

**INFLUENCE OF DIVERSITY AND INCLUSION INITIATIVES ON WORKFORCE
COMMITMENT AMONG FACULTY MEMBERS**

Author

Dr. Ameer Asra Ahmed
Associate Professor
Dayananda Sagar College of Arts, Science & Commerce

Co-Author 1

Mr. Pankush Jain
1st Year MBA
Dayananda Sagar College of Arts, Science & Commerce

Co-Author 2

Dr. B.R. Venkatesh
Professor & Director – MBA
Dayananda Sagar College of Arts, Science & Commerce

ABSTRACT

This study observes the connection between Employee Diversity (ED), Workplace Inclusion (WI) & Workforce Commitment (WC). There have been previous researches that have been carried out pertaining to ED & Employee commitment; however there has been very limited number of studies pertaining to ED, WI & WC. The words "diversity," "inclusion," "employee commitment," and "productive work culture" are often used together. All of these are phrases that may be found in recent writing about businesses that want to succeed and stand out in the global market of the twenty-first century. In order to serve customers with high-quality services, retain global competitiveness, and produce superior goods, more emphasis is being focused on ensuring that workplaces have diverse and inclusive work environments.

The need for companies to examine the present status of their organization culture and make required change has increased in tandem with the prevalence of technological and global economic developments. This is so that businesses may better serve their customers by, for example, recruiting and retaining the finest and most qualified workers and managers who are highly competent to embrace change and are able to rely on the different capabilities of employees. The study is descriptive in nature as the variables under investigation are continuous in nature. Data collection was done through survey method. Standardised and reliable instruments were used for measuring the variables of the study. A study of 200 faculty members in higher educational institutions (HEI) was conducted and the findings show a strong association between ED & WC and WI & WC.

KEYWORDS: *Employee Diversity, Workplace Inclusion, Workforce Commitment*

INTRODUCTION

The organisation may embrace diversity by viewing cultural differences as important, natural, and enjoyable. No manager can tolerate ignoring the element that diversity in the labour force and among the general community is an unavoidable feature of organisational existence. Organizations always try and get the best human talent.

People bring unique characteristics to an organisation, and these characteristics influence how they see the outside world. The demographic makeup of the Indian population has evolved significantly during the previous two decades. To find labour, the rural populace moved to metropolitan areas. They tend to be from different socio-cultural backgrounds. These demographic changes present significant challenges for management, particularly in public sector organisations. Employee trust, respect, collaboration, and understanding will be destroyed if a company fails to manage workplace diversity. This will adversely affect workers' performance and commitment to their employment and the organisation. It is tough to bring about any change in an organization's culture such that it is further inclusive and diverse.

Organizations must make sure that all workers participate in diversity programmes that are supported by the business and that they understand the present habits and experiences that are hindering them from achieving their intended goals (Pringle, Konrad & Prasad, 2006).

The most successful organisations, according to Heitner, Kahn, and Sherman (2013), are those that emphasize fostering inclusive and varied work environments and those who tie their diversity initiatives into the organization's overall strategic plan. Organizations always attempt to improve employee productivity and their commitment by respecting and acknowledging their various contributions to accomplishing goals. Diversity may be defined as acknowledging, accepting, comprehending, acknowledging, appreciating, and embracing worker diversity (Kreitz, 2008). Individual employee distinctions and similarities are referred to as diversity in the workplace. Included are factors like age, corporate culture, sex, opinions, ethnicity, relationship status, geography, employment record, sexual preference, income, and nation. These elements support the company's fundamental values (Bassett, 2005). Employee loyalty in any organisation may be affected by diversity in both positive and negative ways. Miliken et al. (1996) are proponents of the benefits of workplace diversity, such as the opportunity for wider perspectives. The problem with group homogeneity, however, according to Alserhan et al. (2010), has a damaging impact. Due to the above said factors, the overall effects of utilising diversity in the workplace are not well defined.

In recent years, the topic of inclusion has trumped that of diversity. Although diversity has been the subject of much study, inclusion has only lately risen to the forefront of discussion. It is time to compare and contrast the two bodies of literature and the common understanding of their notions given the many ways that the words are employed and interpreted. This research examines the relationships between leadership and diversity and inclusion in an attempt to attain the same goal and offers recommendations for expanding the examination. The majority of studies on diversity and inclusion have been undertaken in the West from an Anglo-Saxon perspective, particularly from the viewpoints of gender. Readings that have examined the concepts and meanings of diversity and inclusion in other nations and ethnicities are few in number. A change in focus from workforce diversity to workplace inclusion is also advocated for by a number of scholars. When compared to inclusion, which emphasises harnessing and integrating diversity into daily work life, diversity is narrowly focused on the demographic mix of groups and organisations. One study that attempted to differentiate between the meanings of diversity and inclusion found that inclusion was more concerned with employee involvement, ways to boost everyone's participation, and ways to optimise the advantages of diversity for the organisation. Diversity, on the other hand, placed more emphasis on the existing varieties and the demographic makeup of groups or organisations.

LITERATURE REVIEW

Employee Diversity

Growing understanding of the significance of diversity in the organizations has taken place recently, with particular attention paid to the composition of working relationships based on qualities that normally set one individual apart from the next. These characteristics might be easily seen, such as gender, age, and so on, or they can be less obvious, such as education level or socioeconomic status. As could be expected, the term "diversity" has a wide range of possible meanings. Among the many common definitions is "the collection of traits present in a workforce that strongly impacts employees' acceptance, feelings, and behaviours while at work, as well as their work performance, happiness, and development in the organisation." Diversity is also the term used to describe the variety of perspectives and working styles that employees from various backgrounds take to their organization. Although diversity of thought is what is mainly required, differences in demography may be a clear pointer. The term "diversity" has evolved since the 1980s, when women and people of colour were originally given special consideration. It now encompasses a wide range of demographics, including sexual orientation and religious views.

The terms "diversity" and "inclusion" today refer to additional, less obvious ways that individuals differ from one another. These include things like personality traits, working styles, working backgrounds, functional specialities, and educational backgrounds. Some argue that the formation of inclusive cultures is harmed when diversity initiatives focus on overt identities like colour, gender, age, or disability rather than addressing more insidious identities such those that result from variations in values, beliefs, attitudes, cultures, and needs. While there are many very real benefits to fostering diversity and inclusivity, sometimes a real world business case needs to be portrayed to reinforce the belief in these concepts. Investing in diversity makes sense for many reasons, and it is socially and ethically correct thing to do. There are several potential benefits that diversity may offer to organisations. It helps organisations connect with a wider range of customers and target new markets, and it also boosts creativity and productivity by encouraging employees to see things from other perspectives. A cross-sectional study of over 500 organizations found that those with the principal depiction of women in upper management positions also had the highest returns to shareholders, by over 30%. Variety is said to be lucrative based on facts from actual situations. Diversity management cannot improve performance on its own. To realise the benefits, inclusive workplaces with supporting leadership and empowered workers are needed. The failure of diversity management strategies or methodologies to address the exclusion of members of other identity groups as well as their restricted access and involvement in the organisation has also been criticised.

Workplace Inclusion

The two significant works, carried out by Kelly et al. (1998) and Edelman et al. (2001), was primarily on "diversity". These investigations showed that there not much of studies were carried out on diversity, but that there was a fast rise in publications following this, peaking in 1993 and then gradually declining over the next three years. Thomas (1990) provided more evidence of this, suggesting that rather than focusing on controlling diversity, it should be re-established. This change is essential because, unlike diversity, which focuses on individual characteristics, inclusion highlights organisational elements such as climate and culture. To put it another way, this policy guarantees that people from all walks of life are welcomed into the company and rewarded equally. Instead, inclusion aims to establish an environment that values difference.

There aren't many studies or publications on inclusion in the Indian workplace; instead, inclusion in education has received the majority of attention. Discrimination on the basis of religious grounds, ethnic background, caste, gender, or birth place is outlawed under the Indian

Constitution. Equal opportunity is also outlined as a guiding concept when it comes to public employment. As a preventative step to remedy historical social, economic, political, and economic disadvantages, the Constitution mandates that the education and interest of people be promoted. The Thorat Committee study on caste discrimination reveals that despite the requirement for educational institutions and public sector companies to hire people who represent backward castes and tribes fairly, discrimination and unequal treatment still occur. Discrimination and segregation persist in India despite findings like this and constitutional protections against it. Educational institutions and organisations have not yet completely implemented the proposed reforms, and few people discuss the need for a privilege check.

Workforce Commitment

The literature on "organisational commitment," or employee commitment, focuses on the dedication of employees to their employer. Nevertheless, it is only one of the workplace obligations, which also include commitments to one's union, career/professional commitment, supervisory commitment, and job commitment. Among all of the work commitment structures, it is the most evolved. Commitment can have a variety of meanings. Employee commitment is defined as the purpose to remain with the organisation, the willingness to do their best for the employer, and the sense of devotion to their firm, according to one definition (Jeet et al., 2014). But for the sake of this study, Meyer and Allen's (1991) definition, which takes into account workers' commitment towards organization. According to Mayer and Allen (1991), organisational commitment is a mindset that pronounces an employee's association with the company and has an impact on the choice of whether to continue being a member of the organisation. This definition of commitment includes recommendations for its assessment as well (Ahiauzu & Asawo, 2012).

Managers, administrators, and academia have all shown lots of interest in the idea of employee commitment in an effort to comprehend the degree of a worker's devotion to the company (Lumley et al., 2011). As a result, it is considered a crucial idea in terms of increasing organisational performance.

Employee Diversity and Workforce Commitment

Globalization's continued ascent has made diversity management an increasingly pressing issue for many organisations, including those in India that had previously paid less attention to it as a potential competitive asset. Up until now, the United States has been the primary location for

studies on diversity. Given the extremely different cultural norms in India, this could not be the situation there (Gelfand et al., 2006). Analysis on literature on diversity finds that studies have mostly fixated on the variety of work groups as a variable (Chatman et al., 2004; Webber et al., 2001). That is to say, despite much attention being paid to the link between team diversity and cohesiveness and performance, there are still concerns about how a company's diversity plan may affect employees' perspectives at work. It also examines how these regulations impact employees' perspectives at work.

The authors discuss the new human resources commitment paradigm. Instead of viewing the relationship between the company and its workers as one based on rigorous regulation of labour costs for the sake of efficiency, proponents of the commitment approach instead view it as an exchange of commitments (March & Simon, 2005). People, for instance, are more inclined to stick with a firm if their bosses promise them stable employment. When an employer invests in its employees, those employees will return the favour by giving their all to the business (Kossek et al., 2000). Studies in both Asian and American contexts have shown the ways in which commitment towards the organization can benefit. It is thought that diversity management resembles commitment management. Employing diversity management techniques like family-friendly policies is a common practise in businesses that place a high priority on HR commitment. These statements imply that investigating the effects of diversity management within the confines of the commitment management concept is reasonable.

H1: Employee Diversity positively influences Workforce Commitment of faculty members in HEIs

Workplace Inclusion and Workforce Commitment

For all organisational leaders and managers, the workforce's constantly changing demographics provide serious challenges (Osula & Ng, 2014). Organizational diversity has resulted in higher employee conflict and attrition, despite the fact that worker diversity may result in positive workplace outcomes like enhanced devotion and performance (Roberson et al., 2017). For HEIs looking to increase employee engagement and performance, identifying strategies to foster positive workplace outcomes is extremely important (Erdurmazli, 2019; Vecina et al., 2013). Because many HEIs lack the resources to offer competitive salaries for employees, increasing employee commitment to the organisation (Allen et al., 1991) is truly effective in improving retention (Erdurmazli, 2019) and ultimately performance in educational institutions (Johnson & Ng, 2016; Erdurmazli, 2019).

Research by Mor Barak et al. (2016) suggests that the greatest method to turn diversity into good workplace results is through building an inclusive work environment. In HEIs, this will increase worker dedication and general productivity. Employee impressions of how much their organisation supports individuals in feeling appreciated for their exclusive individual traits and acknowledged as significant group members are used to describe an inclusive work environment. The effectiveness the work environment for inclusion as a technique for handling diversity has been supported by some studies and not much of work has been done in the framework of HEIs.

Enhancing the work environment, in particular at various HEIs, may be one way to increase emotional commitment. Greater employee happiness and well-being are largely influenced by an inclusive organisational culture where workers feel appreciated for who they are as individuals rather than only for the duties they complete and are recognised as important group members (Shore et al., 2018; Nishii, 2013). The notion of inclusiveness is theoretically different from other occupational conceptions like job satisfaction and OCB because inclusivity is about feeling appreciated and respected for one's own personal traits. This is different from organisational citizenship behaviour, which explains an employee's readiness to go beyond work tasks, and job satisfaction, which explains the ways in which employees deal with certain job responsibilities (Mamman et al., 2012; Quinn & Staines, 1979).

The optimal uniqueness hypothesis states that inclusion is simply finding a stability between being respected for one's exclusive personal traits and feeling like a valuable team member.

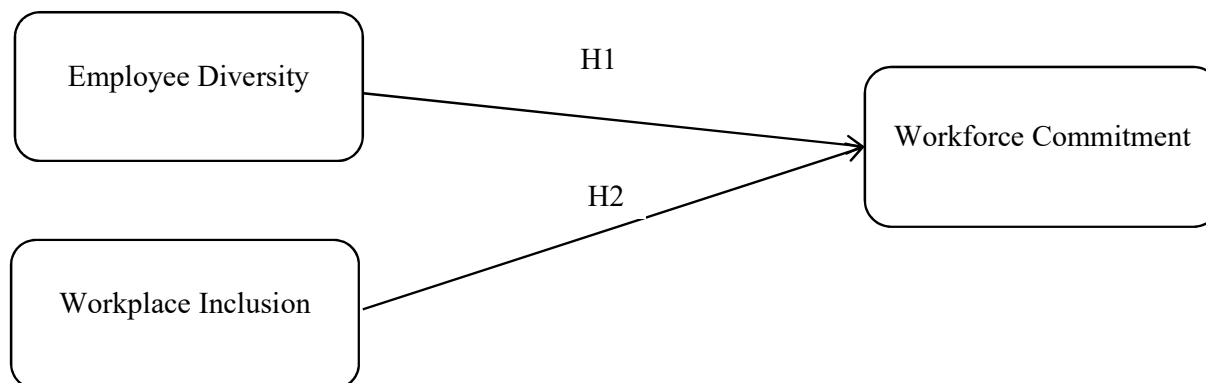
H2: Workplace Inclusion positively influences Workforce Commitment of faculty members in HEIs

STUDY OBJECTIVES

1. To determine the level of workforce commitment of faculty members in HEIs.
2. To understand the association between employee diversity, workplace inclusion and workforce commitment of faculty members in HEIs.
3. To find out the influence of employee diversity and workplace inclusion on workforce commitment of faculty members in HEIs.

CONCEPTUAL FRAMEWORK

Based on literature the following conceptual model was developed.



DATA COLLECTION MEASURES

The research instrument comprised of four sections. The first section comprised of demographic questions. The second section measured Employee Diversity and Workplace Inclusion and the scale used was the Diversity and Inclusion Perceptions Survey developed by Zemba (2011). The third section comprised of items to measure the Workforce Commitment of employees and the scale used was a 24-item Workforce commitment scale established by Allen & Meyer (1990). All the items in all the above mentioned scale used 5-point Likert scale.

RESEARCH DESIGN

The study is descriptive in nature as the variables under investigation are continuous in nature and the data is quantitative. Standard and reliable instruments were used to measure the variables under investigation. These research instruments were administered to 200 faculty members of HEIs across Bangalore. The questionnaire was shared both in person as well in the form of a Google forms whose link was shared with over 400 HEI faculty members. The response rate was 50 per cent. The data obtained was analysed using SPSS package.

RESULTS & DISCUSSIONS

Respondent’s Profile

The sample distribution comprised of 66 per cent males and 34 per cent females. Around 65 per cent were married, 35 per cent were unmarried. Almost 40 per cent were between the age clusters of 25 to 35 years, 30 per cent of them were between 35 and 45 years, and 30 per cent of them were above 45 years. More than 80 per cent held a Master’s degree and 20 per cent of the faculty held a PhD degree.

Reliability of standardized instruments

Reliability of the scales was determined through “Cronbach alpha” and the KMO value test. From the below table it can be seen that the scales adopted for measuring the variables are reliable.

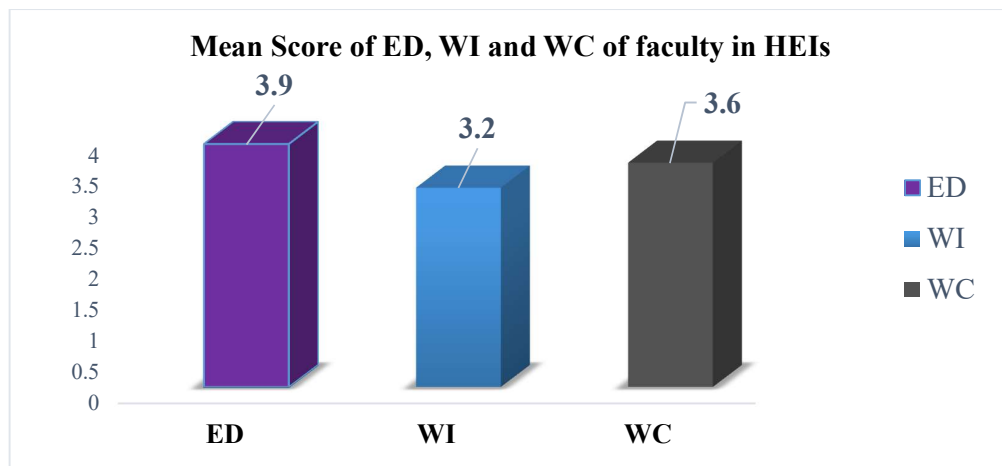
Table 1: Reliability Test

Construct	Reliability Value (α)	KMO value
ED	0.857	0.823
WI	0.882	0.857
WC	0.848	0.892

Source: Author

Hypotheses testing

Objective 1: To determine the level of ED, WI & WC of faculty members in HEIs



Graph 1: Mean Score of WDS, WE & JP of faculty members in HEI

From the above graph one can find that the Employee Diversity perception level of HEI faculty members is moderate with a score of 3.9, while the Workplace Inclusion is relatively lower with a score of 3.2 and Workforce Commitment of faculty members is also moderate with a score of 3.6.

Objective 2: To understand the association between ED, WI and WC of faculty members in HEIs.

Table 2: Correlation between ED, WI & WC of Faculty members in HEIs

	ED	WI	WC
ED	1		

WI	.483**	1	
WC	.765**	.870**	1

** Correlation is significant at 0.01 levels.

From the above Correlation table, it can be found that there is a noteworthy and positive association between ED and WC of the faculty members of HEIs which implies that higher the faculty perception regarding the employee diversity greater is their commitment towards the organization. A noteworthy and high positive correlation was also found between WI and WC of faculty members of HEIs which implies that greater the faculty perception towards workplace inclusion in the educational institution greater is their level of commitment at work. The Pearson’s correlation coefficients were found to be significant at 1 per cent significance level. However, there is only a moderate correlation between ED and WI which indicates that greater levels of employee diversity does not ensure there is a higher level of workplace inclusion.

Objective 3: To find out the influence of ED and WI on WC of faculty members in HEIs.

When suitable analysis was run to define the influence of ED on WC, the R² value was found to be 0.324 which indicates that 32.4 per cent of variance in WC is attributed to the ED of the employees. The Beta (β) was found to be 0.471 which indicates a positive association between ED and WC.

When the analysis was carried out to determine the influence of WI on WC, the R² value was found to be 0.686 which indicates that 68.6 per cent of variance in WC is attributed to the WI of the employees. The Beta (β) was found to be 0.565 which indicates a positive association between WI & WC.

Table 3: Regression Analysis indicating Model Summary, ANOVA and Coefficient values

Hypotheses	Depiction	R ²	F (ANOVA)	Sig.	T	Sig. (Coeff.)	Decision
H1	ED → WC	0.324	90.831	.000	15.657	.000	Accepted
H2	WI → WC	0.686	159.302	.000	19.668	.000	Accepted

DISCUSSIONS

The above results have analysed the association between the investigating variables namely Employee diversity, workplace inclusion and workforce commitment of faculty members in HEIs. As per the findings of the study, the hypothesis H1 and H2 are accepted indicating that the faculty perception towards employee diversity and workplace inclusion positively influences the workforce commitment of faculty members in HEIs. There has been a dearth of studies that have been carried out pertaining to employee diversity and inclusion and its association with workforce commitment especially in the HEIs particularly in the Indian context. However, there have been relatively few studies been carried out in other sectors and some even in the HEIs but in the western context.

In order to gain a competitive edge, HR strategy might create unique, difficult-to-replicate human capital (Huselid, 1995). When there is more variety among staff members, it indicates more variation among human resources. If used properly, it has the potential to be a tool for competition. Additionally, no study has looked at the cases of India. And although India has been acknowledged as being gender and racial homogeneous, the country's labour markets have lately seen significant shifts as a result of both significant economic growth and the crisis that hit in the late 1990s. Managing diversity has become a new problem for Indian businesses as a result of these changes. Companies in India recently started diversity management policies, according to HR managers' interviews. When compared to large-scale corporations in the west, the execution of these procedures is considerably lax.

Employee emotional commitment is supported in an inclusive workplace environment, which may improve workgroup performance. Organizational practises and rules that make all employees sense that they are appreciated and recognised as significant part of the team serve as an example of this. To be more precise, a varied workplace where workers feel appreciated for their distinctive personal traits may assist to meet their requirements for connection, acceptance, and respect. When an employee's requirements for respect and approval are addressed, this promotes a higher level of social identification with the company (Marique et al., 2013; Raineri, 2017). Employees' emotional commitment increases as their opinions of their organization's social identity do as a result, as does their motivation to work. As a result, it's probable that these sensations encourage employees' emotional commitment, which in turn improves work group performance.

IMPLICATIONS

This investigation has a few repercussions that concern staff members in service industry companies like higher education institutions. Nowadays, businesses are increasingly likely to

welcome workers from other countries, especially in the wake of globalisation. The globe appears to be getting smaller and more like one big village as a result of developments in communication technology. As a result, businesses need to understand how important it is to have a diverse workforce, and businesses all over the world are paying close attention to this issue. A varied staff has several advantages, including a bigger clientele, promising talent, creativity, innovation, transparency, higher productivity, experience with other cultures, and increased employee engagement at work. Although diverse workforces are common in many multinational firms, particularly in the service industry, the educational sector is still lagging behind since the majority of the workforce appears to be more homogenous and less diversified. Therefore, educational institutions must also make an effort to profit from workplace diversity. The new study has a number of ramifications. First, workplace inclusion fosters more employee affective engagement by fostering greater employee identification with and emotional ties to the company. Employee effort and overall perceived work group performance are then improved through inclusion and emotional commitment. The study also emphasises how effective leaders may influence how well their teams are considered to be performing.

CONCLUSION

According to the findings, a more diverse workplace is associated with advanced phases of employee performance, productivity, and engagement. Therefore, in order for businesses to become more inventive and creative—and therefore more profitable—they should aim to acquire and manage a diverse staff. Employing a varied workforce enables firms to take use of these distinctions, fostering a more hospitable workplace where each employee feels respected and appreciated while also maximising the use of both their individual and group skills. Companies that handle cultural diversity successfully obtain benefits including access to increased innovation through better decision making, and the capacity to make the most of ethnic and multinational market.

To create a diverse and welcoming culture, it's not enough to just hire people from a variety of backgrounds and perspectives. Acceptance and integration are hindered by prejudices, both conscious and unconscious, therefore the conversation has to move from focusing on demographic diversity to focusing on cognitive diversity and then inclusion. Employees are more inclined to devote their complete self to the organisation and contribute to problem solving, creativity, innovation, and improved performance when they believe their contributions are valued and appreciated beyond just symbolic gestures.

References

- Alserhan, B. A., Forstenlechner, I., & Al-Nakeeb, A. (2010). Employees' attitudes towards diversity in a non-western context. *Employee Relations*, 32(1), 42-55.
- Ahiauzu, A., & Asawo, S. P. (2012). Impact of clear and compelling vision on workers' commitment in Nigerian organizations: An examination of workplace spirituality. *Journal of Leadership, Accountability and Ethics*, 9(6), 113-124.
- Biggs, A., Brough, P., & Drummond, S. (2017). Lazarus and Folkman's psychological stress and coping theory. *The handbook of stress and health: A guide to research and practice*, 349-364.
- Bassett-Jones, N. (2005). The paradox of diversity management, creativity and innovation. *Creativity and innovation management*, 14(2), 169-175.
- Chatman, J. A., & O'Reilly, C. A. (2004). Asymmetric reactions to work group sex diversity among men and women. *Academy of management Journal*, 47(2), 193-208.
- Edelman, L. B., Fuller, S. R., & Mara-Drita, I. (2001). Diversity rhetoric and the managerialization of law. *American journal of sociology*, 106(6), 1589-1641.
- Ely, R. J., & Thomas, D. A. (2001). Cultural diversity at work: The effects of diversity perspectives on work group processes and outcomes. *Administrative science quarterly*, 46(2), 229-273.
- Erdurmazlı, E. (2019). Satisfaction and commitment in voluntary organizations: a cultural analysis along with servant leadership. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, 30(1), 129-146.
- Gelfand, M. J., Nishii, L. H., & Raver, J. L. (2006). On the nature and importance of cultural tightness-looseness. *Journal of applied psychology*, 91(6), 1225.
- Heitner, K. L., Kahn, A. E., & Sherman, K. C. (2013). Building consensus on defining success of diversity work in organizations. *Consulting Psychology Journal: Practice and Research*, 65(1), 58.
- Hofstede, G. (1991). Empirical models of cultural differences.
- Huselid, M. A. (1995). The impact of human resource management practices on turnover, productivity, and corporate financial performance. *Academy of management journal*, 38(3), 635-672.
- Jeet, V., & Sayeed, U. (2014). A Study of Human Resource Management Practices and Organizational commitment in Self Financed Professional Institutions. *International Journal*, 2(1).
- Johansen, M. S., & Sowa, J. E. (2019). Human resource management, employee engagement, and nonprofit hospital performance. *Nonprofit Management and Leadership*, 29(4), 549-567.
- Johnson, A., Nguyen, H., Groth, M., Wang, K., & Ng, J. L. (2016). Time to change: A review of organisational culture change in health care organisations. *Journal of Organizational Effectiveness: People and Performance*, 3(3), 265-288.
- Kreitz, P. A. (2008). Best practices for managing organizational diversity. *The journal of academic librarianship*, 34(2), 101-120.
- Kelly, E., & Dobbin, F. (1998). How affirmative action became diversity management: Employer response to antidiscrimination law, 1961 to 1996. *American Behavioral Scientist*, 41(7), 960-984.
- Kandola, R., & Fullerton, J. (1994). *Managing the mosaic: Diversity in action*. Institute of Personnel and Development.
- Kossek, E., & Block, R. (2000). New employment relations. *Managing human resources in the 21st century*. Cincinnati: South-Western College Publishing. Module, 1.

- Litvin, D. R. (1997). The discourse of diversity: From biology to management. *Organization*, 4(2), 187-209.
- Lumley, E. J., Coetzee, M., Tladinyane, R., & Ferreira, N. (2011). Exploring the job satisfaction and organisational commitment of employees in the information technology environment. *Southern African business review*, 15(1).
- March, J. G., & Simon, H. A. (2005). Cognitive Limits on Rationality.
- Mamman, A., Kamoche, K., & Bakuwa, R. (2012). Diversity, organizational commitment and organizational citizenship behavior: An organizing framework. *Human Resource Management Review*, 22(4), 285-302.
- Marique, G., Stinglhamber, F., Desmette, D., Caesens, G., & De Zanet, F. (2013). The relationship between perceived organizational support and affective commitment: A social identity perspective. *Group & Organization Management*, 38(1), 68-100.
- Milliken, F. J., & Martins, L. L. (1996). Searching for common threads: Understanding the multiple effects of diversity in organizational groups. *Academy of management review*, 21(2), 402-433.
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human resource management review*, 1(1), 61-89.
- Mor Barak, M. E., Lizano, E. L., Kim, A., Duan, L., Rhee, M. K., Hsiao, H. Y., & Brimhall, K. C. (2016). The promise of diversity management for climate of inclusion: A state-of-the-art review and meta-analysis. *Human Service Organizations: Management, Leadership & Governance*, 40(4), 305-333.
- Nishii, L. H. (2013). The benefits of climate for inclusion for gender-diverse groups. *Academy of Management journal*, 56(6), 1754-1774.
- Oswick, C., & Noon, M. (2014). Discourses of diversity, equality and inclusion: trenchant formulations or transient fashions?. *British Journal of Management*, 25(1), 23-39.
- Osterman, P. (1995). Work/family programs and the employment relationship. *Administrative science quarterly*, 681-700.
- Osula, B., & Ng, E. C. (2014). Toward a collaborative, transformative model of non-profit leadership: Some conceptual building blocks. *Administrative Sciences*, 4(2), 87-104.
- Pringle, J. K., Konrad, A. M., & Prasad, P. (2006). Conclusion: Reflections and future directions. *Handbook of workplace diversity*, 531-539.
- Quinn, R. P., & Staines, G. L. (1979). *The 1977 quality of employment survey: Descriptive statistics, with comparison data from the 1969-70 and the 1972-73 surveys* (p. 169). Ann Arbor: Survey Research Center, Institute for Social Research, University of Michigan.
- Raineri, A. (2017). Linking human resources practices with performance: the simultaneous mediation of collective affective commitment and human capital. *The International Journal of Human Resource Management*, 28(22), 3149-3178.
- Ross, R., Schneider, R., & From, E. (2017). Diversity and reality: the business case for equality and why it.
- Roberson, Q., Holmes IV, O., & Perry, J. L. (2017). Transforming research on diversity and firm performance: A dynamic capabilities perspective. *Academy of Management Annals*, 11(1), 189-216.

- Shore, L. M., Cleveland, J. N., & Sanchez, D. (2018). Inclusive workplaces: A review and model. *Human Resource Management Review*, 28(2), 176-189.
- Thomas Jr, R. R. (1990). From affirmative action to affirming diversity. *Harvard business review*, 68(2), 107-117.
- Vecina, M. L., Chacón, F., Marzana, D., & Marta, E. (2013). Volunteer engagement and organizational commitment in nonprofit organizations: What makes volunteers remain within organizations and feel happy?. *Journal of community psychology*, 41(3), 291-302.
- Webber, S. S., & Donahue, L. M. (2001). Impact of highly and less job-related diversity on work group cohesion and performance: A meta-analysis. *Journal of management*, 27(2), 141-162.