences rather than ignoring them (for reviews, see Leslie et al., 2020; Whitley & Webster, 2019; Sasaki & Vorauer, 2013). Those holding interculturalism as an ideology also celebrate differences but also promote a unified sense of identity, acknowledge that identity is fluid and changeable, and encourage intergroup communication and open dialogue (Verkuyten, Yogeeswaran, Mepham, & Sprong, 2020; Verkuyten & Yogeeswaran, 2020). Research by Jansen, Vos, Otten, Podsiadlowski, and van der Zee (2016) found that the degree to which majority group members perceived their organisation to endorse colourblindness was positively related to work outcomes such as satisfaction and sense of inclusion. For minority employees, however, endorsement of multiculturalism was positively associated with these work outcomes, along with engagement and trust (Plaut et al., 2009; Purdie-Vaughns et al., 2008), signalling a difference in preferred ideologies between majority and minority employees (Jansen et al., 2016). Furthermore, when a majority group endorses multiculturalism, minority group members show greater levels of psychological engagement and feelings of inclusion, however, endorsement of colourblindness by majority group members decreases minority engagement (Plaut et al., 2009). Research suggests that pro-diversity ideologies such as interculturalism or multiculturalism are likely to see greater cooperation, and positive implicit and explicit attitudes between ethnic minority and majority

employees (Yogeeswaran, Verkuyten, & Ealam, 2020). This can result in increased sense of belonging, engagement, and decreased turnover intention (Morajkar, 2020; Plaut et al., 2009).

Evidence pertaining to how these diversity beliefs, diversity practices, and climate factors uniquely affect employee outcomes is limited. This study intends to shed light on this underrepresented area by examining whether and how employee perceptions of their organisation's endorsement of diversity ideologies, its diversity management practices, and their own views of diversity and preference for D&I strategies influence their sense of belonging and job engagement. Analyses will investigate these perspectives in the workforce, and within specific ethnic groups to compare majority and minority group perspectives.

Study context

New Zealand's growing ethnic diversity in its population is reflected in the workforce (Callister & Didham, 2010). In 1986, 88% of workers identified as European, 8% identified as Māori, and 3% identified as Asian. In 2006, these percentages shifted with 69% of New Zealand workers identifying as European, 11% as Māori, and 8% as Asian (Callister & Didham, 2010). As of 2018, New Zealand's majority population identifies as European (70.2%), indigenous Māori are the largest minority (16.5%), followed by individuals of Asian descent (15.1%), Pacific peoples (8.1%), Middle Eastern/Latin American/African (1.5%) and other ethnicities (1.2%) (Statistics New Zealand, 2019).¹

The present study explores views about organisational D&I among healthcare workers. In this sector, the ethnic diversity figures have also shifted over time. For instance, in 2012, 67.7% of the nursing workforce identified as NZ European, 16.0% as other European, 6.8% as Māori, 5.3% as Indian, 4.8% as Filipino, and 3.6% as Pasifika (Nursing Council of New Zealand, 2017). By 2018, the percentage of nurses identifying as NZ European and other

¹ As people can have more than one ethnicity, these percentages sum to over 100 percent.

European decreased to 59.3% and 13.0% respectively, while percentages increased for nurses identifying as Filipino (10.0%), Indian (7.9%), Māori (7.7%), and Pasifika (4.3%) (Nursing Council of New Zealand, 2020). New Zealand's medical workforce demonstrates similar trends. In 2000, 76.5% of doctors in New Zealand identified as New Zealand European/other European², 7.6% as other non-European, 4.5% as Chinese, 4.5% as Indian, 2.3% as Māori, and 1.1% identified as Pacific Islander (Pasifika). By 2018, 51% of doctors identified as New Zealand European and 19.5% as other European, while figures increased for doctors who identified as other non-European (10.6%), Chinese (5.8%), Indian (5.5%), Māori (3.5%) and Pasifika (1.8%) (Medical Council of New Zealand, 2019).

While these percentages demonstrate growing diversity in New Zealand's medical workforce, they are still not representative of New Zealand's population. Māori and Pasifika doctors are still severely underrepresented. Healthcare organisations must reflect their diverse population through care that caters to ethnic minorities (Nair & Adetayo, 2019). Research has revealed disparities in the quality of patient care based on ethnicity and race. Factors such as racial discrimination, communication difficulties, and physician's perceptions toward race and socio-economic status are said to affect patient-physician interactions, leading to poorer quality of healthcare and health outcomes for minority patients (Betancourt, Green, Carrillo, & Owusu Ananeh-Firempong, 2016; Collins et al., 2002; Van Ryn & Burke, 2000). Analogous to international findings, research has consistently found that experience of racial discrimination is a determinant of poorer health outcomes and quality of healthcare in New Zealand (Talamaivao, Harris, Cormack, Paine, & King, 2020). To improve health equity, organisations must encourage conversations about prejudice, implicit bias, white privilege, and colonialism, and implement policies and practices that address root causes of these issues (Chin et al., 2018). Through diversity management that addresses inequalities and targets inclusiveness, healthcare

² In 2000, NZ European and other European were included in one category.

organisations can effectively employ and manage a diverse workforce, consequently improving quality of care for ethnic minorities and improving organisational performance (Weech-Maldonado, Dreachslin, Dansky, De Souza, & Gatto, 2002). The healthcare organisation examined in this study is aiming to improve its D&I practices and culture. This research was conducted as part of needs analysis to determine employee views of diversity, their perceptions of current diversity management practices, and whether these views and perceptions shape experiences of the organisation, namely job engagement and sense of belonging.

Diversity practices, ideology, and job engagement and sense of belonging

Job engagement is the degree to which an individual feels passionate about their work and is engrossed cognitively, emotionally, and physically in their role (Kahn, 1990). It can be characterised by vigour, dedication, and absorption (Schaufeli, Salanova, Gonzalez-Romá, & Bakker, 2002). Vigour is seen in an individual who exhibits high mental resilience and energy while working. Dedication refers to the extent to which one is involved in their work and feels inspired, enthused, and challenged by work that is of significance to them. Absorption occurs when time passes quickly, and the individual is fully and happily engrossed in their work. Individuals who experience high job engagement display greater job satisfaction, and physical and psychological wellbeing than those who are not engaged in their work (Jin & Park, 2016; Macey & Schneider, 2008; Ryan & Deci, 2000). Research has also found that job engagement can reduce work-related burnout and counter-productive work behaviour (Jung, Yoon, & Yoon, 2016; Yin, 2018). Job engagement also benefits organisations financially. A meta-analysis of 7,939 business units across 36 companies found engagement influenced business unit dimensions such as productivity, customer satisfaction, profit, employee turnover, and accidents (Harter, Schmidt, & Hayes, 2002). Diversity practices help to increase employee job engagement through a climate which develops trust and fosters inclusion (Downey et al, 2015;

Goswami & Goswami, 2018). That is, organisations that develop thorough diversity and inclusiveness practices can see greater levels of job engagement among their employees.

Sense of belonging is a basic human need which impacts one's emotional experiences (Murray, Holmes & Collins, 2006). Given the amount of time spent at work, it is unsurprising that the workplace plays a large role in one's sense of belonging. Sense of belonging refers to the extent to which one feels accepted, valued, included, and supported within their environment (Lampinen, Konu, Kettunen, & Suutala, 2018). Social comparison theory (Festinger, 1954) suggests that humans need to compare their abilities and opinions with those of others they believe are similar to maintain positive self-image. These comparisons develop perceptions of inclusion or exclusion based on social interactions and can impact one's sense of belonging. One's sense of belonging provides social identity and a feeling of "fitting in". Social identity theory suggests that one's sense of identity and self-concept stems from the groups individuals belong to (Tajfel & Turner, 1979). It claims that individuals use social categorisation to divide the world into people who belong to the same group as them (in-group) and those who do not (out-group). Individuals act and think in a manner which promotes positive self-concept by viewing in-group members more favourably than out-group members. A key aspect of social identity is ethnicity. Individuals who are part of an ethnic minority can feel a lower sense of belonging than majority members (Museus, Yi, & Saelua, 2018). Minorities can be seen as out-group members and therefore, viewed in a less favourable light than in-group members, negatively impacting their affective work experience (Eagly, 2016). Optimal distinctiveness theory adds to these two theories, suggesting that while individuals wish to feel similar to those around them and feel included, they also have a desire to be accepted and appreciated for their unique identity (Brewer, 1991; Shore et al, 2011).

Both job engagement and sense of belonging can be fostered through effective diversity management. These outcomes are key drivers of positive workforce outcomes and indicators

of effective diversity management, as they can improve employees' affective experiences at work. In practice, organisations with sound diversity and inclusiveness practices foster job engagement by enabling employees to form better working relationships with one another, leading to higher quality communication, more effective work groups, and increased motivation (Miao, Rhee, & Jun, 2020; Wentling & Palma-Rivas, 1999). Effective HRM practices facilitate inclusion and promote individuality, in turn, satisfying employees' basic need for belonging (Ashikali & Groeneveld, 2015; Brewer, 1991). This is particularly important for ethnic minority members in order to mitigate negative outcomes of diversity. Research has indicated that a sense of *not* belonging at work can negatively impact psychological wellbeing by undermining one's self-concept, self-efficacy, and self-esteem, resulting in feelings of anxiety and depression (Waller, 2019). Conversely, satisfying employees' need for belonging and fostering inclusion through diversity management practices can reduce the likelihood of these outcomes and increase employee wellbeing, job satisfaction, engagement, organisational commitment, retention, and reduce employee conflict (Buttner, Lowe, & Billings-Harris, 2012; Findler, Wind, & Barak, 2007; Goswami & Goswami, 2018; Nishii, 2013). Furthermore, these practices can reduce alienation and feelings of isolation in an employee's work-life and social life (Çavuş et al., 2016). Effective diversity management can also promote a sense of belonging among majority group members, by increasing perceptions of inclusion through an all-inclusive diversity approach, and by creating a sense of community and commonality (Jansen, Otten, & van der Zee, 2015).

As suggested by injunctive and descriptive norm literature, it is expected that congruence between employee preferences regarding D&I practices, and employee perceptions of current practice within their organisation will be positively associated with job engagement and sense of belonging at work. The D&I practices examined in this study – positive diversity climate, diversity-focused mission and values, equal opportunity recruitment and selection,

diversity training, diversity advocacy, and diversity ideologies – are described in greater detail below.

Positive diversity climate and employee outcomes

A positive diversity climate is a work environment in which diversity is actively promoted and employees respect each other's views despite differences (McKay, Avery, & Morris, 2009). Organisations that develop a climate that celebrates diversity, fosters inclusivity, embraces individual uniqueness, and develops trust, enjoy higher levels of job engagement (Bernstein & Davidson, 2012; Brewer, 1991; Downey et al, 2015). Importantly, research suggests that positive employee perceptions of diversity climate are related to higher levels of job engagement (Sliter, Boyd, Sinclair, Cheung, & McFadden, 2014). Hence:

Hypothesis 1(a). High fit between employee views of current positive diversity climate and employee preference for a positive diversity climate will be positively associated with job engagement.

Hypothesis 1(b). Low fit between employee views of current positive diversity climate and employee preferences for a positive diversity climate will be negatively associated with job engagement.

A positive diversity climate communicates to employees that diversity is valued and promoted while creating social norms which condemn discrimination based on differences (Sliter et al., 2014). Employees feel their individuality is appreciated and accepted which can increase feelings of inclusion and sense of belonging (Brimhall, Lizano, & Barak, 2014; Deepak & Perwez, 2019; Otten & Jansen, 2014). Therefore, based on injunctive norm literature, congruence between the degree to which an organisation and its employees perceive a positive diversity climate as important is expected to increase sense of belonging.

Hypothesis 1(c). High fit between employee views of current positive diversity climate and employee preferences for a positive diversity climate will be positively associated with sense of belonging at work.

Hypothesis 1(d). Low fit between employee views of current positive diversity climate and employee preferences for a positive diversity climate will be negatively associated with sense of belonging at work.

Diversity-focused mission and values, and employee outcomes

Organisational mission and values are the core purpose of an organisation and help express the organisation's culture and goals to both employees and clients (Babnik, Breznik, Dermol, & Širca, 2014). Research has indicated that congruence between organisational values and employee values is significantly associated with employee job engagement (Bisset, 2014; Rich, Lepine, & Crawford, 2010). That is, when organisational values align with those of an employee's and the employee's role requires them to exhibit behaviours that align with their preferred self-image, the employee is more willing to engage fully with their work (Kahn, 1992; Rich et al., 2010). Therefore, an organisation that holds and actively practices diversity-focused mission and values will likely see high levels of employee job engagement if their employees also hold these diversity-oriented values and mission as important.

Hypothesis 2(a). High fit between employee views of current diversity-focused mission and values and employee preferences of diversity-focused mission and values will be positively associated with job engagement.

Hypothesis 2(b). Low fit between employee views of current diversity-focused mission and values and employee preferences of diversity-focused mission and values will be negatively associated with job engagement.

Diversity-focused mission and values can also increase one's sense of belonging. Sedgwick et al. (2014) revealed that pro-diversity mission statements increased feelings of belongingness among minority nursing students. While diversity-focused values are important in managing a diverse workforce, it is also important for employees to share similar values. Congruence between organisational values and employee values can enhance working relationships as employees with a common purpose and goal are able to build closer bonds and increase concern for one another (Brint, 2001). Organisations that align their employees to common goals and values can take advantage of these relationships to develop inclusion and sense of belonging. Furthermore, value congruence can positively influence psychological ownership, in turn, satisfying one's need to belong (Pierce, Kostova, & Dirks, 2001; Van Dyne & Pierce, 2004). Therefore, it is expected that the degree of congruence between employee ideals regarding diversity-focused values and employees' perceptions of their organisation's diversity-focused values will predict sense of belonging.

Hypothesis 2(c). High fit between employee views of current diversity-focused mission and values and employee preferences of diversity-focused mission and values will be positively associated with sense of belonging at work.

Hypothesis 2(d). Low fit between employee views of current diversity-focused mission and values and employee preferences of diversity-focused mission and values will be negatively associated with sense of belonging at work.

Equal opportunity recruitment and selection, and employee outcomes

Organisations which promote diversity from recruitment and selection stages can convey to job applicants that they value diversity, encouraging a more diverse applicant pool (Downey et al., 2015; Kim & Gelfand, 2003). Diversity-focused recruitment and selection practices can influence employee job engagement and help develop a diversity-friendly work environment. In a study of 4,597 health sector staff, diversity management practices, such as

equal opportunity recruitment and selection, and employee perceptions of these practices were directly related to employee engagement for not only minority group members but all employees (Downey et al., 2015). Further, Kim and Gelfand (2003) found ethnic minority individuals who had a high sense of ethnic identity thought more positively of and were more likely to pursue a job in an organisation that had a clearly stated diversity initiative in their recruitment advert. Recruiting and selecting individuals who fit the culture of an organisation increases the likelihood of job engagement and belonging as this congruence helps employees to feel motivated, in turn increasing engagement (Li, Wang, You, & Gao, 2015; Shaheen & Farooqi, 2014; Vance, 2006). This practice also promotes inclusivity and a culture of acceptance for individuality, encouraging a greater sense of belonging (Brewer, 1991). Therefore, if an organisation highlights and considers diversity and inclusiveness in its recruitment practices, employees who also value organisational practices that target diversity and inclusiveness will be more likely to apply for positions within that organisation, fit the organisational culture, and thus experience greater engagement and sense of belonging.

Hypothesis 3(a). High fit between employee views of current equal opportunity recruitment and selection practices and employee preferences of equal opportunity recruitment and selection practices will be positively associated with job engagement.

Hypothesis 3(b). Low fit between employee views of current equal opportunity recruitment and selection practices and employee preferences of equal opportunity recruitment and selection practices will be negatively associated with job engagement.

Hypothesis 3(c). High fit between employee views of current equal opportunity recruitment and selection practices and employee preferences of equal opportunity recruitment and selection practices will be positively associated with sense of belonging at work.

Hypothesis 3(d). Low fit between employee views of current equal opportunity recruitment and selection practices and employee preferences of equal opportunity recruitment and selection practices will be negatively associated with sense of belonging at work.

Diversity training and employee outcomes

Diversity training informs employees of the support their organisation provides across employee groups and helps employees appreciate diversity and how it can benefit the workplace (Luu, Rowley, & Vo, 2019). The goal of such training is to promote an inclusive and accepting work environment which values and appreciates differences. Diversity training helps employees develop closer bonds and better understand one another, decreasing the likelihood of group conflict, misunderstanding, and increasing employee satisfaction (Wentling & Palma-Rivas, 1999). These outcomes help to develop a positive diversity climate, in turn, improving feelings of inclusion and belonging among employees and hence increasing sense of belonging (Brimhall, Lizano, & Barak, 2014; Luu et al., 2019). Diversity oriented HR practices, such as diversity training, signal to employees that the organisation cares for them and appreciates diversity and uniqueness, which increases employees' felt obligation to make positive contributions to the organisation, resulting in increased engagement (Ashikali & Groeneveld, 2015; Cropanzano, & Mitchell, 2005; Luu et al., 2019). Furthermore, effective training can improve cultural competence, enabling optimal organisational outcomes and job engagement to be sustained, as a result of capitalising on diversity (Young & Guo 2020). When employees give importance to diversity training, yet the organisation fails to meet their expectations, decreases in engagement and belonging may be seen due to a lack of congruence between desired and observed reality (Bernstein & Davidson, 2012; Brewer, 1991; Buse, Bernstein, & Bilimoria, 2016; Çavuş et al., 2016; Wentling & Palma-Rivas, 1999). Therefore, the following hypotheses are presented.

Hypothesis 4(a). High fit between employee views of current diversity training and employee preferences of diversity training will be positively associated with job engagement.

Hypothesis 4(b). Low fit between employee views of current diversity training and employee preferences of diversity training will be negatively associated with job engagement.

Hypothesis 4(c). High fit between employee views of current diversity training and employee preferences of diversity training will be positively associated with sense of belonging at work.

Hypothesis 4(d). Low fit between employee views of current diversity training and employee preferences of diversity training will be negatively associated with sense of belonging at work.

Diversity advocacy and employee outcomes

Diversity advocacy is actively educating oneself and others about social justice issues such as discrimination, bias, oppression, and privilege (Welburn, 2010). It helps raise cultural awareness, provide support for minority group employees, and promote initiatives that focus on improving diversity management practices and climate. Organisational leaders have a large part in shaping employee perceptions through social-informational cues (Ferris & Rowland, 1981). Leaders who advocate for diversity will encourage their employees to engage in similar attitudes and behaviours. This can increase work engagement by motivating employees to interact with and support colleagues regardless of differences (Luu et al., 2019). Positive perceptions of diversity management are positively related to job engagement (Downey et al., 2015). Buengeler, Leroy, and De Stobbeleir's (2018) findings suggest leaders who genuinely value individual differences and engage in diversity advocacy by promoting diversity and fairness, encourage their employees to do the same, in turn promoting an inclusive work culture and satisfying employees need for belonging. If employees believe their organisation provides adequate diversity-related support, and this is something that employees also deem important, then it is likely they will show higher levels of job engagement and belonging.

Hypothesis 5(a). High fit between employee views of current diversity advocacy and employee preferences of diversity advocacy will be positively associated with job engagement.

Hypothesis 5(b). Low fit between employee views of current diversity advocacy and employee preferences of diversity advocacy will be negatively associated with job engagement.

Hypothesis 5(c). High fit between employee views of current diversity management advocacy and employee preferences of diversity advocacy will be positively associated with sense of belonging at work.

Hypothesis 5(d). Low fit between employee views of current diversity management advocacy and employee preferences of diversity advocacy will be negatively associated with sense of belonging at work.

Endorsement of diversity ideologies and employee outcomes

An organisation's endorsement of diversity ideologies (i.e., colourblindness, multiculturalism, interculturalism) affects policies, practices, and climate, therefore, impacting sense of belonging and engagement. Endorsement of these ideologies can influence employee behaviours and attitudes and may be perceived differently by employees depending on whether they are a minority or majority member within their workplace (Jansen et al., 2016; Plaut et al., 2009; Yogeewaran et al., 2020). Research by Plaut et al. (2009) showed majority group colourblindness predicted decreased engagement among minority group members. Conversely, multiculturalism predicted increased engagement among minorities (Plaut et al., 2009). An organisation with a multicultural or intercultural approach to diversity can avoid negative outcomes and reduce prejudice, discrimination, and improve inclusiveness, thus, improving sense of belonging (Rosenthal & Levy, 2010). When employees perceive their workplace to endorse a pro-diversity mindset, such as multiculturalism, and when there is congruence between preferred and perceived multiculturalism, they experience greater sense of belonging (Morajkar, 2020).

Hypothesis 6(a). High fit between employee views of their organisation's endorsement of diversity ideologies and employees' personal endorsements of diversity ideologies will be positively associated with job engagement.

Hypothesis 6(b). Low fit between employee views of their organisation's endorsement of diversity ideologies and employees' personal endorsements of diversity ideologies will be negatively associated with job engagement.

Hypothesis 6(c). High fit between employee views of their organisation's endorsement of diversity ideologies and employees' personal endorsements of diversity ideologies will be positively associated with sense of belonging at work.

Hypothesis 6(d). Low fit between employee views of their organisation's endorsement of diversity ideologies and employees' personal endorsements of diversity ideologies will be negatively associated with sense of belonging at work.

Method

Participants

A total of 1,289 employees from a large healthcare organisation agreed to participate in the study. Participants who completed less than 70% of the questionnaire were excluded from data analysis, resulting in a study sample of 771 participants. Of this sample, 61.1% identified as New Zealand European, 13.1% as other European, 9% as Maori, 4.4% as Asian, 2.1% as Indian, 1% as African, 0.7% as Latin American, and 0.6% as Middle Eastern while the remaining participants did not disclose their ethnicity. This sample consisted of 578 females, 142 males, 2 non-binaries, 2 gender-neutral participants, 1 transgender participant, 1 gender-fluid participant, and 1 agender participant, with ages ranging from 20 to 74 ($M = 46.48$; $SD = 12.88$) years. Of these participants, 18% held leadership positions.

Measures

An online questionnaire was created and completed using Qualtrics and consisted of 109 items derived and adapted from existing scales. The self-report questionnaire assessed participants' perceptions of organisational diversity climate and practices in two ways: their ideal diversity climate and practices; and the current diversity climate and practices they observe at their place of work (Appendix B). Observed and desired perceptions of diversity-focused mission and values, equal opportunity recruitment and selection, diversity training, diversity advocacy, diversity climate, and endorsement of diversity ideologies were assessed. Participants' perceptions of ideal diversity management climate and practices were assessed first. These scales were repeated to then measure participants' observed diversity management climate and practices within their workplace. Similarly, for diversity ideologies (i.e., multiculturalism, colourblindness, interculturalism), personal endorsement of each diversity ideology was assessed first, followed by participants' perceptions of their organisation's endorsement of ideologies. Job engagement and sense of belonging were also assessed. Following these scales, participants were asked for demographic information including ethnicity and age.

Diversity Ideology: Multiculturalism, Colourblindness, and Interculturalism. Diversity ideologies were assessed using a scale comprised of 16 items, which measured three diversity ideologies. All items were measured on a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree). Items 1 – 5 on the scale measured multiculturalism and were taken from scales by Berry and Kalin (1995); Gale and Staerklé (2020); and Guimond, de la Sablonniere, and Nugier (2014). This measure has shown good internal consistency in previous work ($\alpha = .78 - .94$). A sample is “In general, cultural differences should be celebrated”. Items measuring colourblindness (items 6 – 10) were from scales by Gale and Staerklé (2019); Guimond, de la Sablonniere and Nugier (2014); and

Knowles, Lowery, Hogan, and Chow (2009). Previous research has demonstrated good internal consistency for this scale ($\alpha = .71 - .92$). A sample item is “We should recognise that all people are unique individuals”. Items 11-16 measured interculturalism and were adapted from Verkuyten, Yogeewaran, Mephram, and Sprong’s (2020) intercultural ideology scale. Interculturalism was split into three dimensions: unity, flexibility, and open dialogue. Items 11 and 12 measured interculturalism (unity) ($\alpha = .84$). A sample item is “Despite cultural differences, all groups together form New Zealand society”. Items 13 and 14 measured interculturalism (flexibility) ($\alpha = .74$) and a sample item is “The cultural identity of people is not fixed, but very changeable”. Items 15 and 16 measured interculturalism (open dialogue) ($\alpha = .92$) (Verkuyten et al., 2020). A sample item is “We can gain something new and valuable when we interact with people who are different”. Item wording was adjusted from the original scales to make items easier to read and understand.

Diversity climate and practices. Scales which measured diversity climate, organisational mission and values, equal opportunity recruitment and selection, diversity training, and diversity advocacy were comprised of items adapted from Houkamau and Boxall’s (2011) perceptions of diversity management survey. The importance of each item within these scales was rated using a 5-point Likert scale ranging from 1 = not important at all, 2 = slightly important, 3 = moderately important, 4 = very important, and 5 = extremely important. The diversity climate scale consisted of six items adapted from Houkamau and Boxall’s (2011) diversity vision scale. A sample item from this scale is “My organisation has open discussions about the importance of cultural diversity at staff meetings”. The scale measuring perceptions of organisational mission and values was comprised of five items adapted from Houkamau and Boxall’s (2011) diversity vision scale that shows good internal consistency ($\alpha = .89$) (Houkamau & Boxall, 2011). A sample item from this scale is “Having a clear diversity, inclusion, and belonging strategy”. Six items were used to measure employee

perceptions of equal opportunity recruitment and selection. The first item in this scale was adapted from Houkamau and Boxall's (2011) diversity support scale, while items 2, 3, 4, 5, and 6 were developed for this study. A sample item from this scale is "Recruitment targets for ethnic minorities". Diversity training perceptions were assessed using four items adapted from Houkamau and Boxall's (2011) diversity support scale. A sample item from this scale is "Training for leaders on why workplace diversity, inclusion and belonging is important". The diversity advocacy scale consisted of six items adapted from Houkamau and Boxall's (2011) diversity support scale. A sample item is "Having a person or working group especially appointed to look after diversity management."

Sense of Belonging. The 18-item Psychological Sense of Organisational Membership scale (PSOM; Cockshaw & Shochet, 2010) was used to measure participants' sense of belonging at work along a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Internal consistency for this scale is high, exhibiting an alpha coefficient of .94 (Cockshaw & Shochet, 2010). A high score on this scale indicates a high sense of belonging at work. A sample of an item from this scale is "I feel like a real part of this organisation".

Job Engagement. To measure job engagement, the 9-item Utrecht Work Engagement Scale (UWES-9; Schaufeli, Bakker, & Salanova, 2006) was used. Items were rated on a 5-point Likert scale which ranged from 1 (strongly disagree) to 5 (strongly agree). A high score on this scale indicates a high level of job engagement. The scale exhibits good internal consistency ($\alpha = .85$ to $\alpha = .92$) and test-retest reliability ($r_t = .64$ to $r_t = .73$) (Schaufeli et al., 2006). A sample item from this scale is "I feel happy when I am working intensely".

Procedure

The study was approved by the Human Ethics Committee at the University of Canterbury (Ref: HEC 2019/10/BL), the Ngāi Tahu Consultation and Engagement Group, and by the Health and Disabilities Ethics Committee (RO# 20051). Two meetings were conducted

with HR representatives of the healthcare organisation to discuss the questionnaire and allow for improvements. An initial questionnaire was presented to the organisation's Strategic Engagement Team, Māori Workforce Development Steering Group (Te Komiti Whakarite), Disability Steering Group, and employees involved in the organisation's Diversity & Inclusion sessions. From these groups, eleven individuals offered feedback to improve the survey's clarity.

Once the survey was finalised, a message containing a link to the online Qualtrics questionnaire was made available by an HR manager of the organisation through internal communication and on an internal platform that was accessible to all employees. The link displayed an information and consent page (Appendix A) which participants were required to agree to before continuing to the questionnaire. This included information regarding the study objectives, the researchers, and participants' rights and risks. Participants were ensured of complete anonymity and were informed that the survey would take approximately 15-20 minutes to complete. The questionnaire was open to employees for 3 three weeks with a reminder sent out after the first two weeks.

Data Analysis

Data analysis was conducted using IBM SPSS Statistics version 25. Exploratory factor analyses and reliability analyses were conducted to examine the factor structure of the scales, item loadings, and the internal consistency of the scales. Following this, composite variables were created by averaging items for each scale used in the questionnaire. A one-way ANOVA and paired samples t-test were conducted to investigate within-group and between-group differences in ethnicity. These analyses were run after dividing the sample into the three main ethnic groups represented in the sample: NZ European, Maori/Pasifika, and Asian. Following this, polynomial regressions were conducted to assess congruence between employee's observed (O) and ideal (I) diversity climate and practices. The diversity climate and practice

variables were centred by subtracting the variable mean from each variable to reduce multicollinearity. Interaction and squared variables needed for response surface methodology were also created. Variables which assessed employee ideals were squared by multiplying the centred variables by itself (I^2), as were variables assessing employees observed perceptions (O^2). Centred ideal variables were multiplied by their corresponding observed variable to create an interaction variable ($I \times O$). Following this, regression was run using these composite variables and the outcomes to calculate coefficients and covariances. A response surface pattern was then analysed using these coefficients (Edwards, 1994) and a three-dimensional plot was calculated (Shanock et al., 2010) to examine ideal and observed (I-O) congruence against job engagement and sense of belonging.

Results

Exploratory Factor Analysis

Table 1 presents results of the exploratory factor analysis and reliability analysis for all scales used in the questionnaire. All items loaded above the .40 threshold. The EFA results show that items from the interculturalism scale loaded onto three factors, reflecting unity, flexibility, and open dialogue. All scales showed satisfactory internal consistencies ($\alpha > .70$), excluding the subscales measuring personal endorsement of interculturalism (unity) ($\alpha = .43$) and personal endorsement of interculturalism (flexibility) ($\alpha = .57$). Interestingly, the duplicates of these two scales, measuring perceived organisational endorsement, showed acceptable internal consistencies ($\alpha = .74$ and $\alpha = .73$ respectively). Of the 22 scales, 14 displayed excellent internal consistency ($\alpha \geq .90$) and three showed good internal consistency ($.80 \leq \alpha < .90$). For all scales, removing any item either did not increase internal consistency, or would not have increased it by enough to warrant excluding an item. As the internal consistencies were already satisfactory, the decision was made to leave the scales as they were. Inter-item correlations for all items ranged between .40 and .92, excluding both items in the

personal endorsement of interculturalism (unity) scale which were both found to be .29. Based on these results, the interculturalism (unity) and interculturalism (flexibility) subscales were not included in further analyses.

Table 1. *Exploratory Factor Analysis and Reliability Analysis of Scales*

Factor/Items	Factor loading	Corrected item-total correlation	Cronbach's alpha
<i>Ideal Diversity Climate</i>			0.87
1. Fair treatment of all employees.	.53	.48	
2. Maintaining a diversity-friendly work environment.	.79	.73	
3. Respect for peoples' differing views.	.64	.59	
4. Senior leaders' visible commitment to diversity management.	.85	.80	
5. Having open discussions about the importance of diversity at staff meetings.	.83	.78	
6. Opportunities for employees to say what they think about diversity issues (e.g., employee surveys, suggestion boxes).	.78	.74	
<i>Observed Diversity Climate</i>			0.95
1. Fair treatment of all employees.	.84	.81	
2. Maintaining a diversity-friendly work environment.	.88	.86	
3. Respect for peoples' differing views.	.90	.87	
4. Senior leaders' visible commitment to diversity management.	.90	.87	
5. Having open discussions about the importance of diversity at staff meetings.	.86	.84	
6. Opportunities for employees to say what they think about diversity issues (e.g., employee surveys, suggestion boxes).	.86	.84	
<i>Ideal Mission and Values</i>			0.90
1. Having a written employee diversity policy that is easily accessible (e.g., online).	.80	.74	
2. Having a clear diversity, inclusion, and belonging strategy.	.82	.77	
3. Messages for employees via company website or newsletter that emphasise the importance of workplace diversity.	.90	.84	
4. Messages directed to the public through marketing and advertising material (e.g., website, brochures, or posters) that emphasise the importance of workplace diversity.	.83	.79	

5. Artwork, decorations, or objects in the work environment that emphasise the value of a diverse and inclusive organisation.	.73	.70	
<i>Observed Mission and Values</i>			0.92
1. Having a written employee diversity policy that is easily accessible (e.g., online).	.85	.80	
2. Having a clear diversity, inclusion, and belonging strategy.	.88	.83	
3. Messages for employees via company website or newsletter that emphasise the importance of workplace diversity.	.91	.86	
4. Messages directed to the public through marketing and advertising material (e.g., website, brochures, or posters) that emphasise the importance of workplace diversity.	.82	.79	
5. Artwork, decorations, or objects in the work environment that emphasise the value of a diverse and inclusive organisation.	.73	.70	
<i>Ideal Recruitment/Selection</i>			0.87
1. Recruitment targets for ethnic minorities.	.73	.67	
2. Diversity-friendly job advertisements (e.g., adverts stating that the organisation values diversity and inclusiveness, or encouraging diverse gender, ethnic, and other groups to apply for a role).	.81	.74	
3. A diverse panel to recruit and select new employees.	.90	.80	
4. Advertise externally in order to access a more diverse talent pool.	.75	.68	
<i>Observed Recruitment/Selection</i>			0.90
1. Recruitment targets for ethnic minorities.	.79	.74	
2. Diversity-friendly job advertisements (e.g., adverts stating that the organisation values diversity and inclusiveness, or encouraging diverse gender, ethnic, and other groups to apply for a role).	.84	.78	
3. A diverse panel to recruit and select new employees.	.88	.82	
4. Advertise externally in order to access a more diverse talent pool.	.81	.76	
<i>Ideal Diversity Training</i>			0.92
1. Support or training for employees who are new migrants and want to get New Zealand/Aotearoa qualifications.	.62	.60	
2. New staff induction materials that highlight the importance of workplace diversity.	.84	.81	
3. Diversity training for all employees (e.g., cultural sensitivity, Treaty of Waitangi, gender diversity in the workplace).	.86	.81	
4. Training for leaders on why workplace diversity, inclusion and belonging is important	.92	.86	

5. Training for leaders on how to integrate the diversity, inclusion, and belonging strategy with everyday work.	.89	.83	
<i>Observed Diversity Training</i>			0.95
1. Support or training for employees who are new migrants and want to get New Zealand/Aotearoa qualifications.	.82	.80	
2. New staff induction materials that highlight the importance of workplace diversity.	.91	.89	
3. Diversity training for all employees (e.g., cultural sensitivity, Treaty of Waitangi, gender diversity in the workplace).	.85	.83	
4. Training for leaders on why workplace diversity, inclusion and belonging is important	.95	.92	
5. Training for leaders on how to integrate the diversity, inclusion, and belonging strategy with everyday work.	.95	.92	
<i>Ideal Diversity Advocacy</i>			0.93
1. Having a person or working group especially appointed to look after diversity management.	.83	.80	
2. Funding dedicated to meeting diversity and inclusion goals.	.88	.85	
3. Culturally sensitive and responsive mentoring programmes.	.89	.85	
4. Support groups for ethnic minorities.	.84	.80	
5. Culturally sensitive and responsive career development.	.86	.82	
<i>Observed Diversity Advocacy</i>			0.95
1. Having a person or working group especially appointed to look after diversity management.	.84	.81	
2. Funding dedicated to meeting diversity and inclusion goals.	.89	.86	
3. Culturally sensitive and responsive mentoring programmes.	.91	.88	
4. Support groups for ethnic minorities.	.91	.88	
5. Culturally sensitive and responsive career development.	.91	.88	
<i>Personal Endorsement of Multiculturalism</i>			0.92
1. Cultural affiliations are a precious distinction between individuals and should be valued.	.84	.79	
2. In general, cultural differences should be celebrated.	.82	.78	
3. New Zealand could be more united if we recognised and valued people of different ethnic and cultural backgrounds.	.85	.81	
4. We should help ethnic groups preserve their cultural heritage in New Zealand.	.81	.77	
5. We should emphasise the importance of appreciating differences between ethnic groups.	.84	.80	

Perceived Organisational Endorsement of Multiculturalism 0.95

- | | | |
|--|-----|-----|
| 1. Cultural affiliations are a precious distinction between individuals and should be valued. | .88 | .85 |
| 2. In general, cultural differences should be celebrated. | .90 | .87 |
| 3. New Zealand could be more united if we recognised and valued people of different ethnic and cultural backgrounds. | .87 | .84 |
| 4. We should help ethnic groups preserve their cultural heritage in New Zealand. | .88 | .85 |
| 5. We should emphasise the importance of appreciating differences between ethnic groups. | .89 | .86 |

Personal Endorsement of Colourblindness 0.86

- | | | |
|---|-----|-----|
| 6. It's best if we judge each other as individuals rather than as members of an ethnic group. | .79 | .72 |
| 7. We should treat people according to their individual characteristics and not as members of cultural, ethnic, religious, or sexual communities. | .87 | .79 |
| 8. A person's qualities should be given priority over group affiliations for the sake of unity. | .76 | .70 |
| 9. Instead of putting ethnic labels on people, everyone should be treated as a unique individual. | .77 | .71 |
| 10. We should recognise that all people are unique individuals. | .50 | .47 |

Perceived Organisational Endorsement of Colourblindness 0.91

- | | | |
|---|-----|-----|
| 6. It's best if we judge each other as individuals rather than as members of an ethnic group. | .84 | .79 |
| 7. We should treat people according to their individual characteristics and not as members of cultural, ethnic, religious, or sexual communities. | .89 | .83 |
| 8. A person's qualities should be given priority over group affiliations for the sake of unity. | .86 | .81 |
| 9. Instead of putting ethnic labels on people, everyone should be treated as a unique individual. | .79 | .75 |
| 10. We should recognise that all people are unique individuals. | .74 | .71 |

Personal Endorsement of Interculturalism (Unity) 0.43

- | | | |
|--|-----|-----|
| 11. Despite cultural differences, all groups together form New Zealand society. | .54 | .29 |
| 12. "Unity against the background of diversity" should be the New Zealand motto. | .54 | .29 |

Perceived Organisational Endorsement of Interculturalism (Unity) 0.74

11. Despite cultural differences, all groups together form New Zealand society.	.77	.59	
12. "Unity against the background of diversity" should be the New Zealand motto.	.77	.59	
<i>Personal Endorsement of Interculturalism (Flexibility)</i>			0.57
13. In our diverse society, new border-crossing identities are needed.	.63	.40	
14. The cultural identity of people is not fixed, but very changeable.	.63	.40	
<i>Perceived Organisational Endorsement of Interculturalism (Flexibility)</i>			0.73
13. In our diverse society, new border-crossing identities are needed.	.77	.59	
14. The cultural identity of people is not fixed, but very changeable.	.77	.59	
<i>Personal Endorsement of Interculturalism (Open dialogue)</i>			0.72
15. We can only make progress as a country when we are prepared to enter into open dialogue with each other.	.75	.57	
16. We can gain something new and valuable when we interact with people who are different.	.75	.57	
<i>Perceived Organisational Endorsement of Interculturalism (Open dialogue)</i>			0.90
15. We can only make progress as a country when we are prepared to enter into open dialogue with each other.	.91	.83	
16. We can gain something new and valuable when we interact with people who are different.	.91	.83	
<i>Belonging</i>			0.94
1. I feel like a real part of this organisation.	.79	.76	
2. People here notice when I'm good at something.	.76	.72	
3. It is hard for people like me to be accepted here. (r)	.60	.58	
4. Other people in this organisation take my opinions seriously.	.78	.74	
5. Most managers/supervisors in this organisation are interested in me.	.78	.74	
6. Sometimes I don't feel as if I belong here. (r)	.72	.70	
7. There's at least one supervisor/manager in this organisation I can talk to if I have a problem.	.67	.64	
8. People in this organisation are friendly to me.	.75	.73	
9. Managers/supervisors here are not interested in people like me. (r)	.67	.65	
10. I am included in lots of activities at this organisation.	.49	.48	

11. I am treated with as much respect as other employees.	.71	.69	
12. I feel very different from most other employees here. (r)	.55	.53	
13. I can really be myself in this organisation.	.74	.72	
14. The managers/supervisors here respect me.	.82	.79	
15. People here know I can do good work.	.67	.64	
16. I wish I were in a different organisation. (r)	.74	.72	
17. I feel proud to belong to this organisation.	.71	.69	
18. Other employees here like me the way I am.	.56	.54	
<i>Engagement</i>	.81		0.91
1. At my work, I feel bursting with energy.	.80	.77	
2. At my job, I feel strong and vigorous.	.84	.76	
3. I am enthusiastic about my job.	.82	.79	
4. My job inspires me.	.78	.78	
5. When I get up in the morning, I feel like going to work.	.62	.74	
6. I feel happy when I am working intensely.	.64	.60	
7. I am proud of the work that I do.	.76	.61	
8. I am immersed in my job.	.53	.73	
9. I get carried away when I am working.	.81	.50	

Note. N=771, Extraction Method: Principal Axis Factoring

Mean Differences

Mean differences were calculated for ethnic groups with a sufficient sample size (i.e., NZ European, Maori and Pasifika combined, and Asian). The Asian sample was comprised of individuals who identified as South-East Asian, Chinese, or Other Asian. In this study, representative of the general NZ population, the majority ethnic group is NZ European, and minority ethnic groups are the Māori/Pasifika sample and the Asian sample.

As shown in Table 2, post hoc comparisons using the LSD test indicated the mean scores for the NZ European sample (NZE) and the Māori/Pasifika (MP) sample differed significantly across the diversity management and ideology variables of interest. Specifically, the NZ European sample rated ideal climate ($M_{NZE} = 4.38$, $SD_{NZE} = .64$; $M_{MP} = 4.62$, $SD_{MP} = .54$), ideal mission and values ($M_{NZE} = 3.76$, $SD_{NZE} = .94$; $M_{MP} = 4.17$, $SD_{MP} = .86$), ideal and observed recruitment and selection ($M_{NZE} = 3.78$, $SD_{NZE} = .92$; $M_{MP} = 4.29$, $SD_{MP} = .84$;

and $M_{NZE} = 2.77$, $SD_{NZE} = .97$; $M_{MP} = 3.06$, $SD_{MP} = 1.30$ respectively), ideal diversity training ($M_{NZE} = 4.10$, $SD_{NZE} = .85$; $M_{MP} = 4.33$, $SD_{MP} = .83$), ideal and observed diversity advocacy ($M_{NZE} = 3.59$, $SD_{NZE} = 1.05$; $M_{MP} = 4.09$, $SD_{MP} = 1.01$ and $M_{NZE} = 2.36$, $SD_{NZE} = 1.00$; $M_{MP} = 2.66$, $SD_{MP} = 1.36$ respectively), and personal endorsement of multiculturalism ($M_{NZE} = 3.45$, $SD_{NZE} = .53$; $M_{MP} = 3.61$, $SD_{MP} = .49$) significantly lower than the Māori/Pasifika sample. Sense of belonging, however, was rated significantly higher by the NZ European sample than the Māori/Pasifika sample ($M_{NZE} = 3.63$, $SD_{NZE} = .67$; $M_{MP} = 3.33$, $SD_{MP} = .80$).

Significant mean differences were seen between the NZ European sample and Asian sample (A). Namely, the Asian sample rated observed climate ($M_{NZE} = 3.12$, $SD_{NZE} = 1.03$; $M_A = 3.62$, $SD_A = 1.13$) and personal endorsement of colourblindness ($M_{NZE} = 3.99$, $SD_{NZE} = .70$; $M_A = 4.25$, $SD_A = .66$) significantly greater than the NZ European sample. The NZ European sample rated personal endorsement of interculturalism (open dialogue) ($M_{NZE} = 4.45$, $SD_{NZE} = .55$; $M_A = 4.08$, $SD_A = .55$), and sense of belonging ($M_{NZE} = 3.63$, $SD_{NZE} = .67$; $M_A = 3.38$, $SD_A = .75$) significantly greater than the Asian sample.

There were also significant differences seen between the Māori/Pasifika and Asian sample. The Māori/Pasifika rated ideal diversity climate ($M_{MP} = 4.62$, $SD_{MP} = .54$; $M_A = 4.23$, $SD_A = .68$), ideal mission and values ($M_{MP} = 4.17$, $SD_{MP} = .86$; $M_A = 3.69$, $SD_A = 1.01$), ideal recruitment and selection ($M_{MP} = 4.29$, $SD_{MP} = .84$; $M_A = 3.55$, $SD_A = 1.15$), ideal diversity training ($M_{MP} = 4.33$, $SD_{MP} = .83$; $M_A = 3.91$, $SD_A = .99$), ideal diversity advocacy ($M_{MP} = 4.09$, $SD_{MP} = 1.01$; $M_A = 3.45$, $SD_A = 1.19$), and personal endorsement of interculturalism (open dialogue) ($M_{MP} = 4.54$, $SD_{MP} = .50$; $M_A = 4.08$, $SD_A = .66$) significantly higher than the Asian sample. However, the Asian sample rated observed diversity climate ($M_{MP} = 3.17$, $SD_{MP} = 1.31$; $M_A = 3.62$, $SD_A = 1.13$) significantly higher than the Māori/Pasifika sample. No significant mean differences were seen between Māori/Pasifika and Asian mean values for engagement nor sense of belonging.

Table 2 highlights mean differences among the surveyed variables and shows significant differences between majority and minority groups but also within minority groups. That is, there are significant differences between the NZ European sample, and Māori/Pasifika and Asian samples, but also significant differences between the Māori/Pasifika sample and Asian sample. This will be further elaborated in the Discussion.

Table 2. F-value, mean difference, standard error, and confidence intervals for diversity practices, ideologies, belonging, and engagement across ethnic groups

		F	Sig.	Mean difference	Sig.	SE	95% Confidence Interval	
							Lower	Upper
Ideal Climate		6.33**	.00					
	NZ European-Māori&Pasifika			-.23**	<.001	.07	-.38	-.09
	NZ European-Asian			.16	.16	.11	-.06	.38
	Asian-Māori&Pasifika			-.39**	.00	.13	-.64	-.14
Observed Climate		3.21*	.04					
	NZ European-Māori&Pasifika			-.05	.69	.13	-.30	.20
	NZ European-Asian			-.50**	.01	.20	-.89	-.11
	Asian-Māori&Pasifika			.45*	.05	.23	.01	.89
Ideal Mission & Values		7.12**	<.001					
	NZ European-Māori&Pasifika			-.41**	<.001	.11	-.62	-.19
	NZ European-Asian			.07	.66	.17	-.25	.40
	Asian-Māori&Pasifika			-.48**	0.1	.19	-.85	-.11
Observed Mission & Values		.56	.57					
	NZ European-Māori&Pasifika			-.12	.32	.12	-.35	.12
	NZ European-Asian			.05	.80	.19	-.32	.42
	Asian-Māori&Pasifika			-.17	.43	.21	-.59	.25
Ideal Recruitment & Selection		12.66**	<.001					
	NZ European-Māori&Pasifika			-.51**	<.001	.11	-.73	-.30
	NZ European-Asian			.23	.17	.17	-.10	.55
	Asian-Māori&Pasifika			-.74**	<.001	.19	-1.11	-.37
Observed Recruitment & Selection		2.81	.06					
	NZ European-Māori&Pasifika			-.29*	.02	.12	-.53	-.05
	NZ European-Asian			-.12	.55	.20	-.50	.27
	Asian-Māori&Pasifika			-.17	.44	.22	-.61	.26
Ideal Diversity Training		3.59*	.03					
	NZ European-Māori&Pasifika			-.22*	.03	.10	-.42	-.02
	NZ European-Asian			.20	.19	.15	-.10	.50
	Asian-Māori&Pasifika			-.42*	.02	.17	-.76	-.08
Observed Diversity Training		2.39	.09					
	NZ European-Māori&Pasifika			-.23	.07	.13	-.49	.02
	NZ European-Asian			-.29	.16	.21	-.70	.11
	Asian-Māori&Pasifika			.06	.80	.23	-.40	.52
Ideal Diversity Advocacy		8.94**	<.001					
	NZ European-Māori&Pasifika			-.51**	<.001	.12	-.75	-.26
	NZ European-Asian			.13	.49	.19	-.24	.51
	Asian-Māori&Pasifika			-.64**	.00	.22	-1.06	-.21
Observed Diversity Advocacy		3.12*	.04					
	NZ European-Māori&Pasifika			-.29*	.03	.13	-.55	-.04
	NZ European-Asian			-.26	.19	.20	-.66	.13
	Asian-Māori&Pasifika			-.03	.89	.23	-.48	.42
Personal Endorsement of Multiculturalism		3.60*	.03					
	NZ European-Māori&Pasifika			-.16**	.01	.06	-.28	-.04
	NZ European-Asian			.05	.60	.09	-.14	.23
	Asian-Māori&Pasifika			-.21	.05	.11	-.42	.00

Perceived Organisational Endorsement of Multiculturalism	1.21	.30						
			NZ European-Māori&Pasifika	.16	.12	.10	-.04	.37
			NZ European-Asian	.02	.90	.16	-.29	.33
			Asian-Māori&Pasifika	.14	.43	.18	-.21	.50
Personal Endorsement of Colourblindness	2.15	.12						
			NZ European-Māori&Pasifika	-.07	.40	.09	-.24	.10
			NZ European-Asian	-.25*	.05	.13	-.51	.00
			Asian-Māori&Pasifika	.18	.21	.15	-.11	.47
Perceived Organisational Endorsement of Colourblindness	.14	.87						
			NZ European-Māori&Pasifika	-.05	.63	.10	-.24	.15
			NZ European-Asian	.03	.86	.15	-.26	.32
			Asian-Māori&Pasifika	-.07	.66	.17	-.41	.26
Personal Endorsement of Interculturalism (Open Dialogue)	8.52**	<.001						
			NZ European-Māori&Pasifika	-.09	.17	.06	-.22	.04
			NZ European-Asian	.37**	<.001	.10	.18	.57
			Asian-Māori&Pasifika	-.46**	<.001	.11	-.68	-.24
Perceived Organisational Endorsement of Interculturalism (Open Dialogue)	.25	.78						
			NZ European-Māori&Pasifika	.05	.66	.11	-.17	.26
			NZ European-Asian	.10	.55	.16	-.22	.42
			Asian-Māori&Pasifika	-.05	.79	.19	-.42	.32
Belonging	7.80**	<.001						
			NZ European-Māori&Pasifika	.30**	<.001	.08	.14	.46
			NZ European-Asian	.25*	.05	.12	.00	.49
			Asian-Māori&Pasifika	.06	.70	.14	-.23	.34
Engagement	.23	.80						
			NZ European-Māori&Pasifika	.03	.70	.08	-.13	.20
			NZ European-Asian	-.07	.61	.13	-.31	.18
			Asian-Māori&Pasifika	.10	.50	.14	-.19	.38

Note. N=590, * significant at $p < .05$, ** significant at $p < .01$

Paired samples t-tests for ideal and observed diversity management variables

Paired samples t-tests were conducted to compare the ideal and observed diversity practices and ideologies within the NZ European, Māori/Pasifika, and Asian samples.

NZ European sample

As shown in Table 3, among those who identified as New Zealand European, there were significant mean differences between ideal and observed scores across all predictor variables excluding multiculturalism. Specifically, New Zealand European participants exhibited significantly greater preference for these practices and ideologies compared to what they observed in their workplace regarding its diversity management.

Table 3. Paired Samples t-test Across New Zealand European Sample.

	Mean Difference	Standard deviation	SE mean	Paired t-test		
				<i>t</i>	<i>df</i>	Sig (two-tailed)
Ideal climate-Observed climate	1.25	1.13	.05	23.71*	458	<.001
Ideal mission and values-Observed mission and values	.74	1.13	.05	14.03*	458	<.001
Ideal recruitment & selection-Observed recruitment & selection	1.02	1.15	.05	19.10*	461	<.001
Ideal diversity training-Observed diversity training	1.40	1.22	.06	24.45*	459	<.001
Ideal diversity advocacy-Observed diversity advocacy	1.24	1.31	.06	20.18*	457	<.001
Personal multiculturalism-Perceived organisational multiculturalism	.07	.94	.04	1.66	460	.10
Personal colourblindness-Perceived organisational colourblindness	.58	.93	.04	13.35*	454	<.001
Personal interculturalism (open dialogue) - Perceived organisational interculturalism (open dialogue)	.86	.96	.04	19.14*	459	<.001

Note. N= 471, ** significant at p= < .01

Māori and Pasifika Sample

Table 4 shows that for individuals who identified as Māori or Pasifika, there was a significant positive mean difference in scores across all predictor variables, suggesting that Māori and Pasifika employees showed a significantly greater preference for these diversity practices and ideologies than what they observed at their organisation across all variables.

Table 4. Paired Samples t-test Across Māori and Pasifika Sample.

	Mean Difference	Standard deviation	SE mean	Paired t-test		
				<i>t</i>	<i>df</i>	Sig (two-tailed)
Ideal climate-Observed climate	1.43	1.46	.16	8.97**	82	<.001
Ideal mission and values-Observed mission and values	1.07	1.25	.14	7.73**	81	<.001
Ideal recruitment & selection-Observed recruitment & selection	1.25	1.51	.17	7.54**	82	<.001
Ideal diversity training-Observed diversity training	1.43	1.43	.16	8.85**	78	<.001
Ideal diversity advocacy-Observed diversity advocacy	1.49	1.55	.18	8.46**	76	<.001
Personal multiculturalism-Perceived organisational multiculturalism	.42	1.28	.14	2.91**	78	.00

Personal colourblindness-Perceived organisational colourblindness	.59	1.17	.13	4.38**	76	<.001
Personal interculturalism (open dialogue) - Perceived organisational interculturalism (open dialogue)	.99	1.14	.13	7.82**	80	<.001
Note. N=85, ** significant at p= < .01						

Asian Sample

Table 5 depicts the paired samples t-test for individuals who identified as Asian. A significant positive mean difference in scores was seen across all predictor variables excluding multiculturalism. These results indicate that aside from multiculturalism, Asian employees who were surveyed showed a preference for diversity practices and ideologies, which was statistically significantly greater than the practices and endorsement of ideologies observed at their organisation.

Table 5. Paired Samples t-test Across Asian Sample.

	Mean Difference	Standard deviation	SE mean	Paired t-test		
				t	df	Sig. (two-tailed)
Ideal climate-Observed climate	.64	1.20	.21	3.03**	31	.00
Ideal mission and values-Observed mission and values	.71	1.47	.27	2.64**	29	.01
Ideal recruitment & selection-Observed recruitment & selection	.60	1.52	.28	2.13*	28	.04
Ideal diversity training-Observed diversity training	.85	1.41	.26	3.24**	28	.00
Ideal diversity advocacy-Observed diversity advocacy	.77	1.52	.28	2.78**	29	.01
Personal multiculturalism-Perceived organisational multiculturalism	.04	1.25	.22	.17	31	.87
Personal colourblindness-Perceived organisational colourblindness	.86	1.12	.20	4.36**	31	<.001
Personal interculturalism (open dialogue) - Perceived organisational interculturalism (open dialogue)	.58	1.27	.22	2.61**	32	.01
Note. N=49, * significant at p= < .05, ** significant at p= < .01						

Polynomial regression analysis

Polynomial regression analyses were conducted to test the hypotheses, examining whether and how the degree of congruence between observed and ideal diversity climate,

practices, and ideologies influences job engagement and sense of belonging in the organisation surveyed. The values obtained from the polynomial regression were then used in response surface analyses to create 3-dimensional graphs representing the relationships between observed and ideal diversity practices and ideologies, and the outcomes job engagement and sense of belonging. Due to the results of the ANOVA and post hoc test, revealing significant differences among the three ethnic groups represented in the sample, the decision was made to run polynomial regression analyses based on ethnic groups. These analyses were conducted with the NZ European sample and the Māori/Pasifika sample only, as the Asian sample did not have a sufficient number of participants required to provide enough power for the analyses (N=49). Polynomial regression and response surface analyses for the entire sample (N=771) can be seen in Appendix C and D.

Diversity climate. As shown in Table 6, among the NZ European sample, the significant slope along the $x = y$ relationship with respect to both job engagement ($b = .41, p < .01$) and sense of belonging ($b = .22, p < .01$) shows that congruence between high levels of ideal and observed diversity climate was associated with high levels of job engagement and sense of belonging, supporting hypotheses 1(a) and 1(c). It is thought that for the NZ European sample, job engagement was not significantly influenced by ideal-observed discrepancy as there were no significant results for the slope or curvature of the $x = -y$ relationship nor for the curvature along the $x = y$ relationship, failing to support hypothesis 1(b). With respect to belonging, the significant slope along the $x = -y$ relationship ($b = -.33, p < .01$) suggest that the lowest levels of belonging were found at low levels of observed diversity climate, irrespective of ideal levels, offering partial support for hypothesis 1(d) for the NZ European sample. The significant curvature along the $x = -y$ relationship ($b = -.19, p < .05$) suggests that as discrepancy between ideal and observed diversity climate increased, sense of belonging decreased, supporting hypothesis 1(d). Further, the significant curvature along the $x = y$ relationship ($b = -.23, p <$

.01) indicates that sense of belonging increased or decreased as both ideal and observed diversity climate increased or decreased. Figures 1 and 2 display a visual representation of these findings.

Among the Māori/Pasifika sample, the curvature along the $x = -y$ relationship was the only significant relationship for both job engagement ($b = -.71, p < .01$) and sense of belonging ($b = -.56, p < .05$) (Table 6). This indicates that as discrepancy between ideal and observed diversity climate increased, job engagement and sense of belonging decreased, supporting hypothesis 1(b) and 1(d) for this sample. Figures 3 and 4 display these findings visually.

Table 6. Polynomial regression results for diversity climate with regard to job engagement and sense of belonging

	Job Engagement	Sense of Belonging
	<i>B (SE)</i>	<i>B(SE)</i>
Climate (NZ European)		
Constant	3.69**(.05)	3.84**04)
Ideal (I)	.17(.07)	-.06(.06)
Observed (O)	.24**(.03)	.28**(.03)
I ²	.06(.06)	-.05(.06)
I x O	-.09(.05)	-.02(.05)
O ²	-.07(.03)	-.16**(.03)
R²	.15(.64)	.24 (.59)
F	16.47**	28.37**
Surface tests		
X = Y slope	.41**(.07)	.22**(.07)
X = Y curvature	-.10(.07)	-.23**(.06)
X = -Y slope	-.07(.07)	-.33**(.07)
X = -Y curvature	.07(.09)	-.19*(.09)
Climate (Māori/Pasifika)		
Constant	3.87**(.13)	3.70**(.13)
Ideal (I)	-.14(.18)	.05(.16)
Observed (O)	.17*(.08)	.23**(.08)
I ²	-.23(.19)	-.11(.18)
I x O	.39**(.15)	.26(.15)
O ²	-.09(.05)	-.19**(.05)
R²	.39(.66)	.46(.61)
F	9.68**	12.52**
Surface tests		
X = Y slope	.04(.20)	.28(.18)
X = Y curvature	.08(.25)	-.04(.24)
X = -Y slope	-.31(.19)	-.18(.18)
X = -Y curvature	-.71**(.26)	-.56*(.24)

Note. $N_{NZ\text{European}}=471$, $N_{Māori/Pasifika}=85$, * significant at $p < .05$, ** significant at $p < .01$

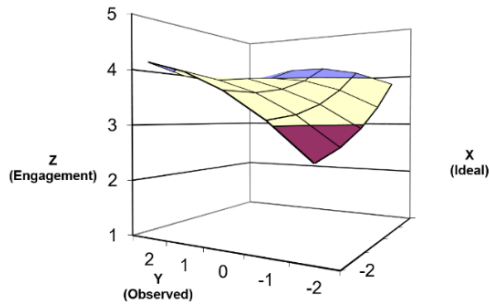


Figure 1. 3-dimensional representation of engagement as predicted by congruence between ideal and observed diversity climate. NZ European sample

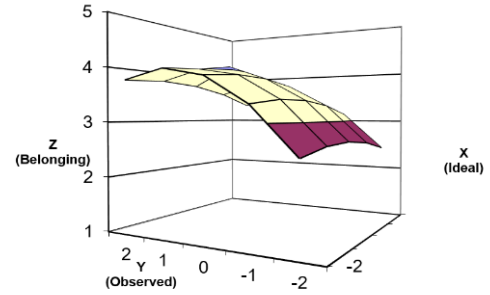


Figure 2. 3-dimensional representation of belonging as predicted by congruence between ideal and observed diversity climate. NZ European sample

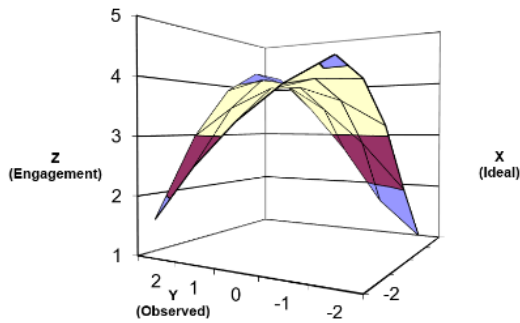


Figure 3. 3-dimensional representation of engagement as predicted by congruence between ideal and observed diversity climate. Māori/Pasifika sample

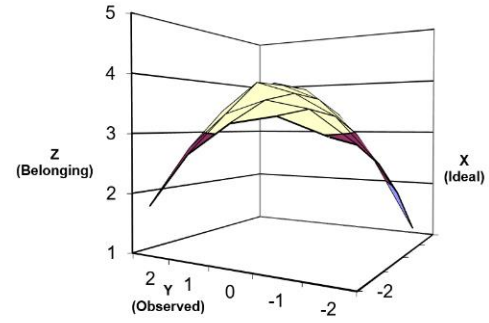


Figure 4. 3-dimensional representation of belonging as predicted by congruence between ideal and observed diversity climate. Māori/Pasifika sample

Diversity-focused mission and values. As displayed in Table 7, there were no significant relationships with regard to job engagement for the NZ European sample. This indicates that for this group, neither congruence nor discrepancy between observed and ideal diversity-focused mission and values influenced job engagement, failing to support hypotheses 2(a) and 2(b). Regarding belonging, however, both the NZ European sample ($b = .67, p < .01$) and the Māori/Pasifika sample ($b = 1.46, p < .01$) displayed a significant slope along the $x = y$ relationship, indicating that as congruence between ideal and observed mission and values increased, so did sense of belonging, supporting hypothesis 2(c). The significant slope along the $x = -y$ relationship for the NZ European sample ($b = -.66, p < .01$) and Māori/Pasifika sample ($b = -1.46, p < .01$) indicates that regardless of ideals, the lowest levels of belonging were found at low levels of observed diversity-focused mission and values, providing partial support for hypotheses 2(d). Among the Māori/Pasifika sample, the significant $x = -y$ curvature for engagement ($b = -.34, p < .01$) and belonging ($b = -.65, p < .01$) suggests that as discrepancy

between observed and ideal diversity-focused mission and values increased, engagement and belonging decreased, supporting hypothesis 2(b) and 2(d). Figures 5, 6, 7, and 8 present a visual representation of the above findings.

Table 7. Polynomial regression results for diversity mission and values with regard to job engagement and sense of belonging

	Job Engagement	Sense of Belonging
	<i>B (SE)</i>	<i>B(SE)</i>
Mission & Values (NZ European)		
Constant	3.64**(.29)	4.36**(.28)
Ideal (I)	.13**(.04)	.01(.04)
Observed (O)	.22(.17)	.67**(.17)
I ²	.05(.03)	.04(.03)
I x O	.01(.04)	-.01(.04)
O ²	-.01(.03)	-.07**(.03)
R²	.10 (.65)	.12 (.63)
F	10.17**	12.22**
Surface tests		
X = Y slope	.35(.18)	.67**(.18)
X = Y curvature	.05(.05)	-.05(.05)
X = -Y slope	-.09(.17)	-.66**(.16)
X = -Y curvature	.03(.05)	-.02(.05)
Mission & Values (Māori/Pasifika)		
Constant	4.26**(.64)	5.74**(.59)
Ideal (I)	-.10(.10)	.00(.10)
Observed (O)	.60(.39)	1.46**(.36)
I ²	.01(.10)	.01(.09)
I x O	.28*(.12)	.42**(.11)
O ²	-.07(.06)	-.23**(.06)
R²	.36(.69)	.44(.63)
F	8.44**	11.11**
Surface tests		
X = Y slope	.50(.44)	1.46**(.41)
X = Y curvature	.23(.16)	.20(.16)
X = -Y slope	-.70(.36)	-1.46**(.33)
X = -Y curvature	-.34**(.15)	-.65**(.13)

Note. N_{NZEuropean}=471, N_{Māori/Pasifika}=85, * significant at p < .05, ** significant at p < .01

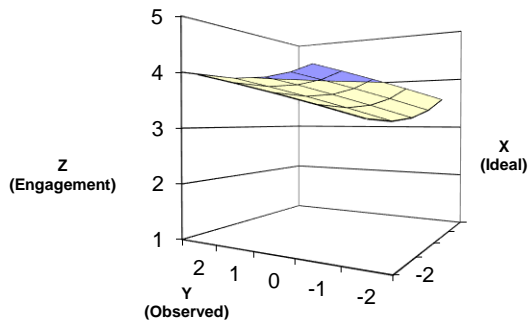


Figure 5. 3-dimensional representation of engagement as predicted by congruence between ideal and observed diversity-focused mission and values. NZ European sample

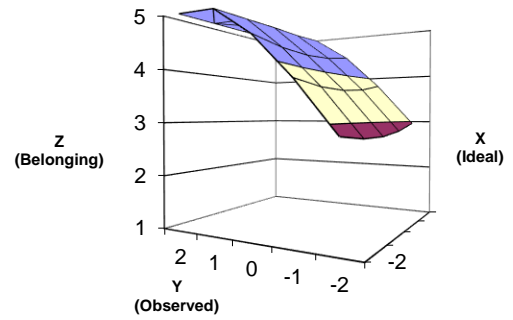


Figure 6. 3-dimensional representation of belonging as predicted by congruence between ideal and observed diversity-focused mission and values. NZ European sample

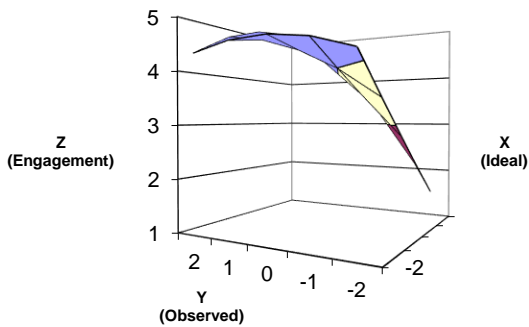


Figure 7. 3-dimensional representation of engagement as predicted by congruence between ideal and observed diversity-focused mission and values. Māori/Pasifika sample

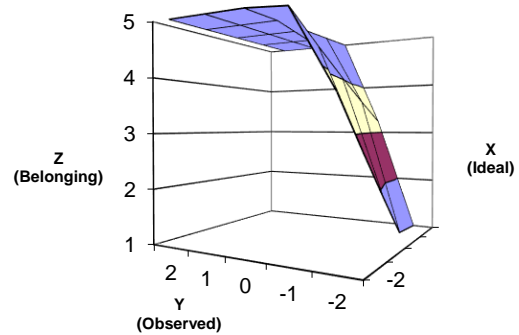


Figure 8. 3-dimensional representation of belonging as predicted by congruence between ideal and observed diversity-focused mission and values. Māori/Pasifika sample

Equal opportunity recruitment and selection. For the NZ European sample, the slope along the $x = y$ relationship was significant for both engagement ($b = .25, p < .01$) and sense of belonging ($b = .13, p < .05$), as shown in Table 8. This suggests that both outcomes increased when congruence between ideal and observed perceptions of equal opportunity recruitment and selection also increased, supporting hypotheses 3(a) and 3(c). The slope along the $x = -y$ relationship was also significant for sense of belonging ($b = -.15, p < .01$), indicating that, for the NZ European sample, the lowest levels of belonging were found at low levels of observed diversity climate, regardless of ideal levels, thus partially supporting hypothesis 3(d). These results are shown visually in figures 9 and 10. For the Māori/Pasifika sample, the significant curvature along the $x = -y$ relationship for both engagement ($b = -.36, p < .01$) and belonging ($b = -.42, p < .01$) were the only significant relationships. These results suggest that for

Māori/Pasifika employees at this organisation, as discrepancy between ideal and observed recruitment and selection increased, job engagement and sense of belonging decreased, supporting hypotheses 3(b) and 3(d). Figures 11 and 12 visually represent these findings.

Table 8. Polynomial regression results for equal opportunity recruitment and selection with regard to job engagement and sense of belonging

	Job Engagement	Sense of Belonging
	<i>B (SE)</i>	<i>B(SE)</i>
Recruitment & Selection (NZ European)		
Constant	3.60**(.05)	3.68**(.04)
Ideal (I)	.09*(.04)	-.01(.04)
Observed (O)	.16**(.04)	.14**(.03)
I ²	.07*(.03)	.02(.03)
I x O	-.03(.04)	.01(.04)
O ²	-.03(.03)	-.07(.03)
R²	.06 (.68)	.05(.66)
F	6.00**	4.26**
Surface tests		
X = Y slope	.25**(.06)	.13*(.05)
X = Y curvature	.01(.04)	-.04(.06)
X = -Y slope	-.06(.06)	-.15**(.05)
X = -Y curvature	.08(.04)	-.05(.06)
Recruitment & Selection (Māori/Pasifika)		
Constant	3.64**(.14)	3.54**(.14)
Ideal (I)	-.01(.12)	-.03(.11)
Observed (O)	.01(.12)	.04(.12)
I ²	.12(.10)	.06(.10)
I x O	.34**(.12)	.30*(.12)
O ²	-.13*(.07)	-.18**(.06)
R²	.49(.75)	.36(.71)
F	4.71**	5.01**
Surface tests		
X = Y slope	.01(.23)	.01(.17)
X = Y curvature	.32(.18)	.18(.18)
X = -Y slope	-.02(.04)	-.06(.15)
X = -Y curvature	-.36**(.13)	-.42**(.12)

Note. N_{NZEuropean}=471, N_{Māori/Pasifika}=85, * significant at p < .05, ** significant at p < .01

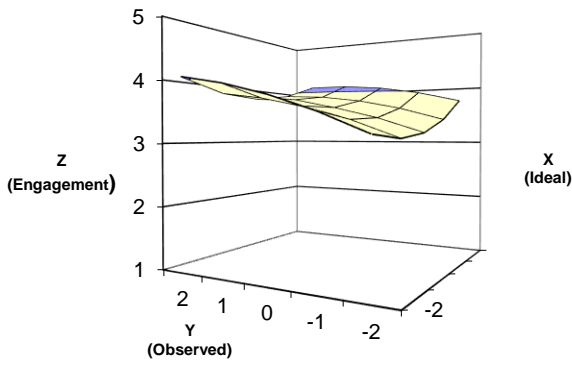


Figure 9. 3-dimensional representation of engagement as predicted by congruence between ideal and observed equal opportunity recruitment and selection. NZ European sample

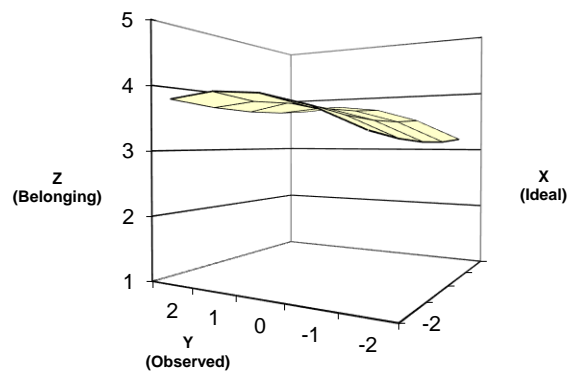


Figure 10. 3-dimensional representation of belonging as predicted by congruence between ideal and observed equal opportunity recruitment and selection. NZ European sample

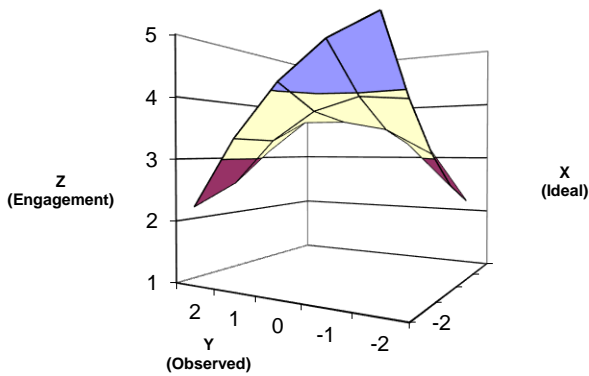


Figure 11. 3-dimensional representation of engagement as predicted by congruence between ideal and observed equal opportunity recruitment and selection. Māori/Pasifika sample

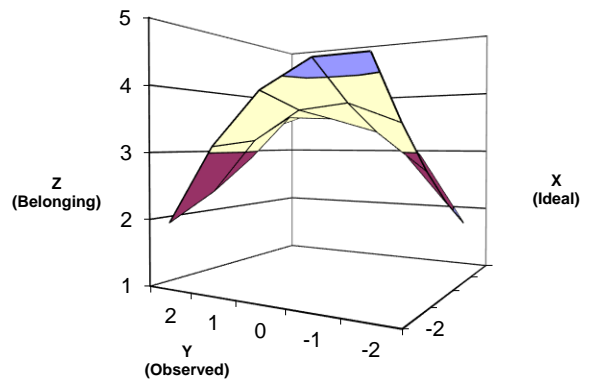


Figure 12. 3-dimensional representation of belonging as predicted by congruence between ideal and observed equal opportunity recruitment and selection. Māori/Pasifika sample

Diversity training. As shown in Table 9, for the NZ European sample, a significant slope along the $x = -y$ relationship was seen with regard to belonging ($b = -.21, p < .01$), indicating that belonging levels were lowest when diversity training levels were also low, irrespective of ideal levels, providing partial support for hypothesis 4(d) for the NZ European sample. Furthermore, a significant slope along the $x = y$ relationship was seen for both job engagement ($b = .35, p < .01$) and sense of belonging ($b = .23, p < .01$). This indicates that high levels of congruence between ideal and observed perceptions of diversity training were associated with high levels of engagement and belonging, supporting hypotheses 4(a) and 4(c). Interestingly, high congruence at low levels of both observed and ideal diversity training perceptions was associated with the lowest levels of engagement in this group.

The Māori/Pasifika sample showed similar findings. However, the slope along the $x = y$ relationship was only significant regarding job engagement ($b = .35, p < .05$). This sample also showed a significant curvature along the $x = -y$ relationship ($b = -.41, p < .05$) with regard to belonging, thus supporting hypothesis 4(d) as it suggests levels of belonging decreased as discrepancy between observed and ideal diversity training perceptions increased. Figures 13, 14, 15, and 16 provide a visual representation of the above results.

Table 9. Polynomial regression results for diversity training with regard to job engagement and sense of belonging

	Job Engagement	Sense of Belonging
	<i>B (SE)</i>	<i>B(SE)</i>
Diversity Training (NZ European)		
Constant	3.60**(.05)	3.70**(.04)
Ideal (I)	.16**(.05)	.01(.05)
Observed (O)	.19**(.03)	.22**(.03)
I ²	.09*(.04)	.01(.03)
I x O	-.07(.04)	-.01(.04)
O ²	-.03(.03)	-.07**(.03)
R ²	.09(.67)	.11(.64)
F	8.61**	10.88**
Surface tests		
X = Y slope	.35**(.06)	.23**(.06)
X = Y curvature	-.01(.04)	-.07(.06)
X = -Y slope	-.02(.06)	-.21**(.06)
X = -Y curvature	.13(.08)	-.05(.06)
Diversity Training (Māori/Pasifika)		
Constant	3.62**(.15)	3.62**(.15)
Ideal (I)	.02(.14)	-.01(.14)
Observed (O)	.33**(.08)	.30**(.08)
I ²	.10(.12)	-.08(.12)
I x O	.05(.11)	.16(.11)
O ²	-.07(.06)	-.18**(.06)
R ²	.28(.70)	.52(.71)
F	5.59**	5.29**
Surface tests		
X = Y slope	.35*(.15)	.28(.15)
X = Y curvature	.08(.14)	-.10(.13)
X = -Y slope	-.30(.16)	-.31(.16)
X = -Y curvature	-.03(.18)	-.41*(.18)

Note. N_{NZEuropean}=471, N_{Māori/Pasifika}=85, * significant at $p < .05$, ** significant at $p < .01$

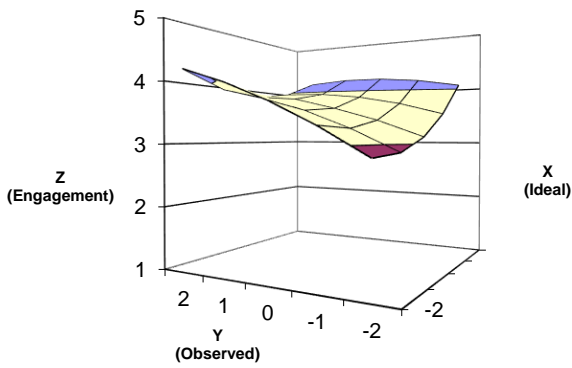


Figure 13. 3-dimensional representation of engagement as predicted by congruence between ideal and observed diversity training. NZ European sample

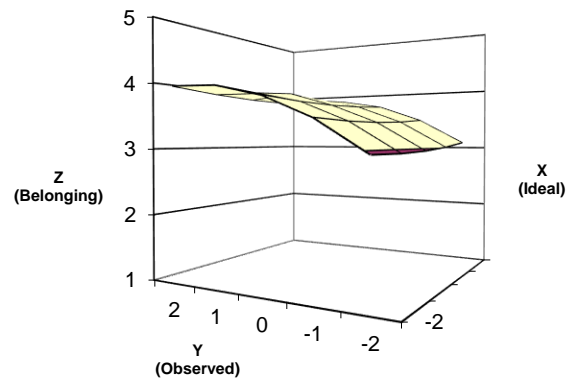


Figure 14. 3-dimensional representation of belonging as predicted by congruence between ideal and observed diversity training. NZ European sample

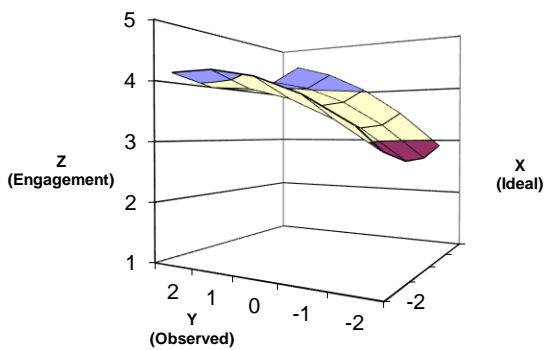


Figure 15. 3-dimensional representation of engagement as predicted by congruence between ideal and observed diversity training. Māori/Pasifika sample

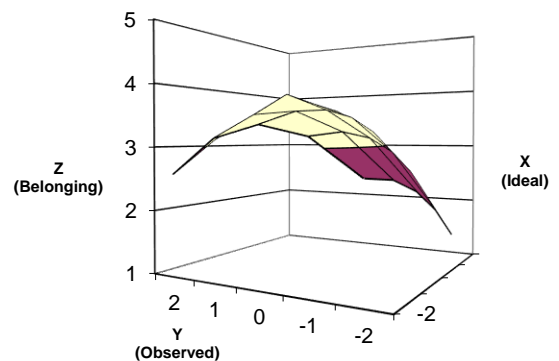


Figure 16. 3-dimensional representation of belonging as predicted by congruence between ideal and observed diversity training. Māori/Pasifika sample

Diversity advocacy. As seen in Table 10, for the NZ European sample, the significant positive slope along the $x = y$ relationship for job engagement ($b = .24, p < .01$) and sense of belonging ($b = .17, p < .01$) indicates that as congruence between ideal and observed diversity advocacy increased, so did both outcomes, supporting hypotheses 5(a) and 5(c). This sample also showed a significant curvature along the $x = y$ relationship with regard to belonging ($b = -.13, p < .01$), signalling that NZ European employees' sense of belonging increased as both ideal and observed diversity advocacy increased. Both the NZ European sample and the Māori/Pasifika sample showed a significant slope along the $x = -y$ with respect to engagement ($b_{NZ\text{European}} = -.11, p < .05$; $b_{\text{Māori/Pasifika}} = -.40, p < .01$) and belonging ($b_{NZ\text{European}} = -.24, p < .01$; $b_{\text{Māori/Pasifika}} = -.32, p < .05$). This indicates both outcomes were lowest when levels of

diversity advocacy were also low, offering partial support for hypothesis 5(b) and 5(d). Furthermore, for those who identified as either Māori or Pasifika, the significant curvature along the $x = -y$ relationship with regard to belonging indicates that as discrepancy between ideal and observed diversity advocacy increased, particularly where ideal advocacy levels were higher than observed levels, sense of belonging decreased, supporting hypothesis 5(d). Visual representations of these results can be found in figures 17, 18, 19, and 20.

Table 10. *Polynomial regression results for diversity advocacy with regard to job engagement and sense of belonging*

	Job Engagement	Sense of Belonging
	<i>B (SE)</i>	<i>B(SE)</i>
Diversity Advocacy (NZ European)		
Constant	3.69**(.05)	3.75**(.05)
Ideal (I)	.06(.04)	-.04(.03)
Observed (O)	.17**(.03)	.21**(.03)
I ²	-.03(.03)	-.03(.03)
I x O	.01(.03)	-.03(.03)
O ²	-.04(.03)	-.08**(.03)
R²	.08 (.67)	.10(.64)
F	7.84**	9.32**
Surface tests		
X = Y slope	.24**(.05)	.17**(.05)
X = Y curvature	-.06(.05)	-.13**(.05)
X = -Y slope	-.11*(.05)	-.24**(.05)
X = -Y curvature	-.08(.05)	-.08(.05)
Diversity Advocacy (Māori/Pasifika)		
Constant	3.66**(.14)	3.54**(.13)
Ideal (I)	-.06(.10)	-.04(.09)
Observed (O)	.34**(.11)	.29**(.10)
I ²	.07(.08)	.00(.07)
I x O	.15(.10)	.20*(.09)
O ²	-.13(.07)	-.16*(.06)
R²	.36(.70)	.37(.65)
F	7.81**	8.05**
Surface tests		
X = Y slope	.28(.16)	.25(.15)
X = Y curvature	.09(.10)	.04(.11)
X = -Y slope	-.40**(.15)	-.32*(.13)
X = -Y curvature	-.21(.14)	-.35**(.13)

Note. $N_{NZ\text{European}}=471$, $N_{Māori/Pasifika}=85$, * significant at $p < .05$, ** significant at $p < .01$

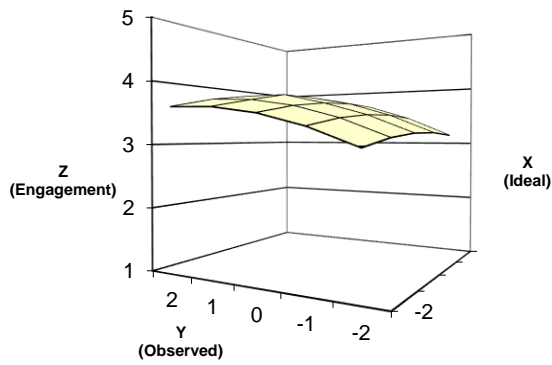


Figure 17. 3-dimensional representation of engagement as predicted by congruence between ideal and observed diversity advocacy. NZ European sample

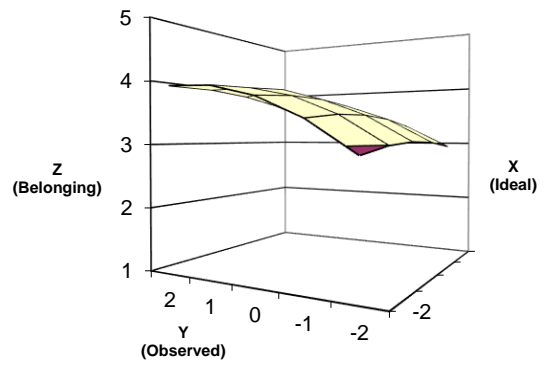


Figure 18. 3-dimensional representation of belonging as predicted by congruence between ideal and observed diversity advocacy. NZ European sample

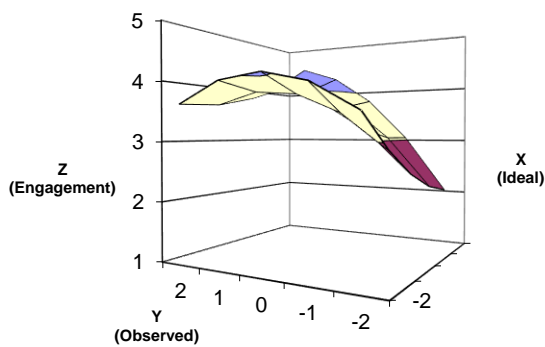


Figure 19. 3-dimensional representation of engagement as predicted by congruence between ideal and observed diversity advocacy. Māori/Pasifika sample

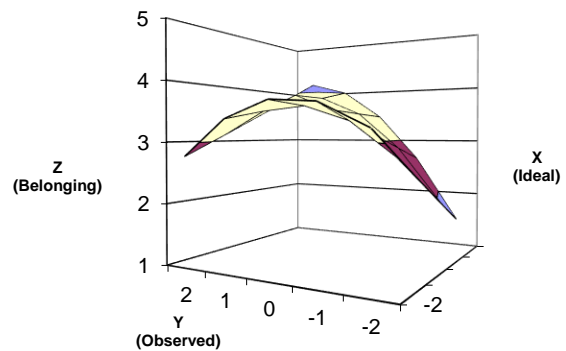


Figure 20. 3-dimensional representation of belonging as predicted by congruence between ideal and observed diversity advocacy. Māori/Pasifika sample

Diversity ideologies: Multiculturalism. With respect to job engagement, the NZ European sample showed a significant slope along the $x = y$ relationship ($b = 1.04, p < .05$) (Table 11), suggesting this sample experienced higher engagement when congruence between personal and perceived organisational endorsements of multiculturalism was also high, supporting hypothesis 6(a). The only other significant result was also among the NZ European sample along the $x = -y$ curvature ($b = .23, p < .05$) with regard to engagement. Figures 21 and 22 demonstrate these results visually. No significant relationships were found among the Māori/Pasifika sample, however, this may be due to the small sample size, as figures 23 and 24, and the magnitude of the effects shown in Table 11 suggest otherwise.

Table 11. *Polynomial regression results for multiculturalism with regard to job engagement and sense of belonging*

	Job Engagement	Sense of Belonging
	<i>B (SE)</i>	<i>B(SE)</i>
Multiculturalism (NZ European)		
Constant	4.40**(.82)	3.21**(.76)
Personal (I)	.59*(.25)	.11(.23)
Perceived (O)	.45(.26)	.17(.24)
I ²	.20**(.06)	.17**(.06)
I x O	-.07(.07)	.04(.07)
O ²	-.04(.03)	-.07*(.03)
R²	.11 (.65)	.18 (.60)
F	11.29**	18.83**
Surface tests		
X = Y slope	1.04*(.50)	.28(.33)
X = Y curvature	.09(.09)	.14(.09)
X = -Y slope	.14(.09)	-.07(.33)
X = -Y curvature	.23*(.11)	.06(.09)
Multiculturalism (Māori/Pasifika)		
Constant	-.51(3.56)	4.46(3.22)
Personal (I)	-1.12(1.07)	.29(.97)
Perceived (O)	-1.04(1.18)	.56(1.06)
I ²	.78(.42)	-.25(.38)
I x O	.34(.30)	-.08(.27)
O ²	-.04(.07)	-.12(.06)
R²	.23(.77)	.29(.68)
F	4.23**	5.66**
Surface tests		
X = Y slope	-2.16(2.24)	.85(2.02)
X = Y curvature	1.09(.57)	-.44(.51)
X = -Y slope	-.09(.28)	-.27(.25)
X = -Y curvature	.40(.48)	-.29(.44)
Note. N _{NZEuropean} =471, N _{Māori/Pasifika} =85, * significant at p < .05, ** significant at p < .01		

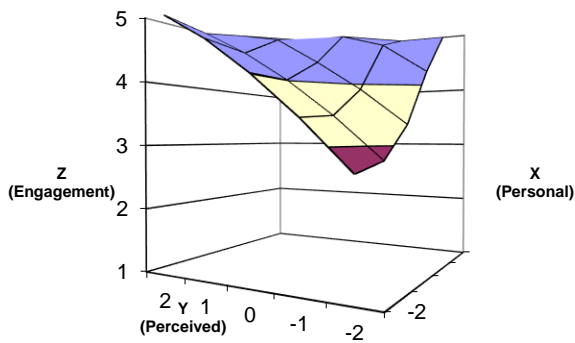


Figure 21. 3-dimensional representation of engagement as predicted by congruence between personal and perceived organisational endorsement of multiculturalism. NZ European

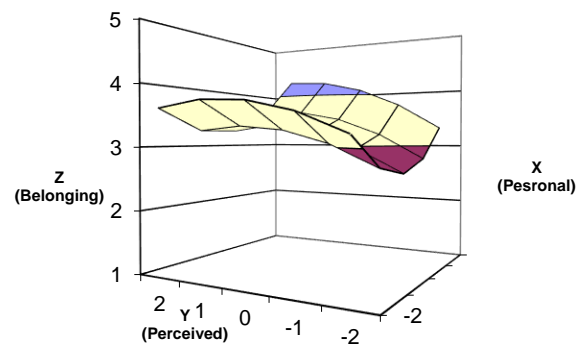


Figure 22. 3-dimensional representation of belonging as predicted by congruence between personal and perceived organisational endorsement of multiculturalism. NZ European sample

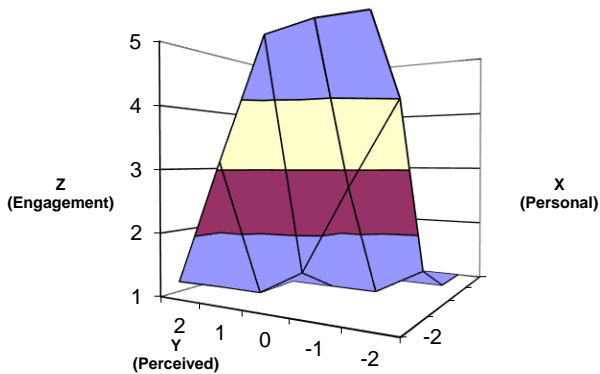


Figure 23. 3-dimensional representation of engagement as predicted by congruence between personal and perceived organisational endorsement of multiculturalism. Māori/Pasifika

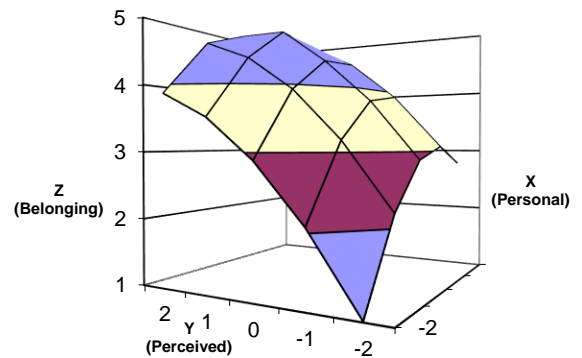


Figure 24. 3-dimensional representation of belonging as predicted by congruence between personal and perceived organisational endorsement of multiculturalism. Māori/Pasifika sample

Diversity ideologies: Colourblindness. As seen in Table 12, across the NZ European sample, a significant slope was found along the $x = y$ relationship for both engagement ($b = .27, p < .01$) and sense of belonging ($b = .23, p < .01$), suggesting that both outcomes increased as congruence between personal and perceived organisational endorsements of colourblindness increased, supporting hypotheses 6(a) and 6(c). There was also a significant curvature on the $x = -y$ relationship for both engagement ($b = -.31, p < .05$) and belonging ($b = -.40, p < .01$) indicating both outcomes decreased as discrepancy between personal and perceived organisational endorsements of colourblindness increased, supporting hypotheses 6(b) and 6(d). The curvature along the $x = y$ relationship with regard to engagement ($b = .35, p < .01$)

and belonging ($b = .26, p < .01$) was also significant, signalling that engagement and belonging increased as both personal and perceived organisational endorsements of colourblindness increased. Figures 25 and 26 display these results. Individuals who identified as either Māori or Pasifika showed no significant relationships with regard to either outcome. Although, the effects seen in Table 15, and figures 27 and 28 contradict this, therefore, the non-significant relationships may be due to the small sample size.

Table 12. *Polynomial regression results for colourblindness with regard to job engagement and sense of belonging*

	Job Engagement	Sense of Belonging
	<i>B (SE)</i>	<i>B(SE)</i>
Colourblindness (NZ European)		
Constant	3.60**(.04)	3.65**(.04)
Personal (I)	.09(.05)	.07(.05)
Perceived (O)	.18**(.04)	.15**(.04)
I ²	.13*(.06)	.07(.05)
I x O	.33**(.06)	.33**(.05)
O ²	-.11**(.04)	-.14**(.04)
R²	.16 (.64)	.15 (.62)
F	16.08**	16.08**
Surface tests		
X = Y slope	.27**(.07)	.23**(.06)
X = Y curvature	.35**(.07)	.26**(.07)
X = -Y slope	-.08(.07)	-.08(.06)
X = -Y curvature	-.31*(.07)	-.40**(.07)
Colourblindness (Māori/Pasifika)		
Constant	3.52**(.14)	3.50**(.14)
Personal (I)	.17(.15)	.15(.15)
Perceived (O)	.10(.11)	-.01(.11)
I ²	.03(.12)	.03(.12)
I x O	.12(.12)	.04(.11)
O ²	.03(.08)	-.20*(.08)
R²	.08(.83)	.11(.80)
F	1.13	1.59
Surface tests		
X = Y slope	.27(.15)	.14(.15)
X = Y curvature	.18(.14)	-.13(.14)
X = -Y slope	.07(.21)	.16(.21)
X = -Y curvature	-.07(.20)	-.22(.20)
Note. $N_{NZEuropean}=71, N_{Māori/Pasifika}=85$, * significant at $p < .05$, ** significant at $p < .01$		

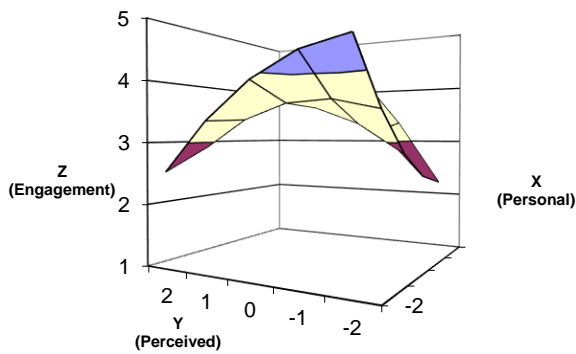


Figure 25. 3-dimensional representation of engagement as predicted by congruence between personal and perceived organisational endorsement of colourblindness. NZ European

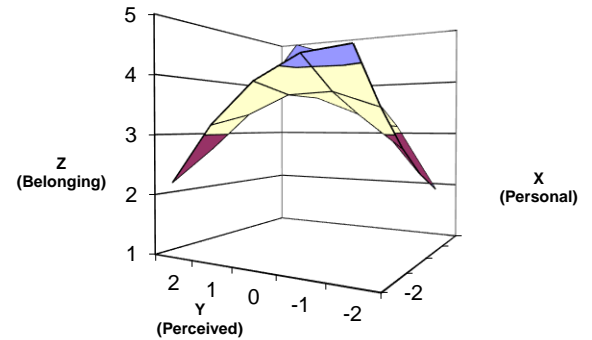


Figure 26. 3-dimensional representation of belonging as predicted by congruence between personal and perceived organisational endorsement of colourblindness. NZ European sample

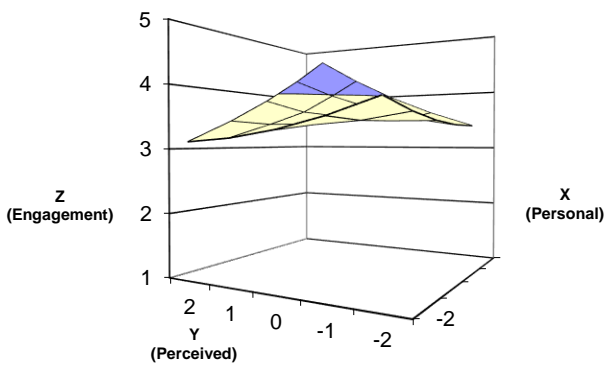


Figure 27. 3-dimensional representation of engagement as predicted by congruence between personal and perceived organisational endorsement of colourblindness. Māori/Pasifika

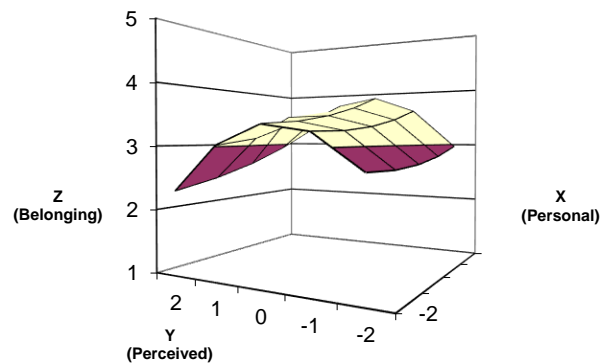


Figure 28. 3-dimensional representation of belonging as predicted by congruence between personal and perceived organisational endorsement of colourblindness. Māori/Pasifika sample

Diversity ideologies: Interculturalism (open dialogue). Among the NZ European sample, a significant slope along the $x = y$ relationship regarding engagement ($b = .49, p < .01$) and belonging ($b = .41, p < .01$) was seen (Table 13). This suggests that both outcomes increased as congruence between personal and perceived organisational endorsements of interculturalism (open dialogue) increased, supporting hypotheses 6(a) and 6(c). Further, the significant curvature on the $x = y$ relationship ($b = -.23, p < .01$) regarding belonging shows that NZ European employees' sense of belonging decreased as both personal and perceived organisational endorsements of interculturalism (open dialogue) decreased. The curvature along $x = -y$ ($b = -.26, p < .05$) with respect to belonging was significant, indicating that as discrepancy between personal and perceived organisational endorsements increased, belonging decreased, supporting hypothesis 6(d). Figures 29 and 30 illustrate these results. No significant

effects were found among the Māori/Pasifika sample. However, given the magnitude of the effects seen in Table 13, and figures 31 and 32, the non-significant relationships may be explained by the small sample size.

Table 13. *Polynomial regression results for interculturalism (open dialogue) with regard to job engagement and sense of belonging*

	Job Engagement	Sense of Belonging
	<i>B (SE)</i>	<i>B(SE)</i>
Interculturalism (open dialogue) (NZ European)		
Constant	3.63**(.04)	3.74**(.04)
Personal (I)	.22**(.07)	.21**(.06)
Perceived (O)	.27**(.04)	.20**(.04)
I ²	.05(.08)	-.15(.08)
I x O	-.20*(.08)	.02(.07)
O ²	-.02(.03)	-.09**(.03)
R²	.14 (.64)	.17 (.61)
F	15.02**	18.08**
Surface tests		
X = Y slope	.49**(.06)	.41**(.07)
X = Y curvature	-.17(.10)	-.23*(.10)
X = -Y slope	-.06(.09)	.00(.07)
X = -Y curvature	.23(.13)	-.26*(.12)
Interculturalism (open dialogue) (Māori/Pasifika)		
Constant	3.60**(.15)	3.46**(.14)
Personal (I)	-.01(.20)	-.08(.20)
Perceived (O)	.29*(.11)	.22*(.11)
I ²	-.21(.37)	-.11(.35)
I x O	.06(.07)	-.06(.07)
O ²	-.08(.17)	-.26(.17)
R²	.11(.81)	.13(.78)
F	1.87	2.20
Surface tests		
X = Y slope	.28(.19)	.14(.19)
X = Y curvature	-.23(.38)	-.44(.36)
X = -Y slope	-.30(.26)	-.30(.25)
X = -Y curvature	-.35(.43)	-.31(.41)

Note. $N_{NZ\text{European}}=471$, $N_{Māori/Pasifika}=85$, * significant at $p < .05$, ** significant at $p < .01$

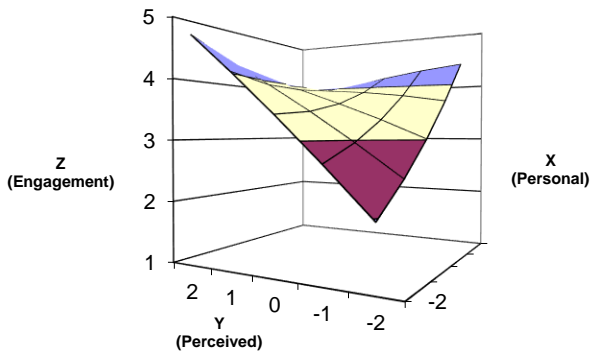


Figure 29. 3-dimensional representation of engagement as predicted by congruence between personal and perceived organisational endorsement of interculturalism (open dialogue). NZ

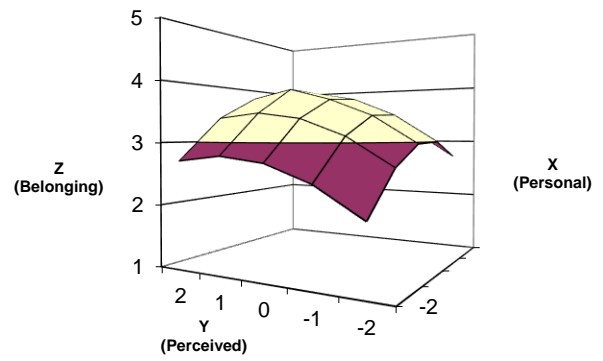


Figure 30. 3-dimensional representation of belonging as predicted by congruence between personal and perceived organisational endorsement of interculturalism (open dialogue). NZ European

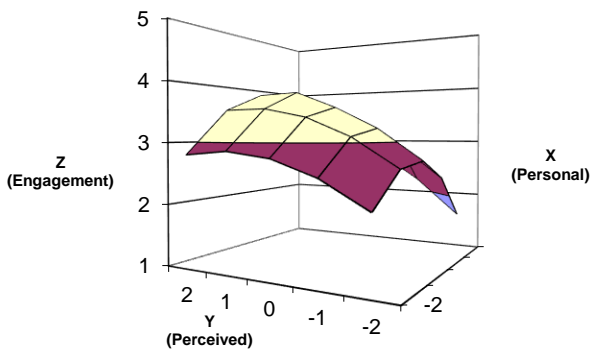


Figure 31. 3-dimensional representation of engagement as predicted by congruence between personal and perceived organisational endorsement of interculturalism (open dialogue).

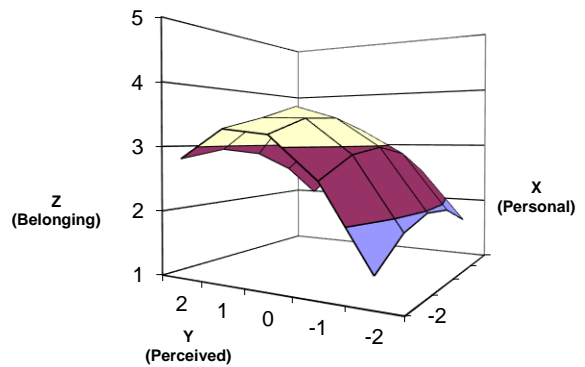


Figure 32. 3-dimensional representation of belonging as predicted by congruence between personal and perceived organisational endorsement of interculturalism (open dialogue). Māori/Pasifika

Discussion

The current study aimed to examine whether and how the degree of congruence between observed and desired diversity climate and practices (i.e., diversity-focused mission and values, equal opportunity recruitment and selection, diversity training, diversity advocacy, and diversity climate) and between personal and perceived organisational diversity ideologies (i.e., multiculturalism, interculturalism, and colourblindness) influenced job engagement and sense of belonging. It was hypothesised that congruence between ideal and observed diversity practices, and between personal and perceived organisational endorsements of diversity ideologies, would be associated with higher levels of engagement and sense of belonging at work. It was also hypothesised that lower levels of job engagement and sense of belonging would be associated with discrepancy between ideal and observed diversity practices, and

between personal and perceived organisational endorsements of diversity ideologies. While the current study was able to support most of the hypotheses, it also highlighted the value of conducting context-sensitive analyses, attending to group differences and to the nature of congruence and discrepancy appraisals (i.e., levels of ideal vs. observed perceptions).

A one-way ANOVA and post hoc tests revealed mean differences between ethnic groups across some of the variables of interest. These mean differences were found between ethnic majority (i.e., NZ European) and minority groups (i.e., Māori/Pasifika, Asian), but also between both minority groups. No significant differences in mean engagement scores were seen between groups, suggesting mean engagement scores were similar for the NZ European, Māori/Pasifika, and Asian sample. This is consistent with findings from Jones, Ni, and Wilson (2009), stating employee engagement does not differ significantly by ethnicity. However, mean differences for sense of belonging were found. On average, the NZ European sample displayed significantly greater levels of belonging than both the Māori/Pasifika sample and Asian sample. Yet, no significant difference was seen between the two minority samples regarding sense of belonging. This suggests that, on average, those who identified as NZ European felt a greater sense of belonging at their workplace than those who identified as either Māori, Pasifika, or Asian. This is in line with findings from Museus et al. (2018) that reported minority students felt a lower sense of belonging at their college campus than majority students. With respect to ideal diversity climate, ideal mission and values, ideal recruitment and selection, ideal diversity training, and ideal diversity advocacy, the Māori/Pasifika sample demonstrated significantly higher average scores than both the NZ European sample and Asian sample. This indicates that, on average, Māori and Pasifika participants gave significantly greater importance to all diversity practices that were assessed in this study than the NZ European and Asian samples.

Empirical research has demonstrated that minorities typically prefer environments that espouse a multiculturalism ideology (Ryan, Casas, & Thompson, 2010; Ryan, Hunt, Weible,

Peterson, & Casas, 2007). The current study partially supports these findings as the Māori/Pasifika sample showed significantly greater mean scores for personal endorsement of multiculturalism than the NZ European sample. Results of the paired samples t-test showed that, regardless of ethnicity, significant mean differences were found between ideal and observed perceptions across all diversity practices and ideologies assessed in this study, excluding multiculturalism. Participants rated their ideal diversity practices and personally held ideologies higher than what they observed in the organisation. This signifies that employees at this organisation were not having their preferences met concerning diversity management. The implications of these discrepancies will be discussed next, based on the results of the polynomial regressions.

Due to the significant mean differences presented during post hoc analysis, the decision was made to run polynomial regression and response surface analyses by ethnic groups. As hypothesised, job engagement and sense of belonging were higher when both employees and their workplace endorsed colourblindness, but only for the majority group (i.e., NZ European). Further, these outcomes may decrease if NZ European employees endorse colourblindness, but their organisation does not, or vice versa. This may provide support for past literature, which suggests majority employees demonstrate a preference for a colourblindness ideology (Ryan et al., 2007; 2010). With the exception of diversity-focused mission and values, congruence between ideal and observed perceptions of diversity management approaches were significantly and positively associated with engagement in the NZ European sample. This supports the injunctive norm literature and research that suggests congruence between injunctive and descriptive norms can encourage pro-diversity behaviours, in turn increasing engagement (Bernstein & Davidson, 2012; Brewer, 1991; Hamann et al., 2015; Smith et al., 2012; Smith-McLallen & Fishbein, 2008; Wentling & Palma-Rivas, 1999). This implies NZ European employees may show higher engagement levels if their preferences regarding

diversity practices and ideologies are matched by the organisation. Congruence between ideal and observed perceptions was also significantly positively associated with high sense of belonging across all diversity practices and ideologies, excluding multiculturalism. This indicates that for this sample, employees may experience greater sense of belonging if their organisation matches the employee's preference regarding all diversity practices and ideologies, excluding multiculturalism, again, supporting the injunctive norm literature. Among the Māori/Pasifika sample, congruence between ideal and observed diversity practices and ideologies was significantly positively associated with both engagement and belonging when regarding diversity-focused mission and values. Congruence also was significantly positively associated with Māori/Pasifika engagement with regard to diversity training. This suggests job engagement and sense of belonging among Māori and Pasifika may be increased if employee preferences of these diversity practices and ideologies are matched by the organisation. However, this only partially supports the injunctive norm literature as significant effects were not found across all diversity practices and ideologies.

Aside from endorsement of colourblindness, the NZ European sample showed no significant decrease in engagement when there was discrepancy between ideal and observed practices or ideologies. This suggests NZ European employees' job engagement was not significantly influenced by preference-perception discrepancies except for in the case of colourblindness. Although, partial support was provided for hypothesis 5(b), as the lowest levels of engagement were found where diversity advocacy levels were also low. The NZ European sample's sense of belonging appeared to be influenced by preference-perception discrepancy across all measured diversity ideologies. When it came to diversity practices, discrepancy only had a significant influence on belonging with regard to diversity climate. However, lowest levels of belonging for the NZ European sample were found alongside low levels of diversity climate, diversity-focused mission and values, equal opportunity recruitment

and selection, and diversity training, providing partial support for hypotheses 1(d), 2(d), 3(d), 4(d), and 5(d). Among the Māori/Pasifika sample, discrepancy between ideal and observed diversity practices and ideologies was significantly negatively associated with both engagement and belonging with regard to diversity climate and equal opportunity recruitment and selection, suggesting Māori and Pasifika employees experienced greater job engagement and sense of belonging when their organisation matched their diversity climate and equal opportunity recruitment and selection preferences. Further, discrepancy was also significantly negatively associated with sense of belonging with respect to diversity-focused mission and values, and diversity advocacy, meaning when Māori/Pasifika employees' preferences regarding these practices are not met, they may experience lower levels of job engagement and belonging. Hypotheses 2(d) and 5(d) were partially supported, as belonging levels were lowest when diversity advocacy levels were low for the Māori/Pasifika sample. Further, engagement was lowest for this sample when diversity-focused mission and values were also low, providing partial support for hypothesis 2(b). The Māori/Pasifika sample did not support any hypotheses outlined for multiculturalism, colourblindness, or interculturalism (open dialogue), suggesting Māori and Pasifika job engagement and sense of belonging are not significantly influenced by either congruence or discrepancy between employee and organisational endorsement of these ideologies. However, the magnitude of effects, and figures 23, 24, 27, 28, 31, and 32 suggest otherwise. These non-significant findings may be a result of the small sample size, calling for future research to examine these relationships with a large sample size.

Limitations and directions for future research

Limitations of this study ought to be considered when interpreting its findings. Firstly, while the overall sample size was adequate, sample size of ethnic minority groups was inadequate to conduct analyses across all ethnic groups. Furthermore, while the Māori/Pasifika sample size was sufficient for polynomial regression analysis, a larger sample size would

increase the likelihood of increasing statistical power and finding more significant results across all variables (Field, 2013). For example, looking at diversity advocacy across the Māori/Pasifika sample, the coefficient for the slope along $x = y$ relationship as it relates to engagement was .28 at $p = .08$. Considering the small sample, yet the magnitude of this effect, further consideration is suggested. Polynomial regression analysis could not be conducted with the Asian sample due to inadequate sample size. This study highlights the need for further investigation into engagement and belonging among ethnic minority and majority members, and for future research to test these relationships using large groups across all ethnic groups.

Some participants presented feedback that they struggled to answer questions in the survey that were difficult to understand, specifically, items measuring diversity ideologies (i.e., multiculturalism, colourblindness, and interculturalism). This may partly explain the internal consistencies obtained for these scales. While multiculturalism, colourblindness, and interculturalism (open dialogue) were adequate, scales measuring personal endorsements of interculturalism (unity) and interculturalism (flexibility) showed very poor internal consistencies and had to be removed from analyses. Future research can refine these scales by improving the items' comprehensibility, as part of a validation process (Hinkin, 1998).

The self-report, cross-sectional design of the study means causality cannot be determined. Future research could consider a longitudinal study to support causality inference (Caruana, Roman, Hernández-Sánchez, & Solli, 2015). Another potential limitation of self-report is social desirability bias in which participants respond in a manner they believe is more socially acceptable or favourable. The present study attempted to minimise this bias by informing participants that the questionnaire was anonymous as research has shown participants may answer more honestly when given anonymity (Joinson, 1999; Podsakoff, MacKenzie, Lee, & Podsakoff, 2003).

Theoretical and practical contributions

Despite its limitations, the current study provides valuable contributions to the literature surrounding diversity management perceptions, diversity ideologies, and their impact on job engagement and sense of belonging among minority and majority groups. Findings highlight significant differences between ethnic groups' perceptions of diversity climate, diversity practices, and diversity ideologies. Furthermore, results indicated congruence between employee perceptions and preferences regarding diversity management can influence sense of belonging and levels of job engagement. These findings are of particular relevance to organisations as this is the first study to examine perceptions of diversity practices and ideologies, and how congruence between employees' preferences and perceptions of their organisation influence job engagement and sense of belonging. Findings from this study may help guide future research and enable organisations to understand the true value of effective diversity management, encouraging them to investigate their employees' preferences and develop diversity practices accordingly. In doing so, organisations can improve their D&I practices, and increase job engagement and sense of belonging. This will benefit both employees and the organisation as such outcomes are associated with increased productivity, customer satisfaction, and employee job satisfaction (Findler et al., 2007; Harter, Schmidt, & Hayes, 2002; Jin & Park, 2016).

This study has highlighted the risk of combining ethnic minority groups with one another during analyses. Results of the one-way ANOVA demonstrated that Māori/Pasifika mean values differed significantly from the Asian sample mean values across variables. This is vital information for researchers delving into minority and majority comparisons. Future research should take caution when looking at minority and majority perspectives, being careful not to combine minority groups when comparing against majority groups. A fine-grained analysis between different ethnicities prior to further analysis is recommended.

This study was conducted as part of the D&I strategy for a large healthcare organisation. Health outcomes are influenced by access to high-quality healthcare (Rasanathan, Montesinos, Matheson, Etienne, & Evans, 2011). Discrimination and racism act as barriers to healthcare, meaning ethnic minorities experience poorer health outcomes (Harris et al, 2019). Addressing these issues is imperative to improving quality of care for ethnic minorities (Chin et al., 2018; Harris et al., 2019). Diversity management that cultivates inclusiveness enables organisations to employ and manage a diverse workforce effectively, and addressing these disparities (Weech-Maldonado et al., 2002). Findings from this study and future research which stems from these findings may help healthcare organisations better shape diversity policies and practices, hopefully leading to better quality healthcare for ethnic minorities (Chin et al., 2018; Weech-Maldonado et al., 2002).

The current study investigated congruence between employee preferences and perceptions of diversity management while taking a closer look at how these relationships differ across ethnic groups. While future research could benefit from these findings and conduct similar studies with larger groups, it may be valuable to examine these relationships among samples which are diverse in ways other than ethnicity, for instance, groups with varying physical abilities, in order to see whether minority and majority differences and relationships are consistent across other aspects of diversity. Further studies could also investigate whether and how congruence and discrepancy influence other outcomes such as employee motivation or well-being, to gain a better understanding of how preference-perception congruence and discrepancy influence employee and organisational outcomes.

Conclusion

The present study has provided much-needed groundwork for how majority and minority employee perspectives of diversity management impact their sense of belonging and

job engagement. Employees of a large healthcare organisation completed a questionnaire to assess their ideal and observed perceptions of diversity climate, practices, and ideologies within their workplace to see how congruence between ideal and observed perceptions influence job engagement and sense of belonging. Among the New Zealand European sample, congruence had a significant positive association with engagement for all diversity variables excluding diversity-focused mission and values. Further, congruence was significantly positively associated with belonging across all assessed variables excluding multiculturalism. Job engagement of the NZ European sample was significantly negatively associated with discrepancy between personal and perceived organisational endorsement of colourblindness, however, no other significant relationships were found with respect to engagement. Sense of belonging was significantly negatively associated with discrepancy between ideal and observed diversity climate, and personal and perceived organisational endorsement of all measured diversity ideologies. Among the Māori/Pasifika sample, congruence was significantly positively associated with job engagement and sense of belonging for diversity-focused mission and values. Congruence between ideal and observed diversity training also had a significant positive relationship with engagement. Discrepancy between ideal and observed diversity climate and equal opportunity recruitment and selection was significantly negatively associated with both engagement and belonging. Discrepancy also had a significant negative relationship with sense of belonging with respect to diversity-focused mission and values, and diversity advocacy. Further research would be beneficial to determine how to capitalise on diversity and ensure inclusiveness, and to explore the effects of diversity and inclusion management on both majority and minority employees in order to help organisations shape policies and practices.

References

- Amarat, M., Akbolat, M., Ünal, Ö., & Güneş Karakaya, B. (2019). The mediating role of work alienation in the effect of workplace loneliness on nurses' performance. *Journal of nursing management*, 27(3), 553-559.
- Ashikali, T., & Groeneveld, S. (2015). Diversity management for all? An empirical analysis of diversity management outcomes across groups. *Personnel Review*.
- Ashikali, T., & Groeneveld, S. (2015). Diversity management in public organizations and its effect on employees' affective commitment: The role of transformational leadership and the inclusiveness of the organizational culture. *Review of Public Personnel Administration*, 35(2), 146-168.
- Barang'a, H. K., & Maende, C. (2019). Workforce Diversity on Employee Performance in the Office of the Attorney General and Department of Justice, Kenya. *International Journal of Current Aspects*, 3(V), 252-266.
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: desire for interpersonal attachments as a fundamental human motivation. *Psychological bulletin*, 117(3), 497.
- Bendick Jr, M., Egan, M. L., & Lofhjelm, S. M. (2001). Workforce diversity training: From anti-discrimination compliance to organizational development. *Human Resource Planning*, 24(2).
- Bernstein, R. S., & Bilimoria, D. (2013). Diversity perspectives and minority nonprofit board member inclusion. *Equality, Diversity and Inclusion: An International Journal*.
- Bernstein, R. S. and Davidson, D. (2012). Exploring the link between diversity, inclusive practices, and board performance: an analysis of the National Board Source Nonprofit Governance Index. In *Annual Conference of the Association for Research on Nonprofit Organizations and Voluntary Action*, Washington, DC.

- Berry, J. W., & Kalin, R. (1995). Multicultural and ethnic attitudes in Canada: An overview of the 1991 national survey. *Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement*, 27(3), 301.
- Betancourt, J. R., Green, A. R., Carrillo, J. E., & Owusu Ananeh-Firempong, I. I. (2016). Defining cultural competence: a practical framework for addressing racial/ethnic disparities in health and health care. *Public health reports*.
- Bezrukova, K., Spell, C. S., Perry, J. L., & Jehn, K. A. (2016). A meta-analytical integration of over 40 years of research on diversity training evaluation. *Psychological Bulletin*, 142(11), 1227.
- Bissett, M. F. (2014). The role of values and value congruence for job satisfaction, person organisation fit, work engagement and resilience.
- Boekhorst, J. A. (2015). The role of authentic leadership in fostering workplace inclusion: A social information processing perspective. *Human Resource Management*, 54(2), 241-264.
- Brewer, M. B. (1991). The social self: On being the same and different at the same time. *Personality and Social Psychology Bulletin*, 17(5), 475-482.
- Brimhall, K. C., Lizano, E. L., & Barak, M. E. M. (2014). The mediating role of inclusion: A longitudinal study of the effects of leader-member exchange and diversity climate on job satisfaction and intention to leave among child welfare workers. *Children and Youth Services Review*, 40, 79-88.
- Buengeler, C., Leroy, H., & De Stobbeleir, K. (2018). How leaders shape the impact of HR's diversity practices on employee inclusion. *Human Resource Management Review*, 28(3), 289-303.
- Burns, C., Barton, K., & Kerby, S. (2012). The state of diversity in today's workforce: As our nation becomes more diverse so too does our workforce. *Center for American Progress*.

- Buse, K., Bernstein, R. S., & Bilimoria, D. (2016). The influence of board diversity, board diversity policies and practices, and board inclusion behaviors on nonprofit governance practices. *Journal of Business Ethics, 133*(1), 179-191.
- Buttner, E. H., Lowe, K. B., & Billings-Harris, L. (2012). An empirical test of diversity climate dimensionality and relative effects on employee of color outcomes. *Journal of business ethics, 110*(3), 247-258.
- Callister, P., & Didham, R. (2010, March 11). Workforce composition - Ethnicity. Retrieved from <http://www.TeAra.govt.nz/en/workforce-composition/page-7>
- Carton, A. M., & Rosette, A. S. (2011). Explaining bias against black leaders: Integrating theory on information processing and goal-based stereotyping. *Academy of Management Journal, 54*(6), 1141-1158.
- Caruana, E. J., Roman, M., Hernández-Sánchez, J., & Solli, P. (2015). Longitudinal studies. *Journal of thoracic disease, 7*(11), E537.
- Çavuş, M. F., Kapusuz, A. G., & Biçer, M. (2016). Perceptions of diversity management and alienation in multinational companies. *Journal of Academic Research in Economics, 8*(2).
- Chen, X. P., Liu, D., & Portnoy, R. (2012). A multilevel investigation of motivational cultural intelligence, organizational diversity climate, and cultural sales: Evidence from US real estate firms. *Journal of applied psychology, 97*(1), 93.
- Chin, J. L. (Ed.). (2009). *The psychology of prejudice and discrimination: A revised and condensed edition*. ABC-CLIO.
- Chin, M. H., King, P. T., Jones, R. G., Jones, B., Ameratunga, S. N., Muramatsu, N., & Derrett, S. (2018). Lessons for achieving health equity comparing Aotearoa/New Zealand and the United States. *Health Policy, 122*(8), 837-853.

- Cho, S., Kim, A., & Mor Barak, M. E. (2017). Does diversity matter? Exploring workforce diversity, diversity management, and organizational performance in social enterprises. *Asian Social Work and Policy Review*, *11*(3), 193-204.
- Cialdini, R. B., Reno, R. R., & Kallgren, C. A. (1990). A focus theory of normative conduct: recycling the concept of norms to reduce littering in public places. *Journal of personality and social psychology*, *58*(6), 1015.
- Cockshaw, W. D., & Shochet, I. (2010). The link between belongingness and depressive symptoms: An exploration in the workplace interpersonal context. *Australian Psychologist*, *45*(4), 283-289.
- Collini, S. A., Guidroz, A. M., & Perez, L. M. (2015). Turnover in health care: the mediating effects of employee engagement. *Journal of nursing management*, *23*(2), 169-178.
- Collins, K. S., Hughes, D. L., Doty, M. M., Ives, B. L., Edwards, J. N., & Tenney, K. (2002). *Diverse communities, common concerns: assessing health care quality for minority Americans*. New York: Commonwealth Fund.
- Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of management*, *31*(6), 874-900.
- Deepak, S., & Perwez, K. (2019). Diversity Climate, Diversity Management and Diversity Leadership influences on Organization Justice Outcomes. *Diversity Management and Diversity Leadership influences on Organization Justice Outcomes (October 4, 2019)*.
- Dobbin, F., & Kalev, A. (2018). Why Doesn't Diversity Training Work? The Challenge for Industry and Academia. *Anthropology Now*, *10*(2), 48-55.
- Dover, T. L., Major, B., & Kaiser, C. R. (2016). Members of high-status groups are threatened by pro-diversity organizational messages. *Journal of Experimental Social Psychology*, *62*, 58-67.

- Downey, S. N., van der Werff, L., Thomas, K. M., & Plaut, V. C. (2015). The role of diversity practices and inclusion in promoting trust and employee engagement. *Journal of Applied Social Psychology, 45*(1), 35-44.
- Eagly, A. H. (2016). When passionate advocates meet research on diversity, does the honest broker stand a chance?. *Journal of Social Issues, 72*(1), 199-222.
- Edwards, J. R. (1994). The study of congruence in organizational behavior research: Critique and a proposed alternative. *Organizational Behavior and Human Decision Processes, 58*, 51-100
- Fearon, J. D. (2003). Ethnic and cultural diversity by country. *Journal of economic growth, 8*(2), 195-222.
- Ferris, G. R., & Rowland, K. M. (1981). Leadership, job perceptions, and influence: A conceptual integration. *Human Relations, 34*(12), 1069-1077.
- Festinger, L. (1954). A theory of social comparison processes. *Human relations, 7*(2), 117-140.
- Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. sage.
- Findler, L., Wind, L. H., & Barak, M. E. M. (2007). The challenge of workforce management in a global society: Modeling the relationship between diversity, inclusion, organizational culture, and employee well-being, job satisfaction and organizational commitment. *Administration in Social Work, 31*(3), 63-94.
- Gale, J., & Staerklé, C. (2019). Multiculturalism in classically liberal societies: Group membership and compatibility between individual and collective justice. *Journal of Experimental Social Psychology, 85*, 103877.
- Galinsky, A. D., Todd, A. R., Homan, A. C., Phillips, K. W., Apfelbaum, E. P., Sasaki, S. J., ... & Maddux, W. W. (2015). Maximizing the gains and minimizing the pains of diversity: A policy perspective. *Perspectives on Psychological Science, 10*(6), 742-748.

- Gilbert, J. A., Stead, B. A., & Ivancevich, J. M. (1999). Diversity management: A new organizational paradigm. *Journal of business ethics*, 21(1), 61-76.
- Goswami, S., & Goswami, B. K. (2018). Exploring the Relationship between Workforce Diversity, Inclusion and Employee Engagement. *Drishtikon: A Management Journal*, 9(1).
- Guimond, S. de, la, Sablonnière, R., Nugier, A.(2014). *Living in a multicultural world: Intergroup ideologies and the societal context of intergroup relations. European Review of Social Psychology*, 25, 142-188.
- Hamann, K. R., Reese, G., Seewald, D., & Loeschinger, D. C. (2015). Affixing the theory of normative conduct (to your mailbox): Injunctive and descriptive norms as predictors of anti-ads sticker use. *Journal of Environmental Psychology*, 44, 1-9.
- Harris, R. B., Cormack, D. M., & Stanley, J. (2019). Experience of racism and associations with unmet need and healthcare satisfaction: the 2011/12 adult New Zealand health survey. *Australian and New Zealand Journal of Public Health*, 43(1), 75-80.
- Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: a meta-analysis. *Journal of applied psychology*, 87(2), 268.
- Hinkin, T. R. (1995). A review of scale development practices in the study of organizations. *Journal of management*, 21(5), 967-988.
- Holoien, D. S., & Shelton, J. N. (2012). You deplete me: The cognitive costs of colorblindness on ethnic minorities. *Journal of Experimental Social Psychology*, 48(2), 562-565.
- Houkamau, C., & Boxall, P. (2011). The incidence and impacts of diversity management: A survey of New Zealand employees. *Asia Pacific Journal of Human Resources*, 49(4), 440-460.

- Hunt, V., Layton, D., & Prince, S. (2015). Diversity matters. *McKinsey & Company*, 1(1), 15-29.
- Jansen, W. S., Otten, S., & van der Zee, K. I. (2015). Being part of diversity: The effects of an all-inclusive multicultural diversity approach on majority members' perceived inclusion and support for organizational diversity efforts. *Group Processes & Intergroup Relations*, 18(6), 817-832.
- Jansen, W. S., Vos, M. W., Otten, S., Podsiadlowski, A., & van der Zee, K. I. (2016). Colorblind or colorful? How diversity approaches affect cultural majority and minority employees. *Journal of Applied Social Psychology*, 46(2), 81-93.
- Jehn, K. A., & Bezrukova, K. (2004). A field study of group diversity, workgroup context, and performance. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 25(6), 703-729.
- Jin, M. H., & Park, J. (2016). Sexual minority and employee engagement: Implications for job satisfaction. *Journal of Public and Nonprofit Affairs*, 2(1), 3-14.
- Joinson, A. (1999). Social desirability, anonymity, and Internet-based questionnaires. *Behavior Research Methods, Instruments, & Computers*, 31(3), 433-438.
- Jones, J. R., Ni, J., & Wilson, D. C. (2009). Comparative effects of race/ethnicity and employee engagement on withdrawal behavior. *Journal of managerial issues*, 195-215.
- Jung, H. S., Yoon, H. S., & Yoon, H. H. (2016). The Effects of Diversity Management in a Deluxe Hotel on F & B Employees' Job Engagement and Organizational Commitment. *Korean journal of food and cookery science*, 32(3), 363-369.
- Kahn, W.A. (1990), Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33, 692-724.

- Kahn, W. A. (1992). To be fully there: Psychological presence at work. *Human relations*, 45(4), 321-349.
- Kadam, R., Rao, S. A., Abdul, W. K., & Jabeen, S. S. (2020). Diversity climate perceptions and its impact on multicultural team innovation and performance. *Measuring Business Excellence*.
- Kim, S. S., & Gelfand, M. J. (2003). The influence of ethnic identity on perceptions of organizational recruitment. *Journal of Vocational Behavior*, 63(3), 396-416.
- King, E. B., Hebl, M. R., George, J. M., & Matusik, S. F. (2010). Understanding tokenism: Antecedents and consequences of a psychological climate of gender inequity. *Journal of Management*, 36(2), 482-510.
- Knowles, E. D., Lowery, B. S., Hogan, C. M., & Chow, R. M. (2009). On the malleability of ideology: Motivated construals of color blindness. *Journal of personality and social psychology*, 96(4), 857.
- Kossek, E. E., & Lobel, A. (1996). *Managing diversity*. Blackwell Publishers.
- Kurtulmus, M. (2016). The Effect of Diversity Climate Perception on Alienation of Students to University. *International Journal of Higher Education*, 5(1), 141-151.
- Lampinen, M. S., Konu, A. I., Kettunen, T., & Suutala, E. A. (2018). Factors that foster or prevent sense of belonging among social and health care managers. *Leadership in Health Services*.
- Leboho, M. (2017). *The relationship between gender diversity and corporate profitability: The top 100 companies on the JSE ltd*. Masters research, University of Johannesburg, South Africa.
- Leslie, L. M., Bono, J. E., Kim, Y. S., & Beaver, G. R. (2020). On melting pots and salad bowls: A meta-analysis of the effects of identity-blind and identity-conscious diversity ideologies. *Journal of Applied Psychology*, 105(5), 453.

- Li, C. R., Lin, C. J., Tien, Y. H., & Chen, C. M. (2017). A multilevel model of team cultural diversity and creativity: The role of climate for inclusion. *The Journal of Creative Behavior, 51*(2), 163-179.
- Li, M., Wang, Z., You, X., & Gao, J. (2015). Value congruence and teachers' work engagement: The mediating role of autonomous and controlled motivation. *Personality and Individual Differences, 80*, 113-118.
- Luu, T. T., Rowley, C., & Vo, T. T. (2019). Addressing employee diversity to foster their work engagement. *Journal of Business Research, 95*, 303-315.
- Macdonald, J. L., & Levy, S. R. (2016). Ageism in the workplace: The role of psychosocial factors in predicting job satisfaction, commitment, and engagement. *Journal of Social Issues, 72*(1), 169-190.
- Macey, W. H., & Schneider, B. (2008). The meaning of employee engagement. *Industrial and Organizational Psychology: Perspectives on Science and Practice, 1*, 3–30.
- McKay, P. F., & Avery, D. R. (2015). Diversity climate in organizations: Current wisdom and domains of uncertainty. In *Research in personnel and human resources management* (pp. 191-233). Emerald Group Publishing Limited.
- McKay, P. F., Avery, D. R., & Morris, M. A. (2009). A tale of two climates: diversity climate from subordinates' and managers' perspectives and their role in store unit sales performance. *Personnel Psychology, 62*(4), 767-791.
- Medical Council of New Zealand. (2019, December). *The New Zealand Medical Workforce in 2018*. Retrieved from <https://www.mcnz.org.nz/assets/Publications/Workforce-Survey/434ee633ba/Workforce-Survey-Report-2018.pdf>

- Meeussen, L., Otten, S., & Phalet, K. (2014). Managing diversity: How leaders' multiculturalism and colorblindness affect work group functioning. *Group Processes & Intergroup Relations*, *17*(5), 629-644.
- Miao, S., Rhee, J., & Jun, I. (2020). How Much Does Extrinsic Motivation or Intrinsic Motivation Affect Job Engagement or Turnover Intention? A Comparison Study in China. *Sustainability*, *12*(9), 3630.
- Mollen, S., Rimal, R. N., Ruiter, R. A., Jang, S. A., & Kok, G. (2013). Intervening or interfering? The influence of injunctive and descriptive norms on intervention behaviours in alcohol consumption contexts. *Psychology & Health*, *28*(5), 561-578.
- Moon, K. K., & Christensen, R. K. (2020). Realizing the performance benefits of workforce diversity in the US Federal Government: The moderating role of diversity climate. *Public Personnel Management*, *49*(1), 141-165.
- Morajkar, S. S. (2020). The relationships between diversity endorsements and organisational commitment, turnover intention, and sense of belonging.
- Mor Barak, M., Findler, L., & Wind, L. (2003). Cross-cultural aspects of diversity and well-being in the workplace: An International perspective. *Journal of Social Work Research and Evaluation*, *4*(2), 49-73.
- Mor-Barak, M., & Levin, A. (2002). Outside of the corporate mainstream and excluded from the work community: A study of diversity, job satisfaction and well-being. *Journal of Community, Work, and Family*, *5*(2), 133-157.
- Museus, S. D., Yi, V., & Saelua, N. (2018). How culturally engaging campus environments influence sense of belonging in college: An examination of differences between White students and students of color. *Journal of Diversity in Higher Education*, *11*(4), 467–483. <https://doi.org/10.1037/dhe0000069>

- Nair, L., & Adetayo, O. A. (2019). Cultural competence and ethnic diversity in healthcare. *Plastic and Reconstructive Surgery Global Open*, 7(5).
- Niemann, Y. F., & Dovidio, J. F. (1998). Relationship of solo status, academic rank, and perceived distinctiveness to job satisfaction of racial/ethnic minorities. *Journal of Applied Psychology*, 83(1), 55.
- Nishii, L. H. (2013). The benefits of climate for inclusion for gender-diverse groups. *Academy of Management Journal*, 56(6), 1754-1774.
- Nursing Council of New Zealand (2017). Trends in the New Zealand Nursing Workforce 2012-2016. Retrieved October 5, 2020, from https://www.nursingcouncil.org.nz/Public/Publications/Workforce_Statistics/NCNZ/publications-section/Workforce_statistics.aspx
- Nursing Council of New Zealand (2020). Te Ohu Mahi Tapuhi o Aotearoa. The New Zealand Nursing Workforce: A profile of Nurse Practitioners, Registered Nurses and Enrolled Nurses 2018 – 2019. Retrieved October 5, 2020, from https://www.nursingcouncil.org.nz/Public/Publications/Workforce_Statistics/NCNZ/publications-section/Workforce_statistics.aspx
- Office of Ethnic Affairs (2010). *Riding the wave*. Retrieved from <https://www.ethniccommunities.govt.nz/assets/Resources/e9e53f920e/ridingthewave-sep2012-120916230300-phpapp02.pdf>
- O'Reilly, C. A., Williams, K. Y., & Barsade, S. G. (1997). Demography and group performance: Does diversity help? Stamford, CT.
- Otten, S., & Jansen, W. S. (2014). Predictors and consequences of exclusion and inclusion at the culturally diverse workplace. In *Towards Inclusive Organizations* (pp. 75-94). Psychology

- Patrick, H. A., & Kumar, V. R. (2012). Managing workplace diversity: Issues and challenges. *Sage Open*, 2(2), 2158244012444615.
- Paul, M. J. (2003). Double-loop diversity: Applying adult learning theory to the cultivation of diverse educational climates in higher education. *Innovative Higher Education*, 28(1), 35-47.
- Plaut, V. C., Garnett, F. G., Buffardi, L. E., & Sanchez-Burks, J. (2011). "What about me?" Perceptions of exclusion and Whites' reactions to multiculturalism. *Journal of personality and social psychology*, 101(2), 337.
- Plaut, V. C., Thomas, K. M., & Goren, M. J. (2009). Is multiculturalism or color blindness better for minorities?. *Psychological Science*, 20(4), 444-446.
- Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: a critical review of the literature and recommended remedies. *Journal of applied psychology*, 88(5), 879.
- Purdie-Vaughns, V., Steele, C., Davies, P., Ditlmann, R., & Crosby, J. (2008). Social identity contingencies: How diversity cues signal threat or safety for African Americans in mainstream institutions. *Journal of Personality and Social Psychology*, 94(4), 615–630.
<https://doi.org/10.1037/0022-3514.94.4.615>
- Rasanathan, K., Montesinos, E. V., Matheson, D., Etienne, C., & Evans, T. (2011). Primary health care and the social determinants of health: essential and complementary approaches for reducing inequities in health. *Journal of Epidemiology & Community Health*, 65(8), 656-660.
- Rich, B. L., Lepine, J. A., & Crawford, E. R. (2010). Job engagement: Antecedents and effects on job performance. *Academy of management journal*, 53(3), 617-635.
- Richard, N. T., & Wright, S. C. (2010). Advantaged group members' reactions to tokenism. *Group processes & intergroup relations*, 13(5), 559-569.

- Roosevelt, T. R. (1990). From affirmative action to affirming diversity. *Harvard Business Review*, 68(2), 107-117.
- Rosenthal, R., & Jacobson, L. (1968). Pygmalion in the classroom. *The urban review*, 3(1), 16-20.
- Rosenthal, L., & Levy, S. R. (2012). The relation between polyculturalism and intergroup attitudes among racially and ethnically diverse adults. *Cultural Diversity and Ethnic Minority Psychology*, 18(1), 1.
- Ryan, C. S., Casas, J. F., and Thompson, B. K. (2010). Interethnic ideology, intergroup perceptions, and cultural orientation. *J. Soc. Issues* 66, 29–44. doi: 10.1111/j.1540-4560.2009.01631.
- Ryan, C. S., Hunt, J. S., Weible, J. A., Peterson, C. R., & Casas, J. F. (2007). Multicultural and colorblind ideology, stereotypes, and ethnocentrism among Black and White Americans. *Group Processes & Intergroup Relations*, 10(4), 617-637.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, 55(1), 68.
- Sasaki, S. J., & Vorauer, J. D. (2013). Ignoring versus exploring differences between groups: Effects of salient color-blindness and multiculturalism on intergroup attitudes and behavior. *Social and Personality Psychology Compass*, 7(4), 246-259.
- Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2006). The measurement of work engagement with a short questionnaire: A cross-national study. *Educational and psychological measurement*, 66(4), 701-716.
- Schaufeli, W. B., Salanova, M., González-Romá, V., & Bakker, A. B. (2002). The measurement of engagement and burnout: A two sample confirmatory factor analytic approach. *Journal of Happiness studies*, 3(1), 71-92.

- Schneider, E. C., Sarnak, D. O., Squires, D., & Shah, A. (2017). Mirror, Mirror 2017: International Comparison Reflects Flaws and Opportunities for Better US Health Care.
- Sedgwick, M., Oosterbroek, T., & Ponomar, V. (2014). "It all depends": How minority nursing students experience belonging during clinical experiences. *Nursing Education Perspectives*, 35(2), 89-93.
- Shaheen, A., & Farooqi, Y. A. (2014). Relationship among employee motivation, employee commitment, job involvement, employee engagement: A case study of University of Gujrat, Pakistan. *International Journal of Multidisciplinary Sciences and Engineering*, 5(9), 12-18.
- Shahzad, F. (2014). Impact of organizational culture on employees' job performance. *International Journal of Commerce and Management*.
- Shanock, L. R., Baran, B. E., Gentry, W. A., Pattison, S. C., & Heggestad, E. D. (2010). Polynomial regression with response surface analysis: A powerful approach for examining moderation and overcoming limitations of difference scores. *Journal of Business and Psychology*, 25(4), 543-554.
- Shen, J., D'Netto, B., & Tang, J. (2010). Effects of human resource diversity management on organizational citizen behaviour in the Chinese context. *The International Journal of Human Resource Management*, 21(12), 2156-2172.
- Shore, L. M., Randel, A. E., Chung, B. G., Dean, M. A., Holcombe Ehrhart, K., & Singh, G. (2011). Inclusion and diversity in work groups: A review and model for future research. *Journal of management*, 37(4), 1262-1289.
- Sliter, M., Boyd, E., Sinclair, R., Cheung, J., & McFadden, A. (2014). Inching toward inclusiveness: Diversity climate, interpersonal conflict and well-being in women nurses. *Sex Roles*, 71(1-2), 43-54.

- Smith-McLallen, A., & Fishbein, M. (2008). Predictors of intentions to perform six cancer-related behaviours: roles for injunctive and descriptive norms. *Psychology, Health and Medicine*, 13(4), 389-401.
- Soni, B. S. (2013). Employee engagement-A key to organizational success in 21st Century. *Voice of Research*, 1(4), 49-79.
- Statistics New Zealand (2013). Estimated resident population (ERP), national population by ethnic group, age, and sex, 30 June 1996, 2001, 2006, and 2013. Retrieved from http://nzdotstat.stats.govt.nz/wbos/Index.aspx?DataSetCode=TABLECODE7513&_ga=2.36769888.1933018590.1585470023-1005876482.1585470023
- Statistics New Zealand (2017). National Ethnic Population Projections: 2013(base)–2038 (update). Retrieved from http://archive.stats.govt.nz/browse_for_stats/population/estimates_and_projections/NationalEthnicPopulationProjections_HOTP2013-2038.aspx
- Statistics New Zealand (2019, September 23). New Zealand's population reflects growing diversity. Retrieved from <https://www.stats.govt.nz/news/new-zealands-population-reflects-growing-diversity>
- Statistics New Zealand (2020). Ethnicity New Zealand Standard Classification 2005 V2.1.0. Retrieved from http://aria.stats.govt.nz/aria/?_ga=2.46436260.2046545593.1601459667-1005876482.1585470023#ClassificationView:uri=http://stats.govt.nz/cms/ClassificationVersion/YVqOcFHSIguKkT17
- Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. *The social psychology of intergroup relations?*, 33, 47.

- Talamaivao, N., Harris, R., Cormack, D., Paine, S. J., & King, P. (2020). Racism and health in Aotearoa New Zealand: a systematic review of quantitative studies. *The New Zealand Medical Journal (Online)*, 133(1521), 55-5.
- Taylor, S. E., & Fiske, S. T. (1976). The token in the small group: Research findings and theoretical implications. *Psychology and Politics: Collected Papers*, 110-117.
- Thomas, D. A., & Ely, R. J. (1996). Making differences matter. *Harvard Business Review*, 74(5).
- Vance, R. J. (2006). Employee engagement and commitment. *SHRM foundation*, 1-53.
- Van Dyne, L., & Pierce, J. L. (2004). Psychological ownership and feelings of possession: Three field studies predicting employee attitudes and organizational citizenship behavior. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 25(4), 439-459.
- Van Knippenberg, D., van Ginkel, W. P., & Homan, A. C. (2013). Diversity mindsets and the performance of diverse teams. *Organizational Behavior and Human Decision Processes*, 121(2), 183-193.
- Van Ryn, M., & Burke, J. (2000). The effect of patient race and socio-economic status on physicians' perceptions of patients. *Social science & medicine*, 50(6), 813-828.
- Von Bergen, C. W., Soper, B., & Foster, T. (2002). Unintended negative effects of diversity management. *Public personnel management*, 31(2), 239-251.
- Verkuyten, M., Thijs, J., & Gharaei, N. (2019). Discrimination and academic (dis) engagement of ethnic-racial minority students: a social identity threat perspective. *Social Psychology of Education*, 22(2), 267-290.
- Verkuyten, M., & Yogeeswaran, K. (2020). Cultural diversity and its implications for intergroup relations. *Current opinion in psychology*, 32, 1-5.

- Verkuyten, M., Yogeeswaran, K., Mepham, K., & Sprong, S. (2020). Interculturalism: A new diversity ideology with interrelated components of dialogue, unity, and identity flexibility. *European Journal of Social Psychology*.
- Waller, L. (2019). *A grounded theory of a sense of not belonging in the workplace and implications for self-concept* (Doctoral dissertation, University of Reading).
- Watkins, M. B., Simmons, A., & Umphress, E. (2019). It's Not Black and White: Toward a Contingency Perspective on the Consequences of Being a Token. *Academy of Management Perspectives*, 33(3).
- Weech-Maldonado, R., Dreachlin, J. L., Dansky, K. H., De Souza, G., & Gatto, M. (2002). Racial/ethnic diversity management and cultural competency: the case of Pennsylvania hospitals. *Journal of Healthcare Management*, 47(2), 111-126.
- Welburn, J. (2010). Advocacy and Workplace Diversity. Advocacy, Outreach, and the Nation's Academic Libraries: A Call for Action, 163.
- Wentling, R. M., & Palma-Rivas, N. (1999). Components of effective diversity training programs. *International Journal of training and Development*, 3, 215–226.
- Whitley Jr, B. E., & Webster, G. D. (2019). The relationships of intergroup ideologies to ethnic prejudice: A meta-analysis. *Personality and Social Psychology Review*, 23(3), 207-237.
- Wijbenga, H. M. (2019). *Workplace diversity in the Netherlands, its governing and an examination of the relation to workplace conflicts* (Doctoral dissertation).
- Williams, K. Y., & O'Reilly III, C. A. (1998). Demography and Diversity in Organisations: A review of 40 years of research in BM Staw and LL Cummings (eds) *Research in Organisational Behaviour* Vol. 20. Jai Pres, Connecticut.
- Yin, N. (2018). The influencing outcomes of job engagement: an interpretation from the social exchange theory. *International Journal of Productivity and Performance Management*.

- Yogeeswaran, K., Verkuyten, M., & Ealam, B. (2020). A way forward? The impact of interculturalism on intergroup relations in culturally diverse nations. *Group Processes & Intergroup Relations*, 1368430220918651.
- Yogeeswaran, K., Verkuyten, M., Osborne, D., & Sibley, C. G. (2018). "I have a dream" of a colorblind nation? Examining the relationship between racial colorblindness, system justification, and support for policies that redress inequalities. *Journal of Social Issues*, 74(2), 282-298
- Young, S., & Guo, K. L. (2020). Cultural diversity training: The necessity of cultural competence for health care providers and in nursing practice. *The health care manager*, 39(2), 100-108.
- Zhuwao, S., Ngirande, H., Ndlovu, W., & Setati, S. T. (2019). Gender diversity, ethnic diversity and employee performance in a South African higher education institution. *SA Journal of Human Resource Management*, 17(1), 1-8.

Appendices

Appendix A: Information and Consent Form

Information and Consent to Participate in Research

Diversity and Inclusion Survey

Objective: The purpose of this survey is to support your organisation's **diversity and inclusion strategy** by gathering staff views on: a) the current approaches to diversity and inclusion, and how they impact staff, and b) the availability of reasonable accommodation for employees with disability, and leaders' perceived challenges managing this staff group.

Research team: This research is carried out by Shalini and Oliver as part of their MSc Applied Psychology program under the supervision of Dr. Joana Kuntz and, who can be contacted at joana.kuntz@canterbury.ac.nz. She will be pleased to discuss any concerns you may have about participation in the project.

Time commitment: If you choose to take part in this study, your involvement in this project will include the completion of **1 online survey**. The survey will take approximately **15-20 minutes for non-leaders, if you are in a management role it will take a little longer, around 20-25 minutes**. The survey will automatically save your progress, giving you the option to return and complete it later.

Participant rights and risks: Participation is voluntary, and you have the right to withdraw at any stage without penalty. Some of the questions may concern sensitive issues, such as gender identity, sexual orientation, ethnicity, disability and diversity. While it is unlikely that you will experience significant distress from answering these questions, if you do feel uncomfortable you are advised to withdraw from the study. If you require further assistance, you may contact your local GP.

Confidentiality: The results of the project may be published, but you will be assured of complete anonymity for all data gathered in this investigation: your identity and responses will not be known to us and therefore will not be shared with your organisation. Data will be stored on a password-protected computer located at the University of Canterbury. At the end of the research, your organisation will receive a report that will only include a generalized summary of findings. Only the named researchers will have access to data (on a password locked computer). The submitted thesis is a public document and will be available through the UC Library.

This project has been reviewed and approved by the University of Canterbury Human Ethics Committee (reference: HEC 2019/10/BL), and participants should address any complaints to The Chair, Human Ethics Committee, University of Canterbury, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz).

- I understand what is required of me if I agree to take part in the research.
- I understand that participation is voluntary, and I may withdraw at any time without penalty. Withdrawal of participation will also include the withdrawal of any information I have provided should this remain practically achievable.
- I understand that any information or opinions I provide will be kept confidential to the researcher and the research supervisor and that any published or reported results will not identify the participants or their place of employment. I understand that a thesis is a public document and will be available through the UC Library.
- I understand that all data collected for the study will be kept in locked and secure facilities and/or in password protected electronic form and will be destroyed after ten years.
- I understand the risks associated with taking part and how they will be managed.
- I understand that I can contact the researcher or the supervisor Dr. Joana Kuntz at joana.kuntz@canterbury.ac.nz for further information. If I have any complaints, I can contact the Chair of the University of Canterbury Human Ethics Committee, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz)
- By clicking "next" I am consenting to participate in the study.

Appendix B: Full Questionnaire

Definitions: Diversity in the context of this survey refers to differences in ethnicity, culture, gender, religion, and sexual orientation.

Diversity-friendly means an environment where all individuals feel included and experience a sense of belonging, regardless of individual differences.

Ideal climate

We would like to know your views regarding diversity in an ideal work environment. Please read the following statements and indicate how important each of these values and practices are to you.

1. Fair treatment of all employees.
2. Maintaining a diversity-friendly work environment.
3. Respect for peoples' differing views.
4. Senior leaders' visible commitment to diversity management.
5. Having open discussions about the importance of diversity at staff meetings.
6. Opportunities for employees to say what they think about diversity issues (e.g., employee surveys, suggestion boxes).

Perceptions of current climate

We would now like to get your perspective on your current work environment. Please indicate how important you believe each of the following values or practices are to your organisation.

1. Fair treatment of all employees.
2. Maintaining a diversity-friendly work environment.
3. Respect for peoples' differing views.
4. Senior leaders' visible commitment to diversity management.
5. Having open discussions about the importance of diversity at staff meetings.
6. Opportunities for employees to say what they think about diversity issues (e.g., employee surveys, suggestion boxes).

Ideal organisational mission and values

The following statements cover the mission and values you think an ideal organisation should uphold. Please rate each statement along their importance to you

1. Having a written employee diversity policy that is easily accessible (e.g., online).
2. Having a clear diversity, inclusion, and belonging strategy.
3. Messages for employees via company website or newsletter that emphasise the importance of workplace diversity.
4. Messages directed to the public through marketing and advertising material (e.g., website, brochures, or posters) that emphasise the importance of workplace diversity.
5. Artwork, decorations, or objects in the work environment that emphasise the value of a diverse and inclusive organisation.

Perceptions of current organisational mission and values

Reflect on your organisation 's mission and values, and please indicate how important they are to your organisation.

1. Having a written employee diversity policy that is easily accessible (e.g., online).
2. Having a clear diversity, inclusion, and belonging strategy.
3. Messages for employees via company website or newsletter that emphasise the importance of workplace diversity.
4. Messages directed to the public through marketing and advertising material (e.g., website, brochures, or posters) that emphasise the importance of workplace diversity.
5. Artwork, decorations, or objects in the work environment that emphasise the value of a diverse and inclusive organisation.

*An **ethnic minority** is a group of people that share a particular cultural affiliation living in a country or area where the majority share a different cultural affiliation. For example, according to Stats NZ (2018) the majority of New Zealand's population is of European descent (70%), with Māori being the largest minority (16.5%), followed by Asian populations (15.3%), and non-Māori Pacific Islanders (9.0%).*

Ideal recruitment and selection practices

We would like to know your views regarding recruitment and selection practices in an ideal work environment. Please read the following statements and indicate how important each of these values and practices are to you.

1. Recruitment targets for ethnic minorities.
2. Diversity-friendly job advertisements (e.g., adverts stating that the organisation values diversity and inclusiveness, or encouraging diverse gender, ethnic, and other groups to apply for a role).
3. A diverse panel to recruit and select new employees.
4. Advertise externally in order to access a more diverse talent pool.

Perceptions of current recruitment and selection practices

Reflect on your organisation 's recruitment and selection practices, and please indicate how important they are to your organisation.

1. Recruitment targets for ethnic minorities.
2. Diversity-friendly job advertisements (e.g., adverts stating that the organisation values diversity and inclusiveness, or encouraging diverse gender, ethnic, and other groups to apply for a role).
3. A diverse panel to recruit and select new employees.
4. Advertise externally in order to access a more diverse talent pool.

Ideal diversity training

The following statements cover the diversity training you believe an ideal work environment should uphold. Please read the following statements and indicate how important each of these values and practices are to you.

1. Support or training for employees who are new migrants and want to get New Zealand/Aotearoa qualifications.

2. New staff induction materials that highlight the importance of workplace diversity.
3. Diversity training for all employees (e.g., cultural sensitivity, Treaty of Waitangi, gender diversity in the workplace).
4. Training for leaders on why workplace diversity, inclusion and belonging is important
5. Training for leaders on how to integrate the diversity, inclusion, and belonging strategy with everyday work.

Perceptions of current diversity training

We would like you to now reflect on your organisation's diversity training practices, please read the following statements and indicate how important they are to your organisation.

1. Support or training for employees who are new migrants and want to get New Zealand/Aotearoa qualifications.
2. New staff induction materials that highlight the importance of workplace diversity.
3. Diversity training for all employees (e.g., cultural sensitivity, Treaty of Waitangi, gender diversity in the workplace).
4. Training for leaders on why workplace diversity, inclusion and belonging is important
5. Training for leaders on how to integrate the diversity, inclusion, and belonging strategy with everyday work.

Diversity advocacy ideals

In the following questions, we are interested in the diversity support you believe an ideal work environment should have. Please read the following statements and indicate how important each of these values and practices are to you.

1. Having a person or working group especially appointed to look after diversity management.
2. Funding dedicated to meeting diversity and inclusion goals.
3. Culturally sensitive and responsive mentoring programmes.
4. Support groups for ethnic minorities.
5. Culturally sensitive and responsive career development.

Perceptions of current diversity advocacy

Now, we would like you to think about the diversity support in your current work environment. Please read the following statements and indicate how important they are to your organisation

1. Having a person or working group especially appointed to look after diversity management.
2. Funding dedicated to meeting diversity and inclusion goals.
3. Culturally sensitive and responsive mentoring programmes.
4. Support groups for ethnic minorities.
5. Culturally sensitive and responsive career development.

Sense of Belonging

We are interested in your sense of belonging within your current organisation. Please indicate the degree to which you agree with the following statements.

1. I feel like a real part of this organisation.
2. People here notice when I'm good at something.
3. It is hard for people like me to be accepted here.
4. Other people in this organisation take my opinions seriously.
5. Most managers/supervisors in this organisation are interested in me.
6. Sometimes I don't feel as if I belong here.
7. There's at least one supervisor/manager in this organisation I can talk to if I have a problem.
8. People in this organisation are friendly to me.
9. Managers/supervisors here are not interested in people like me.
10. I am included in lots of activities at this organisation.
11. I am treated with as much respect as other employees.
12. I feel very different from most other employees here.
13. I can really be myself in this organisation.
14. The managers/supervisors here respect me.
15. People here know I can do good work.
16. I wish I were in a different organisation.
17. I feel proud to belong to this organisation.
18. Other employees here like me the way I am.

Job engagement

In the following questions, we are interested in how engaged you feel with your work. Please indicate the degree to which you agree with each of the statements.

1. At my work, I feel bursting with energy.
2. At my job, I feel strong and vigorous.
3. I am enthusiastic about my job.
4. My job inspires me.
5. When I get up in the morning, I feel like going to work.
6. I feel happy when I am working intensely.
7. I am proud of the work that I do.
8. I am immersed in my job.
9. I get carried away when I am working.

Personal endorsement of diversity ideologies

We are interested in understanding your ideals when it comes to cultural diversity, as in, how you think things ought to be. Please indicate the degree to which you agree or disagree with the following values and practices.

Multiculturalism

1. Cultural affiliations are a precious distinction between individuals and should be valued.

2. In general, cultural differences should be celebrated.
3. New Zealand could be more united if we recognised and valued people of different ethnic and cultural backgrounds.
4. We should help ethnic groups preserve their cultural heritage in New Zealand.
5. We should emphasise the importance of appreciating differences between ethnic groups.

Colourblindness

6. It's best if we judge each other as individuals rather than as members of an ethnic group.
7. We should treat people according to their individual characteristics and not as members of cultural, ethnic, religious, or sexual communities.
8. A person's qualities should be given priority over group affiliations for the sake of unity.
9. Instead of putting ethnic labels on people, everyone should be treated as a unique individual.
10. We should recognise that all people are unique individuals.

Interculturalism

11. Despite cultural differences, all groups together form New Zealand society.
12. "Unity against the background of diversity" should be the New Zealand motto.
13. In our diverse society, new border-crossing identities are needed.
14. The cultural identity of people is not fixed, but very changeable.
15. We can only make progress as a country when we are prepared to enter into open dialogue with each other.
16. We can gain something new and valuable when we interact with people who are different.

Perception of organisations endorsement of diversity ideologies

We would now like you to reflect on the current reality within your organisation regarding cultural diversity. Please indicate the degree to which the following values and practices reflect your organisation's beliefs, not your own.

Multiculturalism

1. Cultural affiliations are a precious distinction between individuals and should be valued.
2. In general, cultural differences should be celebrated.
3. New Zealand could be more united if we recognised and valued people of different ethnic and cultural backgrounds.
4. We should help ethnic groups preserve their cultural heritage in New Zealand.
5. We should emphasise the importance of appreciating differences between ethnic groups.

Colourblindness

6. It's best if we judge each other as individuals rather than as members of an ethnic group.
7. We should treat people according to their individual characteristics and not as members of cultural, ethnic, religious, or sexual communities.
8. A person's qualities should be given priority over group affiliations for the sake of unity.

9. Instead of putting ethnic labels on people, everyone should be treated as a unique individual.

10. We should recognise that all people are unique individuals.

Interculturalism

11. Despite cultural differences, all groups together form New Zealand society.

12. “Unity against the background of diversity” should be the New Zealand motto.

13. In our diverse society, new border-crossing identities are needed.

14. The cultural identity of people is not fixed, but very changeable.

15. We can only make progress as a country when we are prepared to enter into open dialogue with each other.

16. We can gain something new and valuable when we interact with people who are different.

Ethnicity

Ethnicity is a measure of cultural affiliation, as opposed to nationality or race, and is the ethnic group or groups that people identify with or feel they belong to. Which ethnic group do you identify with? Please select the option(s) below that best describe(s) you.

- New Zealand European
- Other European
- Māori
- Pacific Peoples
- South East Asian
- Chinese
- Indian
- Other Asian
- Middle Eastern
- Latin American
- African
- Other (please specify)

Gender identity

Gender identity refers to an individual's internal sense of being wholly female, wholly male, or having aspects of female and/or male (Stats NZ, 2020). Please select the option below which applies to you.

- Male
- Female
- Non-binary
- Transgender male to female
- Transgender female to male
- Gender neutral
- Gender fluid
- Agender
- Pangender
- Other (please specify)

Age _____

Appendix C: Polynomial regression analysis for entire sample

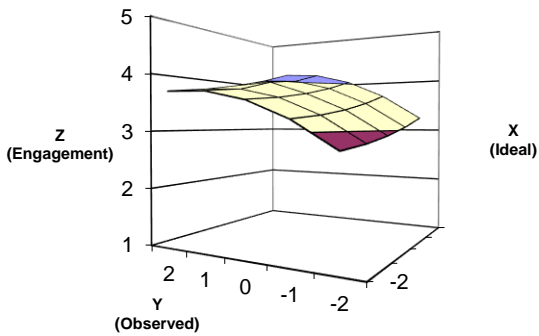
Diversity Climate and Practices	Job Engagement	Sense of Belonging
	<i>B (SE)</i>	<i>B (SE)</i>
Climate		
Constant	3.69**(.04)	3.78**(.04)
Ideal (I)	.14** (.05)	-.03 (.05)
Observed (O)	.25** (.02)	.26** (.02)
I ²	.02 (.05)	-.01 (.04)
I x O	.01 (.04)	.02 (.04)
O ²	-.07** (.02)	-.17** (.02)
R²	.17 (.64)	.25 (.62)
F	31.49**	47.62**
Surface tests		
X = Y slope	.38** (.06)	.24** (.06)
X = Y curvature	-.04 (.06)	-.17** (.06)
X = -Y slope	-.11 (.06)	-.29** (.06)
X = -Y curvature	-.06 (.06)	-.20** (.06)
Values		
Constant	3.74 **(.23)	4.64**(.23)
Ideal (I)	.08* (.03)	0 (.03)
Observed (O)	.31* (.13)	.88** (.13)
I ²	.02 (.02)	.04 (.02)
I x O	.07** (.03)	.05 (.03)
O ²	-.02 (.02)	-.11** (.02)
R²	.13 (.65)	.13 (.66)
F	22.58**	21.90**
Surface tests		
X = Y slope	.39** (.14)	.88** (.14)
X = Y curvature	.08 (.04)	-.02 (.04)
X = -Y slope	-.23 (.13)	-.89** (.13)
X = -Y curvature	-.07 (.04)	-.11** (.04)
Recruitment and Selection		
Constant	3.63 **(.02)	3.65**(.04)
Ideal (I)	.08* (.03)	-.02 (.03)
Observed (O)	.18** (.03)	.15** (.03)
I ²	.05* (.02)	.03 (.02)
I x O	.06* (.03)	.05 (.03)
O ²	-.07** (.02)	-.12** (.02)
R²	.09 (.67)	.08 (.68)
F	14.32**	12.68**
Surface tests		
X = Y slope	.26** (.04)	.13** (.04)
X = Y curvature	.04 (.04)	-.04 (.04)
X = -Y slope	-.10** (.04)	-.18** (.04)
X = -Y curvature	-.08 (.04)	-.14** (.04)
Training		
Constant	3.60 **(.04)	3.68**(.04)
Ideal (I)	.15** (.04)	.03 (.04)
Observed (O)	.19** (.03)	.21** (.03)
I ²	.06* (.03)	.02 (.03)
I x O	-.03 (.03)	.01 (.03)
O ²	-.02 (.02)	-.11** (.02)
R²	.10 (.66)	.11 (.67)
F	16.13**	17.13**
Surface tests		
X = Y slope	.34** (.05)	.24** (.05)
X = Y curvature	.01 (.05)	-.08 (.05)
X = -Y slope	-.04 (.05)	-.18** (.05)
X = -Y curvature	.07 (.05)	-.10* (.05)

Advocacy		
Constant	3.68** (.04)	3.70**(.04)
Ideal (I)	.04 (.03)	-.04 (.03)
Observed (O)	.19** (.03)	.21** (.03)
I ²	-.02 (.02)	-.03 (.02)
I x O	.04 (.02)	.03 (.02)
O ²	-.04 (.02)	-.10** (.02)
R ²	.10 (.67)	.10 (.67)
F	15.31**	14.93**
Surface tests		
X = Y slope	.24** (.04)	.17** (.04)
X = Y curvature	-.02 (.04)	-.10** (.04)
X = -Y slope	-.15** (.04)	-.25** (.04)
X = -Y curvature	-.11** (.04)	-.15** (.04)
Multiculturalism		
Constant	3.12** (.55)	3.02**(.53)
Ideal (I)	.12 (.17)	-.05 (.17)
Observed (O)	.10 (.17)	.11 (.17)
I ²	.21** (.05)	.17** (.05)
I x O	.04 (.05)	.05 (.05)
O ²	-.02 (.02)	-.11** (.02)
R ²	.12 (.65)	.19 (.63)
F	19.86**	33.28**
Surface tests		
X = Y slope	.23 (.34)	.06 (.32)
X = Y curvature	.22** (.06)	.11* (.06)
X = -Y slope	.02 (.07)	-.15* (.07)
X = -Y curvature	.15(.09)	.01 (.08)
Colourblindness		
Constant	3.57**(.04)	3.63**(.04)
Ideal (I)	.09* (.04)	.05 (.04)
Observed (O)	.15** (.03)	.12** (.03)
I ²	.08 (.04)	.03 (.04)
I x O	.20** (.04)	.20** (.04)
O ²	-.03 (.03)	-.14** (.03)
R ²	.11 (.67)	.12 (.67)
F	16.11**	17.72**
Surface tests		
X = Y slope	.24** (.05)	.17** (.05)
X = Y curvature	.26** (.07)	.08 (.07)
X = -Y slope	-.05 (.05)	-.08 (.05)
X = -Y curvature	-.14* (.07)	-.31** (.07)
Interculturalism (Open dialogue)		
Constant	3.62**(.03)	3.68**(.03)
Ideal (I)	.15** (.05)	.1 (.05)
Observed (O)	.25** (.03)	.22** (.03)
I ²	-.02 (.05)	-.10 (.05)
I x O	-.11* (.05)	-.11* (.05)
O ²	.16 (.02)	-.10** (.02)
R ²	.39 (.66)	.46 (.61)
F	9.68**	12.52**
Surface tests		
X = Y slope	.40** (.06)	0.32** (.06)
X = Y curvature	.02 (.06)	-0.30** (.06)
X = -Y slope	-.10 (.06)	-0.12 (.06)
X = -Y curvature	.25** (.09)	-0.09 (.09)

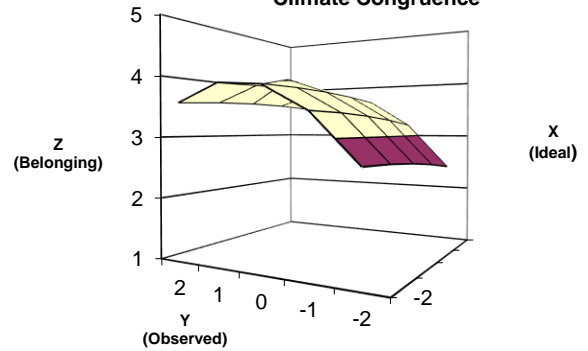
Note: N=771; * significant at $p < .05$, ** significant at $p < .01$

Appendix D: Response surface analysis for entire sample

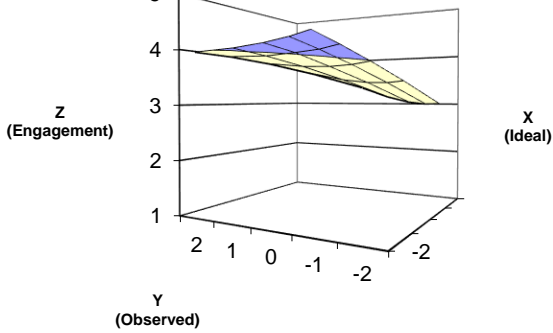
**Engagement Predicted by
Ideal Diversity Climate and Observed Diversity
Climate Congruence**



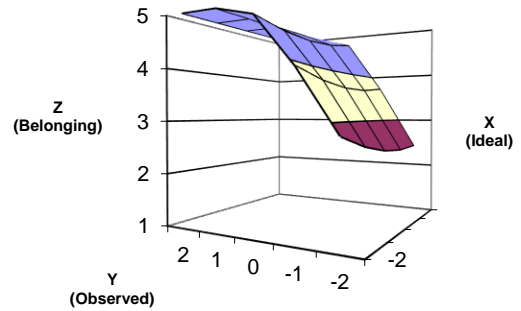
**Belonging Predicted by
Ideal Diversity Climate and Observed Diversity
Climate Congruence**



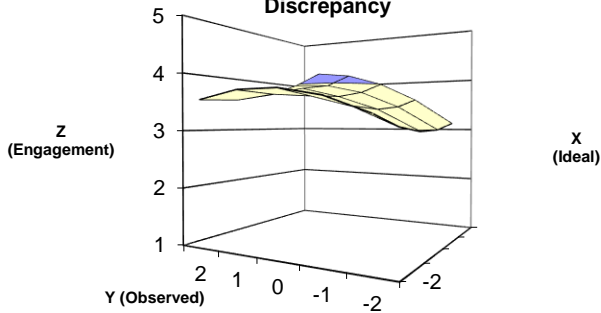
**Engagement Predicted by
Ideal Diversity Values and Observed Diversity
Values Discrepancy**



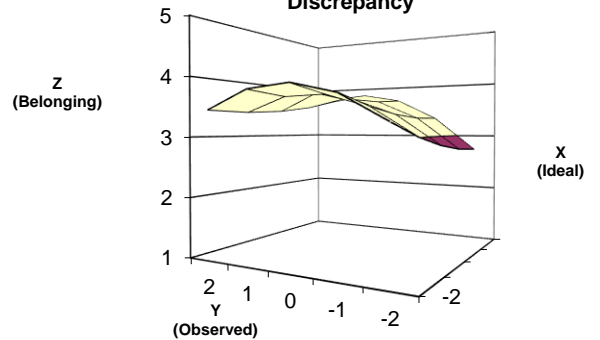
**Belonging Predicted by
Ideal Diversity Values and Observed
Diversity Values Discrepancy**



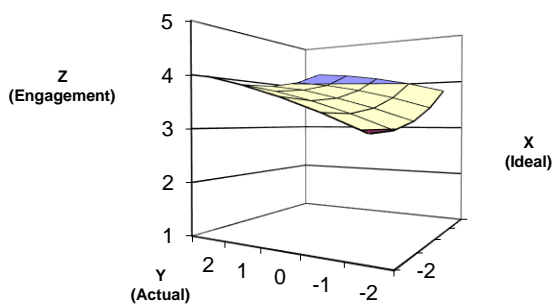
**Engagement Predicted by
Ideal Diversity Recruitment and Selection and
Observed Diversity Recruitment and Selection
Discrepancy**



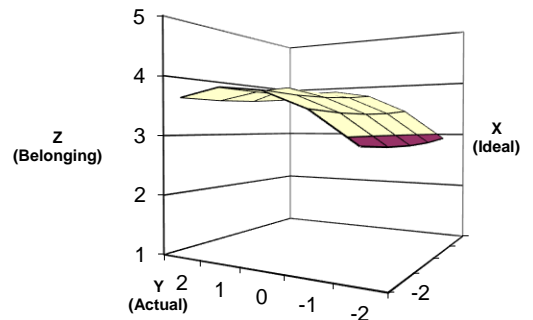
**Belonging Predicted by
Ideal Diversity Recruitment and Selection and
Observed Diversity Recruitment and Selection
Discrepancy**



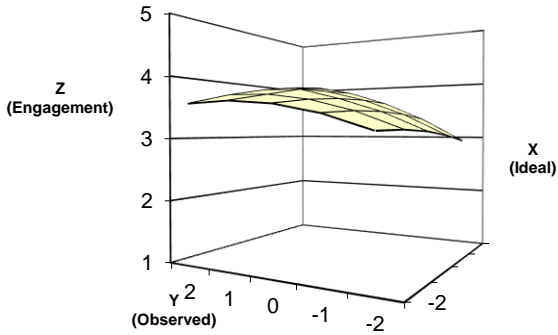
**Engagement Predicted by
Ideal Diversity Training and Observed Diversity
Training Discrepancy**



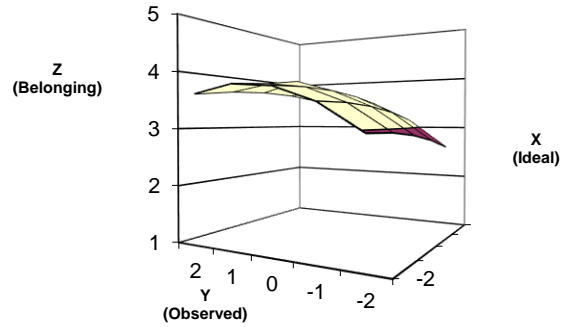
**Belonging Predicted by
Ideal Diversity Training and Observed
Diversity Training Discrepancy**



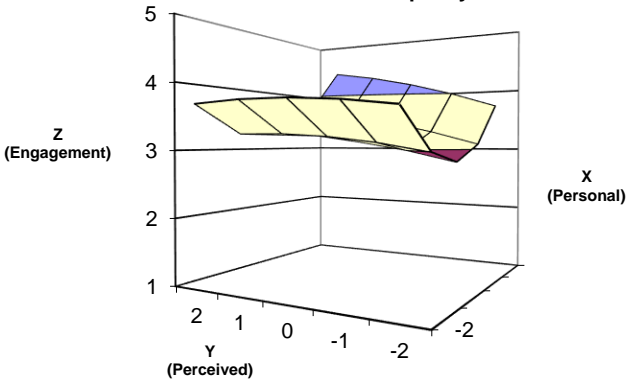
**Engagement Predicted by
Ideal Diversity Advocacy and Observed
Diversity Advocacy Discrepancy**



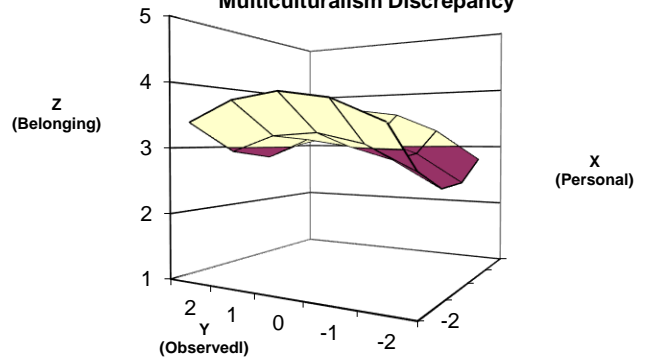
**Belonging Predicted by
Ideal Diversity Advocacy and Observed
Diversity Advocacy Discrepancy**



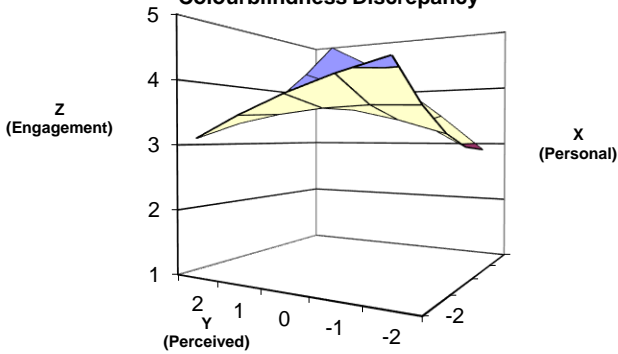
**Engagement Predicted by
Personal Multiculturalism and Organisational
Multiculturalism Discrepancy**



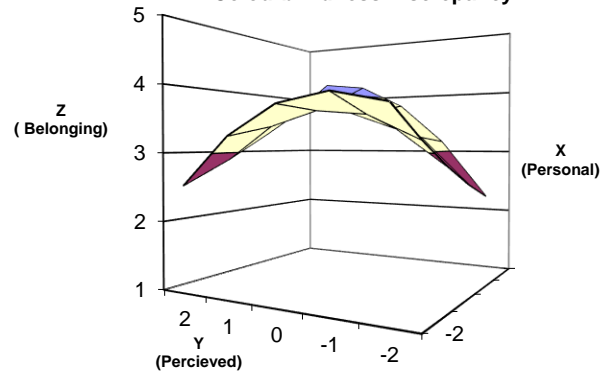
**Belonging Predicted by
Personal Multiculturalism and Organisational
Multiculturalism Discrepancy**



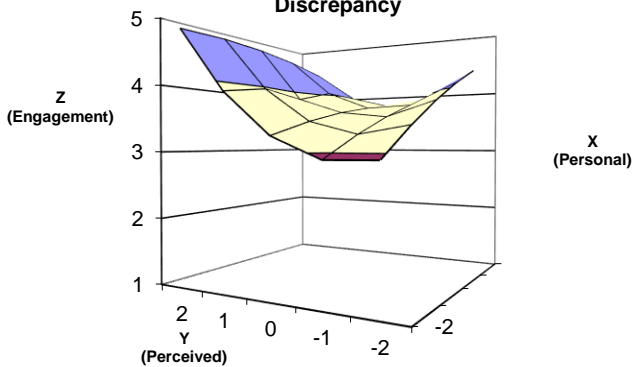
**Engagement Predicted by
Personal Colourblindness and Organisational
Colourblindness Discrepancy**



**Belonging Predicted by
Personal Colourblindness and Organisational
Colourblindness Discrepancy**



**Engagement Predicted by
Personal Interculturalism: Open Dialogue-
Organisational Interculturalism: Open Dialogue
Discrepancy**



**Belonging Predicted by
Personal Interculturalism: Open Dialogue-
Organisational Interculturalism: Open Dialogue
Discrepancy**

