

**ROLE OF HUMAN RESOURCE MANAGEMENT PRACTICES IN  
DIVERSITY MANAGEMENT –A STUDY OF INDIAN INFORMATION  
TECHNOLOGY INDUSTRY**

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the requirement for the award of the degree of**

**DOCTOR OF PHILOSOPHY**

**IN MANAGEMENT**

**By**

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## CHAPTER 1

### INTRODUCTION

#### 1.1 Background

The contemporary workplaces are characterized by increasing workforce diversity. The diversity is increasing in an infinite number of dimensions for e.g. gender, age, race/ethnicity, religion, sexual orientation, functional differences, educational differences, geographic regions, tenure, physical ability and cognitive ability, language, beliefs, cultural differences, economic category etc. (Krishna et al., 2004; Rogelberg, 2006). This increasing diversification of workforce is driven by a host of reasons, including globalization, increasing multinational corporations, and rise in employees employed in foreign nations, change in demographics, legal requirement, advancement of technology, increased competition, viewed as social responsibility, diverse consumers base, endeavor to be employer of choice (Williams and O'Reilly, 1998; Bhadury et al., 2000; Appelbaum et al. 1998; Cox, 1991; Waldron & Kassing, 2010)

In response to these trends, practioners have embraced diversity as business case, and have offered several arguments for encouraging it such as diverse workforces possess a greater variety of information and experience and may outperform homogeneous workgroups on creative and problem-solving tasks, creates more diverse customer base , provides competitive advantage, strengthens the capacity to compete in global markets, improves organization performance, increases the satisfaction level of employees, relationships with multicultural societies is enhanced , multiple talents and abilities are attracted.

However, each dimension of diversity influences the identity, attitude and perception of individual employees well as work norms, management, communication and conflict pattern of groups (Waldron & Kassing, 2010). ). This further adds to complexity when they interact with others. In organizations, group members categorize others into —in(inclusive) and —out(outcast) groups based on relevant features of diversity—race, gender, sexual identification, and so on and thus being detrimental to organization outcomes. Such categorizations, in turn, lead to poor intergroup relations because of in-group biases.

The paradox of Business organizations heralding diversity as a business case to their own advantage and the negative outcomes that the differences brings with them provides an impetus to recognize the need for practices that would manage people such that the benefits of diversity are maximized while its negative impacts are minimized. On this premise to harness these differences by managing diverse people brings in the importance of understanding the role of Human Resource Management (HRM), as it is the function that holds the helm at organizations to manage people.

## **1.2 Motivation for the Study**

Although HRM has received increasing attention, for its role in managing diversity (e.g. Kossek & Lobel, 1996; McMahan, Bell & Virick, 1998; D'Netto & Sohal, 1999; Richard & Johnson, 2001; Jayne & Dipboye, 2004; Shen et al., 2009; Benschop, 2010; Jabbour et.al. 2010; Roberge, 2011; Martin -Alcazar et al., 2012), still surprisingly very little of it has been empirical (e.g Martin -Alcazar et al., 2013).

There is also a rise in the call within the academic community for more vigorous empirical inquiries of the impact of diversity through HRM (e.g. Benschop (2010); Martin Alcazar et al., 2013).

Additionally , Martin-Alcazar et al., (2013), in their review on workforce diversity in strategic human resource management from 1990- 2011, identified that the studies have relied almost exclusively on financial indicators as measure of performance of diversity, as they are easy to use and visible. They called for, defining new constructs of performance, to understand effect of HR policies and introduction of psychological processes mediating the diversity –performance relationship.

Further, Jackson, Joshi & Erhardt, (2003) called for the examination of the individual-level outcomes of diversity. Very few studies have investigated this cross level interaction (e.g. Shin et al., 2012; Nam Choi, 2007; Garrison et al., 2010).

In addition, there is argument from researchers (Bowen & Ostroff, 2004; Nishii, Lepak, & Schneider, 2008) that the way firms adopt HRM practices has a significant impact on employees' perceptions of the intention of these practices. This perception will in turn affect the outcomes of the practices implemented (Cook & Saini, 2010). The existing studies on HRM have often relied on quantitative studies with senior/HR managers as the key informants (Nishii et al., 2008) and the employee's views, for which HRM practices are designed are not much heard.

Furthermore, researchers suggest that while managing diversity has been recognized as one of the critical elements in the strategic HRM literature in the Western countries, such recognition is in an elementary or non-existent stage in the developing world, including India (Woodward and Saini, 2006). Research in non-western contexts would develop a better understanding of the effects of different socio-cultural environments on diversity management as different diversity issues exist in different national contexts (Shen et al., 2009).

This brief summary of the related literature has motivated this research. It appears that research on HR practices associated with managing diversity and how these HR practices enable organizations to achieve positive outcomes can contribute significantly to the current body of knowledge.

### **1.3 Diversity– Concept**

Diversity is a multifaceted concept with ‘multiple, overlapping and conflicting meanings’ (Prasad, Pringle & Konrad, 2006). Diversity, in particular, workplace diversity has been conceptualized in many different ways over the years and signifies different things to different groups and individuals within organizations and society. The term diversity relates to multiple dimensions that differentiate individuals. The dimensions of diversity include gender, race, culture, age, family/career status, religion, disability, educational qualifications, work experience, languages and other relevant attributes and experiences (Krishna et al., 2004; Khan et al., 2010). Diversity, then, is itself diverse (Gatrell & Swan, 2008). There is still a struggle to develop a clearly defined and categorized construct called diversity (Guzzo & Dickson, 1996; Jackson & Ruderman, 1995; S. Schneider & Northcraft, 1999).

However, to understand the various dimensions based on their effects, a number of typologies were developed. Some of these dimensions are more readily observed or identified than others, prompting a categorization of such diversity dimensions by Harrison et al. (1998) and Jackson et al. (1995), as “surface-level characteristics” (e.g. race and gender) versus “deep-level characteristics” (e.g. attitudes, opinions and values). The latter characteristics may not be directly observable and only become known over time as the result of interaction.

Another such typology is highly job-related vs. less job-related given by Pelled (1996). High Job- related are those which directly outline the perspectives and skills

associated to cognitive tasks such as education and functional background. Whereas age, gender, and race are considered as less -job related. Other similar typologies are task-related vs. relations-oriented and role-related vs. inherent dimension. However, the characteristics, salience and relevance of these typologies are contextual (Pelled et al., 1999)

Each of these dimensions can influence employees' attitudes, behavior, and career outcomes, as well as their abilities to interact with others and function effectively in work groups (Rogelberg, 2006). However, such interactions may have both positive and negative effects. Diversity at workplace brings in several benefits such as access to different market segments (Kelly and Dobbin, 1998), enhance customer service (Maxwell, 2004), and increase marketplace understanding (Friday and Friday, 2003; Gilbert and Stead, 1999; Gilbert et al., 1999) as diverse employees would represent different market segments. Further, work teams with people from different backgrounds and experiences bring more perspectives and acknowledgement, acceptance, and constructive use of such differences increases creativity and flexibility (Gilbert and Stead, 1999; Maxwell, 2004), improve the quality of decision making, innovative solutions (Friday and Friday, 2003; Gilbert et al., 1999; Ely and Thomas, 2001).

Diversity can be menacing as social interaction of diverse groups can endanger cohesion, resulting in poor intergroup relations and marginalization (Crisp & Turner, 2011). Further, group members who differ from the majority tend to have less commitment, more turnover intent and absenteeism. In addition, hinders communication and coordination (Milliken and Martins 1996). These effects are produced from the two most common theoretical approaches in the diversity management literature, i.e., social categorization perspective and information/decision-making perspective.

The social categorization perspective approach draws from social identity theory (Tajfel, 1982), which suggests that people define themselves and others through social categories and display an in-group bias (Turner, 1987). They use similarities and differences as a basis for categorizing themselves and others into in-groups and out-groups (Khan et al., 2010). In addition, the closely related Similarity-Attraction paradigm (Byrne, 1971) holds that people are attracted to others who are similar to

them in attitudes, beliefs, and personality. Given that it is difficult to learn about these dimensions, people infer similarity, instead, from visible traits.

On the other hand, the information/decision-making perspective argues that differences within a group's composition should be positively related to group performance as a result of a greater variability in skills, abilities and perspectives (Khan et al., 2010). As a consequence of their diversity, members are also more likely to have different opinions and perspectives on the task at hand. This gives diverse groups a larger pool of resources that may be helpful in task performance. It may also set the stage for more creativity and innovation, because the need to integrate diverse information and reconcile diverse perspectives may stimulate creative thinking. In short, using their diversity as an informational resource, diverse groups may outperform more homogeneous groups.

#### **1.4 Diversity– Definition**

The definition of diversity has evolved significantly over time (Wankle, 2008). The literature shows a shift in the way organizations operationalized workforce diversity, moving from the narrowly focused rhetoric of race, gender, and other statutory dimensions (Ellis & Sonnenfeld, 1994) to a more inclusive definition (Ely & Thomas, 2001). The definition of diversity has expanded to represent the collective differences brought to the workplace, based on individual and group characteristics, attributes, values, beliefs, backgrounds, socialization, life experiences, and power dynamics (Bagshaw, 2004; Esen, 2005; Konrad, 2006)..

Defining diversity requires a consideration of its historical antecedents, which includes the civil rights movement and affirmative action (Wankle, 2008). The sociopolitical history of biased and discriminatory attitude toward women and minorities in US society and at workplace drew attention of scholars. The earliest definitions focused on race/ethnicity and gender at workplace. In some sense, the terms diversity and race and gender were treated synonymously during the 1990s (Wankle, 2008). Though, early scholars emphasized mainly on demographic differences such ethnicity, race, and gender, but on the grounds of evidences of discrimination based on other social categories , scholars included additional demographic characteristics such as sexual orientation, age, and religion in their definitions.

Other scholars contending the limitation to demographic dimensions have adopted broader definitions where other differences between people are recognized. In addition to demographic diversity, such as age, sexual orientation, and religion, others contend that differences in personality, ability, work styles, and ideology are also important dimensions of diversity that have been underemphasized (Leong, 2008). Moreover, with increasing efforts to address organizational diversity, researchers began to look at a variety of individual differences such as differences in experiences, expertise, and knowledge (Wankle, 2008).

In the event of so many dimensions of diversity being identified, researchers have given broad definitions. Such definitions either individuate differences, or more sociologically to explore structural or group differences. Such as with individual focus Friday and Friday (2003, p. 863) define diversity as “any attribute that happens to be salient to an individual that makes him/her perceive that he/she is different from another individual.” Nkomo and Cox (1996) refer to diversity as “a mixture of people with different group identities within the same social system” (p. 339) as group focus. Such broad definitions bring in challenge to the organization as this stands every individual different from other (Risberg, & Söderberg, 2008). In such a face deciding on providing special support and treatment to which particular group is difficult task. The definition of ‘diversity’ is loose, meaning that it may slip from one connotation to another (Gatrell, & Swan, 2008). This led Tomervik (1992) to conclude that there is no definitive definition fully describing all differences diversity encompasses. Definition is contextual (Triandis, 1995; Zapata, 2009). Furthermore, Van Ewijk (2011) posits that a universal definition is also not a necessary condition for theoretical or empirical studies in the field of diversity.

The evolution of diversity from specific to much broad is evident by the numerous definitions outlined in **Table 1.1**



**Table 1.1: Definitions of diversity**

Definition	Author
Diversity is a characteristic of groups of two or more people and typically refers to demographic differences of one sort or another among group members.	McGrath, Berdahl and Arrow, (1995)
Demographic diversity refers to the degree to which a social unit is heterogeneous with regards to its demographic attributes.	Chuang et al., (2004)
Diversity is the variation of social and cultural identities among people existing together in a defined employment or market setting	Cox ,(2001)
cultural diversity as the "representation, in one social system, of people with distinctly different group affiliations of cultural significance	
Language diversity refers to the presence of multitude of speakers of different national languages in the same work group.	Henderson , (2005)
Psychological diversity refers to differences in underlying attributes of members , which include human features like skills , abilities , personality characteristics and attitudes	Landy and Conte , (2004)
Diversity encompasses a range of differences in ethnicity /nationality, gender, function , ability , language , religion, lifestyle or tenure	Kossek and Lobel , (1996)
Diversity is defined as cultural differences in values , beliefs and behaviors learned and shared by groups of interacting people defined by nationality , ethnicity , gender , age , physical characteristics , sexual orientation , economic status , education , profession , religion , organization affiliations and any other grouping that generates identifiable patterns	Landis et al., (2003)

Diversity denotes both the perceptible and non-perceptible differences and commonalities of the staff members	Thomas, (1995)
Diversity should be understood as the varied perspectives and approaches to work which members of different identity groups bring to the workplace	Thomas & Ely , (1996)
Diversity represents the multitude of individual differences and similarities that exist among people.	Kreitner & Kinicki, (2001)
Any attribute which may lead people to the perception that the person is different from me.	Triandis et al. (1994)
All the ways in which we differ.	Hayles ,(1996)

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### 1.5 Diversity –The global context

The historical incidents, political models and topographic differences across world, generate a different composition of diversity in different countries of world. Further the differences in development of diversity discourse accounts for the major diversity dimension identified in each country globally. Diversity issues in each country are different.

In Muslim majority countries like Pakistan and Turkey, gender has been a major diversity dimension which has gained attention. Gender inequality in these countries has its roots in the interface between religion and state. However other than gender, ethnicity, religion, sexual orientation has also gained attention in turkey due to its candidacy of EU. In Pakistan, disability is also covered under anti-discrimination law with gender. Whereas in Austria gender, disability, sexual orientation, age, ethnicity, religion have been are the major diversity dimensions and are covered by anti-discrimination law. Belgium has civil status, birth property, political persuasion, language, current and future health status, physical or genetic features and social background are added to the list of Austria. Belgian anti-discrimination legislation has

a wider range of diversity dimensions. Among them gender and disability requires maintain a data base to communicate to public administration.

In context of diversity Canada has been referred to as “mosaic”. Canada has a high immigration of people from different ethnicity, religion and racial diversity and has adopted the multiculturalism approach to accommodate this diversity. The Canadian Human Rights Act (1982) protects the equal rights regardless of race, national or ethnic origin, color, religion, sex, age, or mental or physical impairment. In France, the French law 2001 includes 16 different points under the umbrella of diversity. Origin, gender, family status, pregnancy, physical appearance, disability, health condition, genetic characteristics, demeanours, sexual orientation, age, political opinion, union activity, family name, nationality, ethnicity, race and religion comprises the list. However, identification of such long dimensions has posed a challenge, as the legitimate strategies appearing to erase discrimination on grounds of each vary and has across effect. Similar to France, Germany also covers all the dimensions by anti-discrimination legislation except for demeanors. And ethnicity, gender, religion, disability, age, sexual identity are protected by affirmative action. Whereas in Italy only gender criteria is covered by affirmative action. However, other than gender, political opinion, religion, race, language, pregnancy, handicap, age, sexual orientation, personal circumstances, economic treatment and union activity are also covered by anti-discrimination legislation.

Ethnicity has been a major source of diversity discourse in Netherlands due to the large number of migration from sea routes. Other than ethnicity, gender and disability are also discussed. The anti-discrimination legislation of Netherlands covers religious and political conviction, race, nationality, gender, marital status, sexual orientation; permanent or temporary labour contracts, working hours, handicap and chronic illness and age. But there is no affirmative action in Netherlands. Similarly in Singapore, where equality has been important aspect of nation building, there is no affirmative action for any dimension but for allocating houses to people of different races. However the Tripartite Alliance for Fair Employment Practices promotes non-discrimination and fairness at workplace. Ethnicity, gender, sexual orientation and age are the key dimensions of diversity in Singapore.

Countries like South Africa have a mix of 31 different cultures. Owing to the colonization witnessed by the history of South Africa, it has a high cultural diversity. Other than cultural diversity, gender and disability are into discourse. The Commission for Employment Equity is a statutory body which maintains record on appointment, promotion, training and development and retention of different races, gender and disability. Another EU country, Sweden, has a strong involvement of state in diversity. Migrants have received a special attention as diversity in Sweden and The Migration Integration Policy Index places Sweden as best example for integration of different ethnicities. However, gender was a due consideration much before. The other dimensions beyond gender and ethnicity are sexual orientation, religion disability, age and transgender identity which are covered under anti-discrimination legislation.

Switzerland is known with the conception “unity in plurality” has four official languages, two religions and 26 cantons as legal and administrative entities. The main dimensions of diversity in Switzerland are cultural diversity and gender. And official language, gender and disability are covered under anti-discrimination legislation.

The term diversity is popular in UK from 1990s. Race and Ethnicity, gender, disability, sexual orientation, age, religion and belief are identified by the anti-discrimination legislation. Public authorities are legally bound to maintain equality schemes and take positive action on the strands of equality. However, for the private sector it is voluntary. The concept of diversity has its origins in USA in late 1980s. Migration to USA has created a diverse workforce. The population is mix of African Americans, Hispanics, and Asians. Gender and race were the major dimension received attention in early years. However, with development of discourse on diversity, now the anti-discrimination legislation includes age, color, disability, national origin, pregnancy race, religion, sex, genetic characteristics, status of war veteran under anti – discrimination legislation. And all of these dimensions are protected as affirmative action by federal government and is voluntary to private organizations.

Oriental countries such as China, has age, gender and rural/urban divide as main diversity dimensions. Ethnicity and religion is not of concern unlike western countries as 95 percent of the population being from the same ethnic race (Han) and the

majority of people having no religious belief. Moreover unlike western countries Homosexuality is neither legally recognized nor socially accepted. Socialist nature of government with centralized control by the Communist Party takes care of eliminating of social inequality by introducing government policies and regulations through a top-down interventionist approach. Diversity discourse is scanty in China.

### **1.6 Diversity-Indian Context**

Indian Constitution prohibits discrimination on the grounds of religion, race, caste sex or place of birth. Affirmative action of India covers backward segments (SCs and OBCs) of caste system, tribes, women and disabled. However, Indian society is highly diverse owing to various demographic and socio-cultural factors, which are discussed below -

Caste has always been a major source of diversity in Indian society and therefore in Indian organizations. There are about 3,000 castes in India and each one is a social unit in itself, its structures differing in each case (Hutton, 1980). Hindu Indian society is divided broadly into four broad varnas based on occupation and determines access to wealth, power, and privilege. Brahmins (priests and scholars), Kshatriyas (political rulers and soldiers), Vaishyas (merchants) and Shudras (laborers, peasants, artisans, and servants). Each of these varnas has several sub- groups as Jatis .The castes belonging to the first three varnas are known as the upper castes, and Shudras as the lower castes. Historically, they have been victim of discrimination in most social matters. They were considered untouchables and debarred from social places. They are also known as the Scheduled Castes by Indian Constitution. Further, the constitution identifies people of tribal origin as STs (Scheduled Tribes) who have primitive way of life and habitation in remote and less accessible areas. To uplift disadvantaged sections, the Constitution of India, allows affirmative action through positive discrimination (reservations) in education and employment, which is based on caste plus socio-economic backwardness for STs and SCs. Later this was extended to other backward castes (OBCs). These reservations are restricted to government run or government-aided institutions and not the private sector as such. States can vary formulae while staying within the 50 per cent limit.

Religion is one of the key facets of diversity, along with race, gender, disability and age. India is a secular, multi-religious and multicultural country. It's a land from where important religions namely Hinduism, Buddhism, Sikhism and Jainism have originated at the same time have flourished and survived the influence of religions like Islam and Christianity and is home to several indigenous faiths tribal religions. Census 2001 highlights the rich social composition of India. Hinduism is professed by majority population and comprises 80.5 %, and the second major religion comprises 13.4% of Muslims (Islam), moreover India is the third largest Muslim country in the world (Amartya Sen, 1993). 2.3% as Christians, 1.9% as Sikh, 0.80% as Buddhists, 0.4% are Jain. Other than these six religions there are many tribal religions.

India is a multilingual country and the constitution accords to protect the multilingual nature of India. In terms of linguistic diversity, it has a variety of languages and dialects. Most languages in India belong to one of the four language families: Indo-Aryan (spoken by 75% of population, of which Hindi is the most widely spoken language in India), Dravidian (spoken by 20%) , Tibeto-Burmese and Austro-Asiatic. According to the 2001 Indian Census there are a total of 122 major languages and 234 identifiable mother tongues. Of these, 29 languages have more than a million native speakers, 60 have more than 100,000 and 122 have more than 10,000 native speakers. Out of the 122 major languages 22 languages are listed under 8thSchedule (this was included in the Constitution in order to provide official status to many Indian languages). The Constitution of India does not give any language the status of national language. Hindi is the official language and English the associate official language of the Indian Union. English is not included in the 8<sup>th</sup> schedule but is the official language or associate official language in several states like Nagaland, Arunachal Pradesh, and Meghalaya. India has one of the largest English speaking populations in the Asia-Pacific region (Budhwar, 2003).

Women, constitute nearly 50% of India's population. According to the provisional population totals of Census 2011, women make 48.46% (586.5 Million) of Indian population. The sex ratio has increased by 7 points to 940. The women constitute an important segment of the work force in India and their participation in the workforce is gradually increasing in the market. The literacy rate of women in India has increased from 53.67% in 2001 to 65.64 % in 2011, which has outnumbered males. The total job seekers registered with employment exchanges has increased from 26.95

% (as in 2005) to 33.3 per cent in 2010 of the total number of applicants on live register. Moreover, percentage of placement to registration of women job-seekers has increased from 2.7 per cent in 2009 to 5.3 per cent in 2010 (Statistical Profile on Women Labor, 2009-2011). With increasing literacy rates women in India is developing a potential talent pool to be explored.

According to Census 2011, the proportion of economically active population (15-59 years) has increased from 53.4 to 56.3 percent during 1971 to 1981 and 57.7 to 62.5 per cent during 1991 to 2011. Of which 19.2% of population is in the age group of 15-24 years. And India's median age has risen from around 22 years in 2001 to over 24 years in 2011. However the proportion of those in the 15-19 and 20-24 age groups has risen over 2001. There is a raise in young population, which in turn leading to more number of youngsters joining organization and making a significant proportion of the workforce. The retirement age in the private sector in India starts from 55 years with the statutory age for retirement as 58 while that in the public sector starts from 58. Except in rare cases (such as profit-making Central Public Sector Enterprises), the normal age of retirement does not exceed 60 years. Therefore Baby boomers would be getting closer to their retirement age and Gen X would be in their mid-career. Further, on account of better education, health facilities and increase in life expectancy, the percentage of elderly population (60+) has gone up from 5.3 to 5.7 percent during 1971 to 1981 and 6.0 to 8.0 percent during 1991 to 2011. Most retirees being as physically and mentally active, and with ample time available are looking for another alternative source of earning and joining workforce. The contemporary Indian organizations have interesting mix of baby Boomers (most of those would be holding top positions and leadership roles or joining post retirement), Gen X (most of those would be senior professionals and managerial positions) Gen Y (the youngest workforce at all entry levels), who would be working side by side.

India is a large country having continental dimensions and comprising 29 States/regions and 7 Union Territories. Regionalism in India has roots pre independence when it was used as tool to keep India divided. After independence the provinces were reorganized on the basis on language recommended by States Reorganization Committee (SRC) of 1953, headed by Fazal Ali. These regions vary by languages, topographic and climatic variations along with differences in the

settlement pattern. Each of these regions is a distinct cultural region with distinct cultural heritage, folklore, myths, symbolism and historical traditions. These are the areas with distinct geographical boundaries and have common cultural elements. Moreover, the other dimensions of identity such as religion and caste are also regionally specific, plural in beliefs and practices. Followers of similar religion vary in their practices in different regions (Bhattacharya, 2005) due to cultural differences. The phenomenon of regionalism has its roots in the hearts and minds of Indian. Singh & Bhagel (2013) states that every Indian carries a split personality-he is in part rationalistic and in part nationalistic, there is always a natural tendency towards the primacy of the rationalistic element over the nationalistic one. People identify themselves with their regions as Punjabi, Rajasthani, Gujarati, Marathi etc. portraying their strong emotional attachment to their states. The broad regional feeling has strongly manifested into demand for separate states such as Bodoland, Jharkhand, Uttarakhand, Chhattisgarh, and Telangana.

According to the Census 2011, there are 2.21 % (i.e. 26,810,557 Crores) persons with disabilities in India. In India, government departments and public sector undertakings (PSUs) have taken the lead and had been important employers of disabled people. The Govt. of India has reserved 3% reservation of jobs for persons with disability in 1977; the reservation was only in the lower ranking jobs (C & D categories). However, with India adopting the Persons with Disability Act of 1995, the reservation was extended to higher ranking (A & B) categories. The categories of persons with disability benefited by this scheme are the visual impaired, the hearing impaired and the orthopedically impaired on 1% reservation for each category in the Central Govt. services, Public Sector Banks and Govt. Undertakings. In recent years, corporate are following the public sector's footsteps and hiring people with disability for various economic and social reasons not just as a token gesture but as a business imperative. Private companies in IT, Manufacturing, Hotels, Food & Beverage outlets have started hiring disabled people for several reasons such as corporate social responsibility, increasing diversity in workplace, to be viewed as equal opportunity employer, tap a larger talent pool. The percentage of people with disability in the population is steadily increasing, and it is impractical to continue to ignore this segment of our population (Shinoy, 2011).

LGBT were not on the list related to diversity issues in India, but in the recent years, post decriminalization of homosexuality and efforts of NGOs and media, the



acceptance of this group is increasing. LGBT is the new dimension of diversity of emerging India and its acceptance by Indian Inc. esp. MNCs and IT companies with global representation are moving forward at the policy level and cultural engagement level to consider this section of society as part of their workplace diversity.

### **1.7 Diversity Management –Concept and Definition**

Diversity in the workplace can be both a liability and asset (Rogelberg, 2007). With a goal to enhance the asset characteristics, diversity management gained recognition at workplace. Managing diversity is an effort to create a heterogeneous workforce in an organization, where equitable environment is provided to harness the potential of diverse groups. Thomas (1992), identified three approaches organizations adopted to manage diversity i.e., Discrimination and fairness approach, access and legitimacy approach and learning approach. Discrimination and fairness approach focused on fair treatment towards certain demographic groups at workplace which faced prejudice by compliance with legal requirements without consideration of its impact. Access and legitimacy approach focused on accepting all differences because they generate business opportunities by providing range of multicultural competencies. These competencies were perceived to increase customer base. The learning approach observed all the similarities and differences among employees as meaningful dimensions of diversity that create both advantages and disadvantages (Rogelberg, 2007). This approach is primarily associated with active strategic initiatives (Dass and Parker, 1991) and linked diversity to organization growth and effectiveness (Rogelberg, 2007).

These three approaches moreover represent the evolution of concept of diversity management. The term diversity management originated in North America (Louvrier, 2013) and slowly took hold in other countries. The basic concept of managing diversity was legally driven and oriented towards increasing the number of underrepresented. Whereas the new conceptualization i.e. of diversity management is distinct from affirmative action and EEO policies (Pitts, 2009) and believes in inherent value of all diversity dimensions. Diversity Management is a voluntarily implemented program (Gilbert et al. 1999), which aims not only to recruit primarily discriminated but to retain them and create an atmosphere where all individual feel empowered and can perform to their best potential (Louvrier, 2013) to achieve

competitive advantage (Thomas, 1992). Diversity management draws from the idea that diversity was not a number to be counted but a resource to be managed (Wankle, 2008).

The characteristics of diversity management is seen in definitions in **Table 1.2**

***Table 1.2: Definition of Diversity Management***

Definitions	Author
The basic concept of managing diversity accepts that the workforce consists of a diverse population of people. The diversity consists of visible and non-visible differences which will include factors such as sex, age, background, race, disability, personality and work style. It is founded on the premise that harnessing these differences will create a productive environment in which everybody feels valued, where their talents are being fully utilized and in which organizational goals are met	Kandola and Fullerton, (1994)
Diversity Management is a planned, systematic and comprehensive managerial process for developing an organization environment in which all employees, with their similarities and differences, and where no one is excluded on account of factors unrelated to productivity	Thomas et al., (1996)
Diversity management is planning and implementing organization systems and practices to manage people so that the potential advantages of diversity are maximum and potential disadvantages are minimized	Cox, (1993)

The above definitions indicate that diversity management involves developing strategies and initiatives orientated towards inclusion and harnessing the potential of all diversity dimensions. Scholars unanimously view that such diversity management strategies focus on structural change, cultural change and behavioral change in an

organization (Tervonen, 2012) and their interaction, reinforces and completes each other. (Holvino et al. 2004). Structural change concerns the policies, practices and other formal systems, which affect achieving diversity (Tervonen, 2012) such as reviewing the recruiting process, organizing career development programs, implementing pay equity, job sharing and arranging work schedules and vacation policies to be more flexible. (Holvino et al. 2004). Behavioral change deals with the attitudes and assumptions of the individual employees as well as various groups and how they behave towards each other (Tervonen, 2012) by practices such as diversity training. Other diversity management initiatives include mentoring, diversity councils, minority networks, affinity groups and leadership for culture change (Louvrier, 2013). Moreover, effective diversity management brings competitive advantage to an organization by cost reduction, resource acquisition, marketing, and creativity, problem-solving and organizational flexibility (Cox & Blake 1991).

### **1.8 Diversity Management and HRM**

Diversity Management is referred to “the systematic and planned commitment by organizations to recruit, retain, reward, and promote a heterogeneous mix of employees” (Ivancevich & Gilbert, 2000, p. 75). The central premise of Diversity management is that harnessing difference will create a productive workplace in which employees feel valued and their talents are used in the process of accomplishing organizational goals (Bagshaw, 2004). Furthermore, managing diversity entails being aware of behavior, leveraging strengths, acknowledging biases/prejudices, avoiding assumptions, and focusing on merit and managing in a way designed to fully realize the potential benefits that differences can bring (Kormanik and Rajan 2010). Managing Diversity Organizations see a strategic imperative of enhancing competitive advantage by having a proactive policy on diversity to effectively manage diversity (Jayne & Dipboye, 2004).

This explains that diversity management is centered on people policies with strategic orientation. While managing diversity is an approach that revolves around employees, the HRM function is the custodian of people management process (Shen et al., 2009). Moreover, the HRM function is where responsibility for equality and diversity policies normally lies (Jabbour et.al. 2010). Further, HRM and Diversity management are conceptually integrated as the hard and soft approaches of HRM and the

managing and valuing approaches of diversity management are parallel to each other with similar objectives and goals (Meena & Vanka, 2012). Though they are conceptually integrated notions but in practice are often treated separately (Horwitz, 1996). Despite the rhetoric of equality and diversity being central to HRM policy, practice does not always seem to match up. Motivated by frustration at the limited progress, equality and diversity issues have become part of a wider critique of HRM (Kamenou and Fearfull, 2006).

However, Human resource management involves planning, integration, and actions to achieve effective management of all employees (Jabbour et.al. 2010). There of a guaranteed alignment between the strategies of human resources and diversity management goals includes diversity in the set of human management practices. Indeed, Miller (1996) states that ‘Managing diversity can arguably be classed as the HRM approach to equality initiatives in the workplace’ (p: 206).

Contemporarily, scholars integrating the workforce diversity literature and HRM literature argue that workforce diversity can be managed by aligning HRM functions such as recruitment and selection, training and development, performance appraisal and remuneration and other HR practices with managing diversity principles (Jayne & Dipboye, 2004; Shen et al., 2009; McMahan et al., 1998; Richard & Johnson, 2001; D’Netto & Sohal, 1999; Kossek & Lobel, 1996; Roberge, 2011).

It is, therefore, widely recognized by researchers that effective diversity management can be achieved through using appropriate HRM strategies (Litvin 1997). And effective HR strategies create a work environment which is conducive to managing diversity.

### **1.9. Justification for the study**

This study contributes to the discipline of HRM and Diversity Management .Increasing diversity is a characteristic of contemporary workplaces and is expected to stay. Moreover, well managed workforce diversity is a source of competitive advantage. Cox (1993) defines Diversity Management as –

Diversity management is planning and implementing organization systems and practices to manage people so that the potential advantages of diversity are maximum and potential disadvantages are minimized

Drawing on this definition it is clear that Diversity Management deals with managing people for organization benefit. HRM is a domain of people related issues and, mainly concerned with the contribution of human resource to business strategy. Therefore, it is relevant to understand the role of HRM function in managing diverse workforce. So, investigating how diversity has been managed through HRM and what HRM approaches are appropriate to manage diversity effectively is critical.

The study draws upon multiple disciplines – HRM with diversity, Social Psychology and innovation to identify organizational factors that can alter the cognitive representations of aggregates resulting in specific behavioral consequences. This effort would add to current understanding of the mechanism underlying the relationship of diversity and its outcomes.

In addition, Martin Alcazar et al., (2013), in their review on workforce diversity in strategic human resource management from 1990- 2011 points out that very few configurational models describe how different HR policies and practices synergistically managed diversity. This study integrates the major HR practices such as, recruitment, selection, performance appraisal, compensation management and training, to test empirically how HR practices integrated with diversity orientation positively moderate the relation between diversity and its positive effects. Further, there is lack of research investigating the effect of HRM practices on the relationship between cognitive diversity, innovative work behaviour, and common identity simultaneously.

### **1.10 Chapterization Scheme**

Against this background, the chapterization scheme is organized as follows.

Chapter 1 provides an introduction to the research by providing a background of the subject under investigation. The concept and definition of diversity and diversity management has been discussed. The concept of diversity is discussed in global and Indian context. This is then be followed by discussing the integration of diversity management and HRM. This chapter also presents the motivation and justification for this study.

Chapter 2 provides a literature review of diversity including the conceptual issues, theoretical literature and empirical literature. The chapter also presents the literature related to overlap diversity management and Human Resource Management.

Chapter 3 presents a conceptual model based on the literature reviewed in chapter 2 and gap identified. This chapter includes a theoretical framework proposed to understand the role of Human Resource Management in diversity management.

Chapter 4 explains the research methodology. The sample frame, instrument, method of primary data collection, and the strategies that are to be implemented in administering the measuring instrument. The data analysis and statistical techniques used are also described.

Chapter 5 reports the empirical results of the study. The reliability and validity, the results of the empirical assessment are also presented in the chapter.

Chapter 6 presents the conclusions and recommendations of the study. The contributions and possible limitations of the study are discussed as well as the implications for future research are also spelt out.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Introduction

Workforce diversity and the interface of HRM function with Diversity Management have been considered as the most relevant areas for managerial practice and academic inquiry in western context over the past decade. Moreover, this is gaining interest in other contexts too. The significance of workforce diversity is related to the impact it has on various organization outcomes. Moreover, the role of HRM in managing diversity is widely recognized, as it is a people function. This chapter provides an overview of the literature available on diversity at workplace and inclusion of HRM in managing diversity. This chapter is organized into two parts. The first part will review the extant research on diversity including the conceptual issues, theoretical literature and empirical literature. The second part of this chapter would review research on the overlap of Diversity Management and HRM.

Globally, research has studied diversity at workplace in areas of defining the term diversity. The term has been defined in terms of various dimensions and the term is accepted as contextual in nature. Further, researchers have developed typologies to categorize the various dimensions of diversity. The various outcomes of these dimensions of diversity are empirically tested and explained in terms of two most accepted theoretical perspectives .i.e. social categorization perspective and information –decision making perspective. However, the recent research abandons the direct-effect explained through these perspectives due to inconsistencies in results of empirical studies in different context. The emphasis is on the need of moderators and mediators to understand the underlying phenomenon of diversity and its outcomes. Various moderators and mediators have been identified and empirically tested in isolation by researchers. Moreover, few studies have developed integrative complex models, explaining the phenomenon in terms of both moderators and mediators. The existing research calls for such complex theoretical frameworks to understand the process.

In Indian context diversity research is still in infancy and very fragmentary, but is gaining interest by both academicians and practice. Although theoretically the major

dimensions of diversity influencing workplace have been identified, but as compared to global literature the nature and outcome of each dimensions is not much focused. Rather, the western concepts of diversity are applied by researchers to study other phenomenon related to diversity and its outcomes. There is a need to fill this gap as diversity dimensions are contextual in nature and would vary from country to country. Moreover, researchers have anticipated the application of western concepts to other contexts.

The research reviewed to date overlaps the diversity management and HRM, widely argues that diversity can be managed through HRM function by revising its practices and policies to align with diversity management principles, but there is a dearth of empirical support and calls for empirical testing of prescriptive literature. The following sections review the literature in detail and identify the gap addressed in the current study.

## **2.2 Diversity Research**

This section deals with the current state of the growing literature on diversity in the global and Indian context along with conceptual foundations. The role of HRM in managing diversity, the reasons for integrating HRM with Diversity Management and the related theoretical and empirical literature is discussed separately.

### **2.2.1 Current state of Diversity Research -Global**

Research related to workforce diversity has become systematic over the years. Academic research in this area has indeed made great strides (McMahon, 2010) and has caught the interest of academic researchers from psychology to business fields. The literature attempts to focus from understanding the meaning of the construct to dispel process underlying how and in what conditions diversity could influence and firm performance. The literature is reviewed under the following heads - Diversity – Meaning, Types of diversity attributes, outcomes of diversity, moderators and mediators in diversity research.

#### **Diversity- Meaning**

Diversity is broadly defined as differences between individuals on any attributes that may lead to the perception that that another person is different from self (Jackson,



1992; Triandis, Kurowski, & Gelfand, 1994; van Knippenberg, De Dreu & Homan, 2004; Williams & O'Reilly, 1998). The body of research, in particular has focused on differences in race/ethnicity, nationality, gender, age, educational background, functional background, personality characteristics and values organization membership, occupational background, industry experience and group tenure (Milliken & Martins 1996, Williams & O'Reilly 1998). However, the underlying characteristics such as values, beliefs and attitudes have also caught interest of researchers (eg. Barrick, Stewart, Neubert & Mount, 1998; Harrison, Price, Gavin & Florey, 2002; Joshi, Liao & Jackson, 2006). Diversity is considered a non-unitary construct (Williams & O'Reilly, 1998), rather the body of literature highlights its contextual nature. Different group of researchers have defined diversity in different terms, such as decision making researchers have defined diversity in terms of expertise or information and organization demography researchers concentrated on age, sex, race or as functional background and tenure (Williams & O'Reilly, 1998). A "diluted" meaning of diversity has gained widespread acceptance by researchers as well as diversity practitioners (Jackson et al., 2003; see Linnehan & Konrad, 1999).

### **Types of diversity attributes**

In an effort to organize thinking about different types of diversity, a common distinction is readily detectable or observable attributes and less visible or underlying attributes (Milliken & Martins 1996). The literature broadly categorizes the attributes such as age, sex, race, disability, weight are categorized as readily detectable/visible whereas technical abilities, educational background, tenure, personality characteristics and values, sexual orientation are categorized as underlying /deep level diversity. Further, such typologies also include less job related which includes readily observable demographic attributes (gender, sex, race) and more job related which includes differences in education and function background (Van Knippenberg & Schippers, 2007). Demographic attributes are also referred as relations-oriented and attributes such as function, tenure and education, which are related to skills and abilities needed at workplace are referred as task –related attributes by Jackson et al. (1995). The categorization of information/functional characteristics such as expertise, occupation background, profession, industry experience etc. is considered to depend on context (Pelled, Ledford & Mohrman, 1999). Indeed, context does have an impact

on all the attributes of diversity and can reduce or enhance the effects of different indicators (Roberge & van Dick, 2010).

### **Outcomes of diversity**

Most of the studies have focused on either demographic attribute or functional/educational attributes to study the effects. The early literature reports that readily detectable/demographic dimensions such as age, sex, race led to less affective group process (Williams & O'Reilly, 1998) and other negative outcomes such as high turnover (Milliken & Martins 1996). Whereas dimensions along underlying dimensions such as organization membership and functional background have positive cognitive outcomes (Milliken & Martins 1996) such as improving performance (Jehn et al., 1997), improved decision making by increasing creativity and innovation (Bantel & Jackson, 1989; McLeod, Lobel & Cox, 1996). The outcomes of diversity have been addressed in literature by two research traditions i.e. Social –categorization perspective and Information /decision making perspective. (Williams & O'Reilly, 1998; Van Knippenberg & Schippers, 2007)

However, in Meta -analysis by Bowers et al. (2000) and Webber & Donahue (2001) they report that there are no reliable relationships between type of diversity and its outcomes.

In the light of inability to reliably link the positive and negative effects of diversity to types of diversity has led van Knippenberg et al. 2004 propose that that all dimensions of diversity provide a base for differentiation and may be related to differences in task-relevant information and perspectives. And all dimensions may in principle bring out social categorization processes as well as information/decision-making processes. Moreover, Harrison and Klein (2007) proposed that demographic diversity dimensions are representation of cognitive diversity. Further, this is supported by empirical study by Kearney et al., (2009), where age diversity is assumed to reflect variety in experience and perspectives and found that under suitable context, age diversity led to positive effects.

*In similar lines the current study assumes regional diversity in Indian context to be a source of cognitive diversity*

## **Moderators and Mediators in Diversity Research**

Based on narrative reviews and meta-analyses Van Knippenberg & Schippers, (2007) conclude that the main effects approach is unable to explain the effects of diversity sufficiently and there is need to argue for models that are more complex and that consider moderating variables in explaining the effects of diversity. Therefore the need to understand the process underlying the effects of diversity through the introduction of moderators and mediators is realized by researchers.

### **Moderator Variables**

Diversity by itself alone cannot account for differential performance; its benefits are contingent up on situational factors (McMahon, 2011). Such situational factors can influence performance outcomes of relations-oriented and task-oriented diversity at multiple levels - industry, occupation and team (Joshi and Roh, 2009).

Roberge & van Dick, (2010) report in their review that social psychologists have focused mainly on four key conditions: equal status, common goals, intergroup cooperation and support of authorities. They identified time, task interdependence, task complexity, organization culture, collective vs. individualistic, organization climate, openness to diversity and open to experience as primary moderators in organization behaviour literature.

Other moderators identified in literature are computer-mediated communication (Sproull & Kiesler, 1986; Bhappu et al., 1997), task-oriented leadership (Mohammed & Angell, 2004), Congruence (Polzer et al, 2002) related to demographic attributes.

Researchers have extended their interest beyond the internal situation to contextual factors outside organization which can be influential such as co-location of top management team members and environmental instability (Cannella, Park and Lee, 2008; Richard, Murthi, and Ismail, 2007). Focusing on the strategic context of firms, Richard (2000) found a positive relation between racial diversity and firm performance in organizations pursuing a growth strategy. Business strategy was found to moderate the relationship between the two.

Further, extending to HR function, Chi, Huang & Lin (2009) found moderating role of team-oriented HR practices on the relationship between tenure diversity and team

innovation. Similarly Martin – Alcazar et al., (2013) confirmed the moderating role commitment oriented HRM function on cognitive effects of diversity and group innovation.

*Chi, Huang & Lin (2009) have specifically focused only on team orientation aspects of HRM. However Martin – Alcazar et al., (2013) have included wider functions such as staffing, job design and planning, training and development, performance appraisal and compensation. They have particularly focused on commitment orientation aspect of HRM practices. Though moderating effect of SHRM system was found, but they report that the traditional distinction between control and commitment SHRM systems does not fully explain how organizations can achieve positive outcomes of diversity. There is need of more specific diversity-oriented typologies. The current study attempts to find the moderating role set of HRM practices related to recruitment, selection, performance appraisal, compensation and training with diversity –orientation on the relationship of cognitive diversity and innovative work behaviour and develop a specific diversity-oriented typology.*

### **Mediator variables**

The contextual variables introduced in a causal relationship activates underlying social psychological mechanisms that mediates the relationship, therefore it becomes relevant to address the mediating variable, to understand the relation of diversity and its outcomes (Roberge & Dick, 2010).

Social interaction, communication and conflicts have been most studied mechanisms in literature (Williams and Oreilly, 1998; Roberge & Dick, 2010). Other mediators identified in literature are trust (Chatopadhyay 1999), team learning behavior (Van der Vegt & Bunderson, 2005; Gibson & Vermeulen, 2003), team reflexivity (Schippers et al., 2003). Milton & Westphal (2005) found mediating role mutual identity confirmation. Similarly Van der Vegt and Bunderson (2005) reported the mediating role of team identification. Common identity is another mechanism being identified in literature.

*These studies have conceptualized collective identity as a psychological mechanism at dyad and group level. This study examines mediating role of collective identity at individual level following the definition of Ashmore et al., (2004). They define*

*common identity as personal acknowledgement of shared identity with a group of others who have (or are believed to have) some characteristic(s) in common.*

### **Integrating mediators and moderators**

To develop an understanding of the process underlying an outcome from a diversity dimension, researchers have developed complex theoretical models explaining the range of process that are implied by introducing both moderators and mediators . Kearney et al., (2009) developed a mediated moderation model. They examined whether team need for cognition moderated the effect of age and educational diversity on team performance and elaboration of task-relevant information and collective team identification mediated the moderating effect of team need for cognition on the relationship of both educational and age diversity with team performance. Similarly another study by Yu & Li-li (2012) examined the moderating role of attitude towards diversity with diversity structure and team task related performance and mediating role of information elaboration with moderating effect of attitude towards diversity and diversity structure with team task related performance. Such mediated moderation (and moderated mediation) analysis assesses the generalizability of the mediated effect (Morgan-Lopez & MacKinnon, 2006).

*The current study makes an effort in similar direction to understand the process underlying the outcomes of diversity through a mediated moderation model. The study examines whether Diversity –oriented HRM practices moderate the relationship of cognitive diversity and innovative work behavior and common identity mediates the interaction of cognitive diversity with Diversity –oriented HRM and innovative work behavior.*

### **2.2.2 Current State of Diversity Research – Indian Context**

India is identified as one of the most diverse countries in the world. Its socio-cultural factor brings in different attributes of diversity which interact with each other in society and organizations and have caught the attention of both practice and academia.

Although the term “diversity” has been associated with Indian society for a very long period. But, the diversity literature, which delineates itself to diversity at workplace, its interaction with organization processes and its management, is still in

infancy in India as compared to global literature. However, there is a growing interest in this area from 2000s onwards by management scholars. The growth of Multinationals in India since 1990s has further pushed this agenda into discourse, as they looking to tap talent from different groups of society to fill the talent gap.

Diversity in Indian context emanates from its demographic and socio-cultural variations. Scholars have identified major dimensions of diversity as age, gender, education, religion, language, caste, region of origin (Venkata Ratnam & Chandra, 1996; Vijayalakshmi et al. 2006; Sia and Bhardwaj, 2003; Meena, 2015). Additionally, sexual orientation is identified as an emerging dimension of diversity impacting workplace with legal recognition of transgender ( Meena, 2015). The socio-cultural factors have organized Indian society into different categories, which becomes ground for inter-group social comparison and categorization, resulting in intergroup discrimination. Vijayalakshmi et al. (2006) carried out an in-depth interview of managers of both public and private sector and found that region of origin, gender, caste/religion, age, marital status results in discrimination in recruitment, job allocation, promotion and transfers in Indian companies. Such discrimination is also reported by other researchers on –caste and class (Jain and Ratnam, 1994) gender (Kundu 2003; Nath, 2000; Gupta et al. 1998; Honor and Palnitkar, 1998) and category/race (Kundu 2003) .Further, a study published in Bombay Management review reports that strong community ethos are prevalent in many parts of India, i.e., associating few particular occupation with particular ethnicities. Such stereotypes can affect the recruitment decisions.

Diversity issues have received a good deal of attention in practice. Indian organizations have realized the need and benefits of diversity and developing strategies towards inclusion. This has created interest in researchers to investigate how business organizations in India understand and manage diversity. In a case based study by Cooke and Saini (2010), found that out of comparative 24 case study organizations across various sectors and ownership, 16 have some form of diversity management policy. Among them mainly MNCS followed business case approach and social justice (corporate social responsibility) approach. Others followed an affirmative approach beyond legal compliance and legal compliance approach, not yet reached business case approach. They report that the kind of approach being followed highly depends on the Industrial sector (for e.g. manufacturing industry has less

gender diversity than private banking industry), background of leadership, type of ownership and country of origin of MNCs (Western MNCs have more sophisticated DM policy than Asian MNCs). Further, they found that, the perception of HR managers and line managers and managers and non-managerial employees about diversity practices in organization were different and even contradicting. In response to it, they have a call for research focusing on employees views.

India follows an affirmative action through reservation policy to the disadvantaged group of people, but this is limited only to public sector. The diversity management approach and its understanding vary for public and private sector in India. Rana Haq (2012) carried out an in –depth interview with public and private sector senior managers and HR to explore their diversity mind set. The study reports that the public sector includes, SC/ST/OBCs, women and physically disabled through reservation policy, but private sector (esp. MNCs) has made efforts to include only women. Further private sector in India is not in favor of reservation policy and sticks to merit principle. She posits that though the term managing diversity has entered the Indian HRM lexicon, it is quite limited in recognition and coverage of diversity groups. However Indian IT MNCs are moving a step forward towards inclusion and management .Niyaz (2014) , in his case study on an Indian IT company , finds that this company has high diversity from different states of India and abroad too and has a good mechanism to deal with the cross- cultural diversity.

Indian context varies from the western context, therefore, organizations implementing diversity initiatives need to take into considerations the factors/strategies that determine success of diversity initiatives in Indian context. Researchers have found various strategies such as developing positive relationship, effective communication, mutual goals (Singha and Prakasam, 2014), training employees to be sensitive to cross-cultural differences, encouraging employees to accept overseas assignments, and offering foreign language training ( Patrik and Kumar, 2012). A similar study by Aravamudhan and McCann (2012) identified four critical factors and fifteen sub factors in Indian manufacturing and service sectors. Further, Patrik and Kumar (2012) found discrimination followed by prejudice and ethnocentrism as major barriers to acceptance of workplace diversity.

MNCs and a few Indian companies have adopted diversity initiatives in India, but the success of initiatives is also determined by how employees perceive and react to these diversity practices and diversity at workplace. Kundu (2003) found from their study with 106 companies of north India, those employees especially those belonging to the higher castes, resent reservation policies and concessions through which socially disadvantaged people may enter organizations. Further women attached more value to diversity than men. And male employees did not value hiring and retaining more women employees. Similar results have been reported by Ahlawat, Dhunna and Chander (2012) in their study on 29 multinational and domestic companies. It is also found that as the age increases the perception of diversity openness decreases (Patrick 2010). Perception about diversity may also depend on the sector. Deshpande (2014) reported male employees in the service sector as more optimistic towards diversity than in manufacturing. Contrary to these studies, a study conducted in Chhatisgarh on 50 employees of different job profiles by Maleswar and Nair (2013), reports that both genders equally favored increase in diversity. Whereas Rao and Bagali (2014) found that there is higher acceptance for cultural diversity as compared to gender diversity.

Further researchers (Maleswar and Nair 2013; Dixit and Bajpai, 2015) , have found that employees view diversity positively to be associated with meeting diverse customer base, enhance innovativeness, develop richer team experiences to increase team productivity and increase organization effectiveness /competitive advantage . And not associated with increase absenteeism, conflict, or communication hindrance and (Dixit and Bajpai, 2015).

Moreover, positive perception of employees about organization diversity climate has a positive effect on individual and organization variables. Goyal and Shrivastava (2013) in their study in IT sector found a positive relationship between organization diversity climate and overall employee satisfaction and negative relationship with intent to leave. When an organization is providing support to employees through company's diversity strategy, perception about diversity climate will increase organization loyalty (Jauhari and Singh, 2013). Further, an empirical study in IT sector (Rao and Bagali, 2014) has found that diversity initiatives such as practices to manage gender diversity improve employees' perception of importance of diversity and their attitude towards gender diversity. Sia and Bhardwaj (2009) add that psychological contract also determines the employees' perception of diversity climate



of an organization. Breach of psychological contract regarding role and task may foster a feeling of low organization fairness and inclusiveness. Diversity when managed effectively accrues benefits to organization. Suri and Lal (2011), found a positive relationship between diversity management practices in organization and organization effectiveness.

Globalization has led way to strategic international HRM. Organizations need to be aware of the context of country they are operating to could increase individual and group commitment to organizational goals. Researchers have carried cross-national comparative studies in order to assist managers in international and multinational corporations. Cooke and Saini, (2012) in their comparative study in China and India found that most Chinese organizations do not see DM as an issue, but managing diversity in India is of greater significance for firms, both legally and financially. And the process of DM in the Chinese and Indian contexts is different from the US approach. Similarly, Paelmke and Erwee (2008), compared diversity management practices of German and Indian companies. Their study highlights that linguistic diversity is a challenge more in German companies than India, due to high migration from different nations in Germany. The majority of German and Indian managers believe that diversity does not restrict people from working together, nor provoke conflicts or barriers for diverse employees. But feel that social interactions among diverse groups are inadequate. And. German managers more often confront complaints about gender or race related joking and bantering, complaints regarding pay and promotion from non-mainstream members than their Indian counterparts. Beside this, majority of German managers and Indian managers do not perceive cultural diversity as not problematic. Combs and Nadkarni (2005) studied employee perceptions of the structure of affirmative action plans in the United States and India to increase understanding of the international perspectives of affirmative action. They report that, both Indian and American employees preferred the opportunity enhancement affirmative action plans to preferential treatment affirmative action plans and the attitude towards beneficiaries was less favorable among the Indian employees than the American employees.

To understand the dynamics of each diversity attributes, researchers have studied few dimensions in isolation. Vasanthi Srinivasan (2012) emphasizes the need to define the generations in Indian context due to contextual variation of socio-cultural,

techno- economic and demographic changes which vary from west. Identifying a similar need, based on the extensive discussion with 250 corporate representatives, Rajesh and Ekambaram (2014), have classified Indian workforce into five distinct generations : Veterans (Born between 1920-45) , Free-Gens (Born between 1945 – 1960) , Gen X's (Born between 1961 – 1970) , E-Gen's (Born between 1971 – 80) 5 and Gen Y's (Born between 1981 – 90) and discussed their characteristics.

Generation Y, is THE fastest growing generation and makes a high ratio of contemporary Indian workplaces, therefore has caught the attention of researchers, to understand their characteristics in Indian context. Mukundan, Dhanya and Saraswathamma (2013), carried out a study to find conflict resolution style of this generation. They found that no dominant conflict style is associated with this generation; rather it depends on their background. Further, Upadhya (2013) in his empirical study found that popularly held belief about Gen Y that they have low job involvement, less committed to organization were contradicted. Mellahi & Gueramat (2004) found in their study that the young and old managers differ in managerial values and preferences. They have different emphasis on different managerial practices. Young managers are departing from old practices and looking for new ones suitable for global economy. And learning opportunities provided on the job and career growth were found most prioritized career expectations of Gen-Y IT professionals (Mamatha & Satyanandni, 2013)

Women are the other emerging group of diverse workforce. The increasing participation of women in workforce is being observed by researchers and gender diversity and their consequent impact in organization has become a field of research. Punia (2005) studied the effect of gender with respect to the comfort level of the males in the corporate sector. He find that men are most comfortable supervising women and least comfortable in being supervised by women. Whereas, females, feel that men are least comfortable in competing with women. Such attitude towards women often creates glass ceiling. Sharma (2014) in a study on gender diversity in corporate boards of NIFTY50 companies found that out of 50 companies, 16 companies do not have single female member in their boards.

People with disability, are being recruited by corporate as either corporate social responsibility or other socio-economic reasons. Moreover, the public sector has been

ahead recruiting this group under affirmative action for long. With advanced technology this group is better skilled now, entering workplaces with more efficiency than before. Choukasey and Tuli (2009) in their study with senior level executives and CEOs of various organizations having prior experience of working with people with disability, found majority people agree to the advantages of employing people with disability and support to provide equal opportunities. Attitude of people towards physically disabled and lack of infrastructure was found to be barriers of recruiting them.

India is a multi-religion country, so are the workplaces. Rao (2012) in her exploratory study, finds that religion though does not bring in clashes at workplaces but religion does have an influence on the attitude towards work and behavior at workplace. Therefore religious diversity needs to be taken into consideration, while making policies regarding dress code, holidays, cafeteria facilities etc.

*Diversity research in India has an abyss of understanding how diversity dimensions of India impact the outcomes of diversity. Further, region of origin, though identified as one of the major basis of differentiation, has not received significant attention. The current study in Indian context focuses on region of origin as diversity dimensions to understand its cognitive nature and find the demographic characteristics influencing common identity in a regionally diverse workforce.*

## **2.3 Human Resource Management and Diversity Management**

This part discusses the overlap of HRM and diversity management by explaining the reasons for integrating these two functions, the role played by HRM in managing diversity and the review of theoretical and empirical studies to identify the gap.

### **2.3.1 Reasons for integrating HRM with Diversity Management**

Change in the workforce demographics is inherited with both benefits and challenges. This increasing diversity is heralded as business case underlining its benefits. However, changes in the business environment do not occur in isolation and organizations are required to change their structure and practices to remain competitive. The reality of business case is subjected to effective management of diversity by changing organization practices.

Diversity management (DM) is defined as planning and implementing organizational systems and practices to manage people so that the potential advantages of diversity are maximized while its potential disadvantages are minimized (Cox, 1993). One of the prime challenges to implementing diversity management recognized by researchers (Bassett-Jones, 2005; Cox, 2001; Galagan, 1993; Moore, 1999; Thomas, 1992, Kreitz, 2008) is that human beings desire to work in group similar to them. Therefore to harness the benefits of all talent within an organization, the interaction among the people i.e. human processes must be changed (Kreitz, 2008). Jackson (1992) suggests that a wide range of tools are available with HR professionals that can change the attitude and behaviors of their employees and organization. Moreover, changing the organization practices and policies defining people process would enhance the favorable interactions (Kreitz, 2008) for maximizing the benefits of diversity. HRM is the curator of human process. Therefore HRM practices such as recruitment and selection system, performance appraisal, compensation and rewards; training and development etc., aligned with diversity management perspectives have a key role in managing diversity. Moreover such practices bring out affective effects, which engage employees with their work, colleagues and organization (Benschop, 2010) to increase competitive advantage.

Further, Mc Mahan et al (1998) use a resource – based view to demonstrate theoretical fit of HRM and diversity. They state that resource based view of SHRM, believes in developing competitive advantage through valuable, rare and inimitable and non-substitutable resources, moreover managing and valuing diversity can provide competitive advantage from diversity. Therefore HRM and Diversity Management are integrated with common goal.

Indeed, proponents of the importance of integration of HRM and DM have defined DM in terms of HRM. Such as -

Diversity Management is defined as the aggregate effect of HRM sub-systems, including recruitment, reward, performance appraisal, employee's development and individual managerial behaviors in delivering competitive advantage through leadership and team work. (Basset Jones, 2005; 170)

Diversity management is referred as managerially –initiated programs and / or human resource management (HRM) policies and practices that seek to empower the diverse workforce by integrating multiple social groups. (Fujimoto, 2011: 148)

### **2.3.2 Role of HRM in Diversity Management**

HRM as an organizational function plays an important role in managing the diverse workforce to achieve the organization goals by bringing structural and behavioral changes to attract, develop, retain and motivate diverse workforce. Diversity management is achieved by two approaches i.e. managing diversity and valuing diversity (Stephenson & Stephenson, 2001). The end goals and mechanisms of these two approaches of diversity management are parallel to hard and soft approaches of HRM (Meena & Vanka, 2012). The hard approach emphasized that people are important resources through which organizations achieve competitive advantage (Armstrong, 2011) by the implementation of more appropriate HR functions (Horwitz et al., 1996). The HR functions can be redesigned and shaped towards desired consequences. The Kossek & Lobel (1996) suggests that single-threaded diversity solutions, such as focusing only on recruitment or single-approach management techniques, such as requiring every employee to take diversity training, do not create lasting change. Further, in a similar vein, Kreitz (2008) explains that as mono-cropping destroys biological diversity, so does mono-managing similarly destroy diversity within organizations.

Bringing about the changes needed to build and sustain diversity requires reviewing the entire major HR functions (Mc. Mahan, et al, 1998; Benschop, 2010; Richard & Johnson, 1999) supporting diversity management such as inclusive recruitment strategy, non-discriminatory selection process and conducting valid, unbiased performance evaluations (Mc. Mahan, et al, 1998). And horizontally integrate one with another (Bamberger & Meshoulam, 2000) as no single approach would bring positive outcomes. To redesign, there is need to understand the diversity issues in each functions. Such an understanding helps to develop identity-blind HRM practices. Identity-blind structures mean formalized HRM practices which ignore group identity throughout decision making and treat all individuals equal (Konrad & Linnehan, 1995). Identity-blind HR practices creates a perception of justice and fairness in the organization. When different group members share perceptions of justice, research suggests that it becomes easier for them to work together (Roberge et al., 2011). Such redesigning manages diversity by bringing cognitive, affective, communicative and symbolic outcomes which in turn improves performance at

individual, group and organization level (Benschop, 2010) and achieve competitive advantage.

Effective implementation of these revised HR functions requires changing the behaviors, attitudes, and perceptions among individuals and workgroups towards diversity. Discrimination, stereotype and prejudices due to differences and individuals attitude towards differences would make the task of managing diversity hard and result in people management problems. And denial of such people management would lead to inefficient utilization of potential of diverse employees with negative impact on the corporate bottom line (Fernandez, 1991).

Joplin and Daus (1997) suggest that because diversity is relatively new phenomenon in the workplace, it is not self – managing process. Further Kossek, Markel and McHugh (2003) propose that HR strategies that focus upon structural change without also focusing upon developing supportive group norms and an appropriate climate may be inadequate strategies. An appropriate climate would in turn, can influence the attitudes and behaviors of organization members. This identifies the extension of role of HRM from revising the HR functions to creating and implementing HR practices to change the attitudes and values of individuals and increase understanding and tolerance among people from different societal and cultural backgrounds. This focuses on the soft approach of HRM. This treats employees as valued asset, a source of competitive advantage through their commitment –‘the heart and mind’ of people through involvement, communication and other methods (Armstrong, 2011).

Cox in his Interactional Model of Cultural Diversity suggests that various factors at individual, group and organization level factors combine to create potent effects on each level. The model posit that it is essential to design and implement activities at individual, group and organization level to create favorable attitude and circumstances for celebrating diversity . Therefore, under the soft approach of HRM, the practices could be implemented at different levels with the purpose of creating an awareness of diversity, modifying individuals' attitudes toward others different from them, and ultimately, changing individuals' behavior. Such as diversity training at individual level, mentoring, affinity groups, identity –based networking groups (Friedman and Haltom, 2002; Kossek et al., 2006) at dyad and group level and diversity councils and diversity audits (Cox 1993) at organization level.

Further, diversity management aims at valuing diversity to derive maximum benefit; this can be achieved through an organization wide change in HR practices. Shen et al., (2009) proposed in their framework of HR diversity management that HR practices should be aligned with diversity management perspective at strategic, tactical and operational level, with the involvement of line managers for effective implementation. They posit that strategic level practices would be changing the organization culture and leadership, tactical level practices involve HRM functions (recruitment, appraisal, remuneration etc.) supporting managing diversity philosophy and operational level practices involves educating employees , identity based networks, affinity groups, flexible employment , work-life balance practices .

### **2.3.3 Research on HRM in Diversity Management – Global**

For long time diversity issues went unnoticed in the HRM discourse. Benschop (2001) contends that the reason for it was that HRM has considered employees to be homogenous who has no gender, age and nationality. (Further was in controversy if diversity is really an issue of HRM as it aims towards creating homogeneity). Authors (Benschop, 2001, Truss, 1999) have criticized this perspective of HRM theory and implore that the variation in employees and the impact of HRM practices on diverse employees should be recognized. Further, Mc Mahan et al., (1998) suggested that different human resource necessitates new ways of dealing with HR programs and practices. Grounded on this view, researchers (Ellis & Sonnenfeld, 1994; Mc Mahan et al., 1998; Richard & Johnson, 1999; Benschop 2001; Kossek et al., 2006; Kreitz 2008) have called for complete revision of HRM activities to manage diversity.

Moreover, the advocates in favor of considering diversity as an HRM issue argued that diversity management and human resource management are conceptually integrated (Meena & Vanka, 2012) and have a theoretical fit (Mc Mahan et al., 1998), as their end goals and mechanisms are similar. Further Shen et al., 2009 posit that as HRM is the curator of people issues, therefore diversity and diversity management are considered to be an HRM concern. In similar context, Basset-Jones, 2005 have defined Diversity Management in terms of HRM, supporting the argument of managing diversity through HRM. In addition many researchers (Jayne & Dipboye, 2004; Shen et al., 2009; McMahan et al., 1998; Richard & Johnson, 2001; D'Netto & Sohal, 1999; Kochan et al., 2003; Kossek & Lobel, 1996; Roberge, 2011) posit that workforce diversity is efficiently managed by HR practices integrated with diversity

management principles. Moreover, Armstrong et al., (2010) study empirically supports that inclusive practices (traditional hrn practices combined with diversity practices) were more efficient than only diversity and equality management in managing diversity.

The proponents of similar views have suggested a range of best practices to manage diversity through HRM such as inclusive recruitment, non-discriminatory selection process, unbiased performance evaluation (Mc. Mahan, 1998), diversity training, mentoring, affinity groups, networks and diversity councils (Kossek et al., 2005). Few researchers (Shen et al., 2009; Benschop, 2001; Richard & Johnson, 2001) have given conceptual frameworks to understand how these HR practices are linked to organization outcomes. Shen et al., (2009) identifies in their framework of HR diversity management that HR practices need to be implemented at strategic, tactical and operational level to meet diversity management objectives.

Concurrently, researchers (Kossek & Lobel, 2006; Kreitz, 2008; Richard & Johnson, 1999) have criticized the single practice approach such as only recruitment from diverse background or diversity training due to its inefficiency to manage diversity, and emphasized on the need to review all HR practices. Although, the configuration of HR practices is prescribed, but the how these practices can be integrated each other for efficient diversity management is not discussed. Exception being work of Richard & Johnson (2001). They added to the HRM diversity discourse by emphasizing the need of integrating HRM practices and policies horizontally. Drawing on configurational perspective, they proposed that integrated HR practices activities such as training and development, work design; staffing and compensation will have meaningful diversity orientation. Another recent study by Armstrong et al (2010) has empirically analyzed that inclusive high performance work system (combination of traditional HPWS and diversity and equality management) leads to benefits to both employees and employers.

Much research on HRM in DM has been prescriptive in nature. However few researchers (D'Netto & Sohal, 1999; Jabbour et al., 2011) have taken a descriptive approach, to identify the HR practices in organizations. Furthermore, based on the prescriptive literature, few researchers have attempted to identify the relationship between dependent and independent variables (HR practices and their outcomes). Konrad and Linnehan (1995) found a positive relationship between HRM practices



supporting inclusion of diverse groups and employment status of women and people of color. Benschop (2001) through case study method on insurance and telecom companies found that HRM activities lead to four types of outcomes i.e. cognitive, affective, communicative and symbolic, which in turn affects individual, group and organization performance. Richard and Johnson (1999) found a direct positive relationship between Human resource diversity practices and individuals outcome such as turnover but not organization outcomes. However, it was found that human resource diversity practices had a positive relationship with productivity and market performance when moderated with business strategy. They concluded that human resource diversity practices can have joint universalistic-contingency effects.

Based on the argument that the extent to which diversity results in positive performance is dependent on how diversity is managed, researchers have made an attempt to understand the role of HRM in this context. Benschop (2001) in an effort to explore the relationship between diversity, HRM and performance concludes that HRM strategies and activities mediate the performance effects of diversity.

Martín -Alcazar et al., (2013) in their critical review of workforce diversity in strategic human resource management model, identified that there is a need to address the psychological processes mediating the diversity – performance relationship, development of diversity oriented SHRM typologies, understanding the moderating role of SHRM. However, it was difficult to find papers addressing these gaps. The work of Martín -Alcazar et al., (2012) being an exception. They reject the deterministic view of consequences of diversity and on the assumption that the extent to which they diversity determines performance depends on certain conditions that can be directly or indirectly managed by the SHRM function. They confirmed the moderating effect of the SHRM system, but the typology (control and commitment SHRM system) they tested could not fully explain the relation. And they have called for more specific typologies to explain the outcomes. Further, by exploring the nature of diversity management through their study, they suggest that the best SHRM practices would depend on the type of diversity that the organization is facing. The universalistic prescriptions should be avoided and different SHRM configuration can be used depending on different type of diversity.

Diversity management in HR to date has received surprisingly little attention in the diversity management literature (Shen et al., 2009). Moreover, much of the literature addressing role of HRM in managing diversity is prescriptive in nature (Shen et al.,

2009; Alcazar et al., 2013). And there is dearth of configurational models describing how different HR policies and practices can be integrated to manage diversity (Martín-Alcazar et al., 2013) and empirical studies in this field (Shen et al., 2009). Further Benschop (2010) calls for more theory development and testing of abstract notions and concepts concerning diversity in empirical settings.

*In response to the gaps identified in literature and call for research, the current study developed a conceptual model to empirically test the moderating role of HRM practices. Further an attempt is also made to understand the psychological mechanism underlying this effect. The study also addresses to the call of Martín-Alcazar et al., (2012) to develop more specific diversity-oriented HRM typologies to understand its effect.*

### **2.3.4 Research on HRM in Diversity Management – India**

Globally, managing diversity has been recognized as critical element critical elements in the strategic HRM literature; however, such recognition is in an elementary or non-existent stage in India (Woodward & Saini, 2006). There are very few studies found in this context. Cooke & Saini (2010) investigated systematically the extent to which diversity management has been deployed as part of strategic HRM through an in-depth, multiple –case studies of 24 companies of different ownership forms in number of industries. Their study reveals that the majority of the case study organizations have not adapted a strategic approach to diversity management to enhance their performance. Approach to diversity management is found to vary across sector and ownership due to demographic nature of workforce, historical background and leadership. However, IT MNCs both foreign and Indian do have a formal diversity management policy.

Another study by Muncherji & Gupta (2004) focuses on the role of the human resource management practices in building an enterprise, which is sensitive to ethic and diversity issues. They have examined how socio-cultural ethnicity and diversity effect the development of policies, systems and process in Indian organization.

Researchers have scarcely investigated diversity management from the point of view of element of HRM. The demographic and socio-cultural factors make workforce composition of Indian organizations different from the other countries. Indeed, Researchers (e.g., Agocs & Burr, 1996; Ferner, Almond, & Colling, 2005; Healy & Oikelome, 2007; Nishii & Özbilgin, 2007) have shown their apprehension

over utility of similar diversity management concept in different societal context. This requires understanding the role of HRM in managing the diversity issues in Indian context. Furthermore Martín -Alcazar et al., (2013) suggest that the best SHRM practices would depend on the type of diversity that the organization is facing. *The current study addresses this need, by investigating the role of HRM in managing diversity in Indian context, with reference to regional diversity in organizations.* The conceptual model discussed in the next chapter tries to fill these specific and important gaps identified while reviewing the literature.

## **2.4 Summary**

Globally, research has defined diversity in terms of various dimensions, typologies have developed to categorize the dimensions of diversity, and various outcomes of these dimensions of diversity are empirically tested. The explanation for these outcomes has involved moderators and mediators abandoning the direct-effect. Moreover, the recent studies have made effort to explain the outcomes of diversity by integrating both moderators and mediators. The existing research calls for complex theoretical frameworks to understand the process. The research reviewed to date on overlap of diversity management and HRM, widely argues that diversity can be managed through HRM function by revising its practices and policies to align with diversity management principles, but there is a dearth of empirical support and calls for empirical testing of prescriptive literature

In Indian context diversity research is still in infancy as compared to global research and very fragmentary. The major dimensions of diversity influencing workplace have been identified. Furthermore the research in Indian context followed western concepts of diversity. There is a need to fill this gap as diversity dimensions are contextual in nature and would vary from country to country.

## **CHAPTER 3**

### **CONCEPTUAL FRAMEWORK AND HYPOTHESES**

Based on the gaps identified in the literature review presented in chapter two , a proposed conceptual model of the selected constructs that are hypothesized to investigate the role of HRM in Diversity Management is presented in this chapter. In particular, when and how HRM leads to positive outcomes of diversity. The concept and the proposed conceptual model are presented in this chapter. Further, independent, moderating, mediating and dependent variables which form the basis of the model, as well as the resulting hypothesized relationships, will be discussed.

To facilitate discussion of the variables identified, the chapter is divided into four sections. The first section encompasses the discussion of dependent variables, namely innovative work behaviour. The second section encompasses the discussion on outcomes of independent variable i.e. cognitive diversity and resulting hypothesized relationship of cognitive diversity with innovative work behaviour and common identity. The third section discusses the moderating variable i.e. Diversity-oriented Human Resource Management (DHRM) practices. This section explains when HRM leads to positive results from cognitive diversity and the hypothesized moderating relationship of DHRM practices between cognitive diversity and innovative work.

The fourth section discusses the mediating variable, i.e. common identity. This section explains how DHRM practices leads to innovative work behaviour from cognitive diversity i.e. the intermediary process between DHRM practices and innovative work behaviour. A mediating effect of variable occurs when the independent variable is presumed to cause mediator and in turn the mediator causes dependent variable (Wu & Zumbo, 2008). To explain the mediating role of common identity this section is divided into two subsections, first discussing and presenting the hypothesized relationship of DHRM practices and common identity and second subsection discusses and presents the hypothesized relationship of common identity and innovative work behaviour.

### 3.1 The Concept

In the increasing competitive and changing environment, innovativeness is must for organizations to exhibit sustained performance, which highly depends on innovative efforts and behaviours of human capital (Prieto & Perez-Santana, 2014). In an organization, it is the individuals or teams who undertake innovative activities (Scott & Bruce, 1994; Janssen et al., 2004). Further, it is found that team innovative behavior is a function of interaction of individual innovative behavior (Taggar, 2002; Pirola-Merlo & Mann, 2004). In addition, it is identified in previous research that employees are an important source of innovation and has remarked the importance of innovative work behaviors (Prieto & Perez-Santana, 2014).

Individual innovative behavior does not occur in isolation (Van de Van, 1986); commonly work group members and peers stimulate individual innovation (Scott & Bruce, 1994; De Jong, 2006). Innovation involves combining/ rearranging different pieces of reality (for a review, see Kanter, 1988). In an organization the human capital is a source of such different pieces of knowledge and information. Employee diversity is a key variable for brining different types of individual knowledge bases (Østergaard et al., 2011) to the organization. Individuals from diverse backgrounds bring in differences of opinions, perspectives, knowledge, understanding, ability etc. which brings in cognitive diversity at workplace. When individuals interact with others they take the benefit of these cognitive differences and combine them to build on new ideas and experiment them.

However, previous studies have shown inconsistent results related to this relationship. This is explained based on social – categorization perspective that individuals categorize themselves and others into social categories more readily based on demographic attributes and also based on underlying attributes such as similarity in views , beliefs etc. Such categorization develops positive identity of in-group, and perceives out-group members as less- attractive (Kramer, 1991) and exhibit less favorable behaviour towards out-group members. This may hinder interaction with the out-group members and impede exchange of knowledge and perspectives.

This brings in need of creating a situation where in the individual interactions are increased and social –categorization decreases. In an organization HRM practices can influence and shape the skills and behaviors of individuals Collins and Smith, 2006;

Chen and Huang, 2009; Martinsons, 1995) . Further nurtures necessary conditions for channelizing individuals towards innovation activities (Scarbrough, 2003; Laursen and Foss, 2003; Michie and Sheehan, 1990). Moreover, research identifies that HRM practices also develops relationships and social ties among organization members (Prieto & Perez Santana, 2013) and create social conditions that motivate employees to interact and share knowledge (Collins and Smith, 2006; Kase et al., 2009). Therefore, HRM practices create an environment of support and interaction among employees, which is essential for enhancing innovative work behavior.

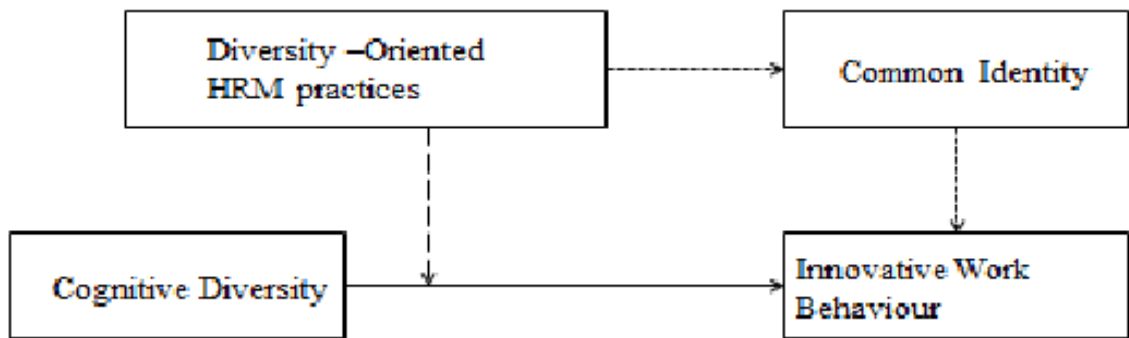
The way the employees perceive the intention of HRM practices will in turn affect the outcomes of the practices implemented. Thus, HRM practices oriented towards managing diversity and addressing the diverse needs can reduce social-categorization and develop a common identity among individuals. Common identity improves interaction conditions and develops a sense of safety by reducing the negative attitudes towards outgroups. In such a condition individuals will be willingly sharing their ideas and indulge in innovative work behaviour.

A detailed discussion on the concept and relationship between the constructs is elaborated in section 3.3.

### **3.2 Proposed Conceptual Model**

The conceptual framework for the study was arrived at after incorporating the constructs previously identified in the literature of HRM, Diversity, Social psychology and Innovation. A Mediated Moderation Model is developed explaining the mechanism of diversity leading to positive outcome. Cognitive diversity is the independent variable leading to innovative work behaviour (dependent variable). Diversity –oriented Human Resource Management (DHRM) practice is the moderating variable, which moderates the relationship of cognitive diversity and innovative work behaviour. Common identity is the mediating variable, which mediates the relationship between Diversity –oriented Human Resource Management practices and innovative work behaviour.

The **figure 3.1** shows the conceptual framework of study.



**Figure 3.1 Proposed conceptual model.**

(Continuous arrows represent the direct relation, dashed arrows represent moderation and dotted arrows represent the mediation)

The identified relationships between these variables by integrating these literatures and which are also relevant to this study are presented in **Table 3.1**

**Table 3.1: Relationships between constructs and theoretical support**

<b>Independent Variable</b>	<b>Dependent Variable</b>	<b>Theoretical Support</b>
Cognitive diversity	Innovative work behaviour	Østergaard et al., 2011 ; Jehn et al., 1999; Pelled et al., 1999 ; Shin et al., 2012 ; Williams & O'Reilly, 1998; Zellemer-Bruhn et al., 2008
Diversity- oriented Human Resource Management practices	Innovative work behaviour	Prieto & Perez Santana, 2013; Snell, Shadur, & Wright, 2002 ; Sanders et al., 2010; Dorenbosch et al., 2005
Human Resource Diversity Management practices	Common identity	Hornstein,1976;Sole, Marton, & Hornstein, 1975;Gaertner & Dovidio, 2000 ; Cook, 1985 ; Dovidio et al.,2010; Roberge et al., 2011 ; Pendry et al., 2007; Wagner, 1995; Arthur, 1992; Tsui et al., 1997 ; Deutsch, 1973 ; Novak& Rogan, 2010
Common identity	Innovative work behaviour	Kramer & Brewer, (1984) and Brewer & Kramer, (1986 ; Riek et al., 2010 ; West &

Altink, 1996 ; Opatow, 1995; Barczak et al ., 2010 ; Streicher et al ., 2012; Colquitt et al .,2002 ; Janssen, 2004; Ramamoorthy et al .,2005 ; Y o u n g , 2012 ; Hinds & Mortenson, 2005 ; Serva, Fuller, and Mayer 2005 ; Glyn et al., 2010

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### **3.3 Discussion of variables and development of hypothesis**

This section discusses the independent, moderating, mediating and dependent variables which form the basis of the model, as well as the resulting hypothesized relationships.

#### **3.3.1 Dependent variable – Innovative work behaviour**

The primary outcome variable of interest in the model is innovation (more specifically, individual innovation). In an organization, it is the individuals or teams who undertake innovative activities of generating, promoting, discussing, modifying, and ultimately realizing ideas (Scott & Bruce, 1994; Janssen et al., 2004). Moreover, studies conducted by Taggar (2002) and Pirola-Merlo & Mann (2004) found that team innovative behavior is a function of interaction of individual innovative behavior. Any type of project typically requires input from different members and their integration (Pirola-Merlo & Mann, 2004). Moreover, individual innovation is the building block of organization innovation. The proposed model focuses on this basic unit of innovation as dependent variable.

The construct individual innovation has been conceptualized in terms of personality attributes or outputs or behavior (Kleysen & Street, 2001; De Jong, 2006). The current study focuses on behavioral concept of individual. In, the proposed model, Individual innovative work behavior is defined as engagement in innovative behaviors, which includes behaviors, related to the innovation process, i.e. opportunity exploration, idea generation, championing and application (De Jong and Hartog, 2008).

Opportunity exploration is identifying new opportunities (Krueger, 2000) which includes behaviors such as looking for ways to improve current product, services or



processes, or trying to think about current work processes, product or services in alternate ways (De Jong, 2006)

Idea generation precedes opportunity exploration. Idea generation involves generating a creative idea to address the opportunity identified in the last stage. The generation of idea may relate to new products, services or processes or in general terms, solutions to identified problem (De Jong, 2006)

Championing, is selling the idea once it has taken the shape. Championing includes behaviors related to finding support and building coalitions, such as persuading and influencing other employees and pushing and negotiating (De Jong, 2006)

Application, is transforming the idea into reality .It includes behavior such as developing new products or work processes, and testing and modifying them (De Jong, 2006)

### **3.3.2 Outcomes of Cognitive diversity**

The innovation literature posits that the key element for generating innovation is combining/ rearranging different pieces of reality (for a review, see Kanter, 1988). In an organization the human capital is a source of such different pieces of knowledge and information. The workforce diversity and interaction among them is a determinant of human capital (Laursen et al., 2005). Interactions among diverse individuals allows to put together different opinions, information and ideas, a combination of which stimulate innovative solutions to work related problems (e.g., Amabile, 1983; Jehn, Northcraft & Neale, 1999; Kickul & Gundry, 2001). This approach is reinforced by the conception that innovation is a social process (Jain, 2010) that often involves communication and interaction among employees in a firm and draws on their different qualities from all levels of the organization (Østergaard et al., 2011).

Innovation is a process of interaction and diversity among those who interact promotes the innovation process (Østergaard et al., 2011). Therefore the composition of individuals within the firm is an important factor for understanding innovation (Østergaard et al., 2011).The more diverse is the composition, more the availability of diverse individual knowledge bases. Thus, employee diversity is a key variable for brining different types of individual knowledge bases (Østergaard et al., 2011) to the organization , which is a valuable base for workplace creativity (Amabile, 1996) and

innovation. According to innovation literature, individual innovation in general involves two set of behaviors related to creation of idea and implementation of idea. Diversity has an impact on these behavioral activities of individual innovation.

The Information- decision making view of diversity highlights that diversity is likely to provide an increased range of knowledge bases, skills, abilities and perspectives. Interaction among such cognitively different individuals results in task related conflicts (Jehn et al., 1999; Pelled et al., 1999). Individual innovative behavior does not occur in isolation (Van de Van, 1986); commonly work group members and peers stimulate individual innovation (Scott & Bruce, 1994; De Jong, 2006). Individuals when work with other peers or in teams, they may work separately on a component of the larger project, which would be later integrated with other components of team members or interacting with team members to build upon together (Pirola-Merlo and Mann, 2004). By exposure through interpersonal interactions, individuals are likely to take benefit of the diverse perspectives and approaches to combine and build on different ideas and to experiment with these ideas from different perspectives (Shin et al., 2012). Moreover, individual's knowledge structures (Walsh, 1995; Mumford & Gustafson, 1988) and motivational process within individuals is also fostered by such interactions (Mumford & Gustafson, 1988). The skills or expertise among members complementing each other may stimulate fresh ideas and facilitate innovative behavior (for a review, see Williams & O'Reilly, 1998). Further, diverse people bring in different concerns and agendas, which increases interactions to decide a course of action (Zellemer-Bruhn et al., 2008).

Therefore, follows the hypothesis

*Hypothesis 1: Cognitive diversity is significantly related to innovative work behavior*

According to diversity literature (see for review Williams & O'Reilly, 1998) individuals categorize themselves and others into social categories based on characteristics such as age , race , religion etc. through a process of social – categorization. Indeed, all dimensions of diversity provide a basis for differentiation and bring out social categorization (Van Knippenberg et al., 2004). Cognitive diversity can also led to social –categorization. The social – categorization perspective posits that individuals categorize themselves in in-groups and out-groups. Such categorization develops positive identity of in-group, and perceive out-group

members as less- attractive (Kramer, 1991), less trust- worthy, honest and cooperative (Tajfel, 1982). Further developing positive views and judgments about own category and less favorable towards other group (Sacramento et al., 2006). Such categorization inevitably leads to stereotypes, prejudices (Hamilton, 1979; Tajfel, 1981) towards out-group members. Thus reducing the perceived common identity.

Therefore, the follows the hypothesis

*Hypothesis 2: Cognitive diversity is significantly related to common identity.*

### **3.3.3 DHRM practices as moderator in the relationship between cognitive diversity and innovative work behavior – Explaining when HRM leads to positive results from cognitive diversity**

Drawing on literature, it is concluded that the extent to which consequences of diversity are positive or negative depends on moderator. Drawing on theoretical models in literature of Kossek & Lobel, (1996), Benschop (2001), Sanchez and Medkik (2004) and Shen et al., (2009), the current model considers HRM as a construct that moderates the effect of cognitive diversity on innovative work behavior.

Richard and Johnson (2001) proposed that all the major HRM functions should have diversity orientation to foster management of diversity. Further other researchers (Mc. Mahan, et al, 1998; Benschop, 2010; Richard & Johnson, 1999; Bamberger & Meshoulam, 2000; Kossek & Lobel, 1996; Kreitz, 2007) have emphasized the need to integrate all functions for effective management of workforce diversity as no single approach would bring positive approach. The integration of HRM functions is crucial as it avoids social traps or social dilemmas created by diversity orientation of single function (Richard and Johnson, 2001). Therefore the current model takes an integrative approach and considers the following function areas –Recruitment, Selection, Performance Appraisal, Compensation Management and Training. All these HRM functions with diversity orientation together are referred as Diversity-oriented Human Resource Management (DHRM) practices in the current study. The section below discusses the various diversity oriented HRM functions to manage diversity.

## Recruitment

Research suggests that the extent of fairness perceived in recruitment process depends on the channels that are preferred to recruit applicants (Gelfand et al., 2005). In hiring context, the source of recruitment decision is the outcome that is addressed when evaluating distributive justice. Organizations that rely on only informal networks to fill open positions may increase the probability of discriminating against group (Roberge et al., 2011). Relying on various communication media and not just informal network will increase the perception of distributive fairness. Further, all individuals competing for a job given an equal chance of obtaining that job, views as fair (Anderson et al., 2001).

## Selection

Experiences during selection process impacts the future attitude, behavior, perceptions and intentions of hired individuals (Singer, 1992; Gilliland, 1993; Hausknecht et al., 2004) as selection process is the first source of information acquisition to evaluate values and norms of an organization. And an individual's initial impressions are often resistant to change (Nisbett & Ross, 1980). Therefore; it is reasonable to expect that evaluation of selection process will have an impact on behavior of an individual. Moreover, empirical research has supported this argument (e.g. Fletcher, 1991; Noe & Steffy, 1987). Further, Lind & Tyler (1998) hypothesized that procedural fairness perception in selection would impact group cohesiveness.

Fairness perception in selection process is enhanced by conditions of procedural justice (consistency in administration, opportunity to perform (, informational justice (feedback, honesty) and interpersonal justice (interpersonal effectiveness of administrator and two- way communication) (Gilliland, 1993). Consistency is confirming all decision procedures to be same across people and time (Gilliland, 1993). Consistency across people is referred as consistency in the content, scoring and interpretation of scoring (Arvey & Sackett, 1993). Opportunity to perform with reference to selection is having adequate opportunity to demonstrate one's knowledge, skills and ability during selection process (Arvey & Sackett, 1993). Opportunity to express oneself prior decision making increase justice perception. During selection process honesty is considered important in communicating with interviewees (Bies & Moag, 1986) and in feedback content (Schuler, 1993; Gilliland,

1993). Interviewer's correctness, sincerity and believability (Liden & Parsons, 1986; Schmitt & Coyle, 1976) and honesty in feedback of selection information (results) (Gilliland, 1993) relates to honesty. Interpersonal effectiveness is related to degree to which interviewees are treated with warmth and respect (Gilliland, 1993). Interviewees when treated with respect (Bies and Moag, 1986), warmth (Schmitt & Coyle, 1976) and sympathy (Iles & Robertson, 1989) considered the process fair. Two-way communication is related to opportunity to ask questions regarding job, organization or selection process (Gilliland, 1993). Further, the selection process should be fair (Gilliland, 1993; Schmitt & Gilliland, 1992)

Drawing on similarity-attraction paradigm (Byrne, 1971), which states that when individuals are demographically similar, they perceive themselves as being similar and are mutually attracted (Goldberg, 2005). Studies by Tsui and O'Reilly (1989) and Ferris et al., (1994) support this. Moreover many researchers have tested the relation of demographic similarity and positive work attitudes and behavior (Jackson et al., 1991; O'Reilly et al., 1989; Zenger & Lawrence, 1989, Riordan & Shore, 1997). Moreover, Goldberg, (2005), found that recruiter-applicant similarity had significant direct effects on overall interview assessment and final offer. Demographic similarity is taken as indicator of attitudinal similarity hence the favorable behavior towards them. And stereotyping based on demographic attributes is more frequent to occur in absence of much data about the target such as in interview (Ravenson, 1989; Gordon, Rozelle and Baxter, 1988). Using diversity characteristics as signals for job performance (Heneman et al., 1997), selecting candidates based on similar non-job related characteristic (Heneman et al., 1997; Goldberg, 2005), more favorable assessment for demographically similar candidates (Heneman et al., 1997; Goldberg, 2005) and starting pay differentials based on diversity characteristics (Heneman et al., 1997) create a perception of injustice.

### Performance Appraisal

Prevailing research on performance appraisal recommends that appraisal procedures influenced employee perceptions of fairness than ratings (Landy, Barnes, & Murphy, 1978; Taylor, Tracy, Renard, Harrison, & Carroll, 1995). In order to perceive fairness in the performance evaluation process, organizations must implement performance management practices that involve clear performance expectations and criteria, valid

and reliable performance measures, regular performance feedback, and consistent application of similar standards across employees (Roberge et al., 2011).

Fair performance appraisal follows principles of adequate notice and two-way communication (Folger et al., 1992). Adequate notice principle refers to informing the objectives and standards of the performance appraisal system to employees being rated before the performance appraisal period starts (Erdogan et al., 2001). Fair hearing principle refers to two-way communication where opportunity is provided to explain certain events and provide input before the appraisal decision is made (Folger et al., 1992; Kavanagh et al., 2007). Appraisal procedures are considered to be fair when employees are allowed to contribute to direct input into their evaluation (e.g. Dipboye and de Pontbraind, 1981; Lissak, 1983; Greenberg, 1986; Landy, Barnes, & Murphy, 1978; Kavanagh et al., 2007). This provides an individual control over decisions, which is a determinant of procedural justice.

Further, knowledge and clarity of the performance appraisal criterion are important determinants of justice perceptions (Levy & Williams, 1998; Williams & Levy, 2000; Tang and Sarsfield-Baldwin, 1996; Kavanagh et al., 2007) and their consistent application (Greenberg, 1986) is an important determinant of justice perceptions. The other determinants found in literature are frequent feedback (Inderrieden, Keaveny, & Allen, 1988), employee participation in scale development for appraisal (Silverman & Wexley, 1984; Erdogan, 2002), ability to challenge/rebut evaluations (Greenberg, 1986). Ability to challenge or modify the ratings in performance appraisal.

Research drawing on self-verification theory of Swann et al., (2005) and optimal distinctiveness theory of Brewer, (1991) suggests that evaluating and rewarding performance should be done at both, an individual level and a group level, as it motivates group identification and enhances perception of justice (Roberge et al., 2011). Both these theories emphasize the significance of inclusion and differentiation for individuals to perform high in diverse environments. Moreover, a study by Milton and Westphal (2005) found that the relationship between diversity and cooperation is mediated by mutual identity confirmation at both levels (the individual and the group level) supporting this theoretical argument.

### Compensation

Diversity management in remuneration requires complete application of the principle of equal pay and a performance-based pay system (Shen et al, 2009). Reward allocation corresponding to performance inputs such as effort, experience, and responsibility is perceived as fair (Homans, 1961). Further, rewarding performance at both, an individual level and a group level, motivates group identification and enhances perception of justice (Roberge et al., 2011). Employees in diverse demographic backgrounds must have equal political influence. Such political influence may be used to determine the initial and later pay raises (Barber and Daly, 2006). In addition a flexible benefit plan accommodating diverse needs and interest generates a feeling of equality (Barber and Daly, 2006).

### Training

Review of diversity training research, suggests that diversity training programs broadly fall in two categories i.e. disseminating information and create behavioral change ( it is further divided into awareness and skill training ) ( see Kulik and Roberson's , 2008). Training to disseminate information aims at cognitive-based change by informing organization policy related to diversity. Awareness based training attempts to increase trainees' awareness of their biases including stereotypes and skill based training teaches specific skills and behaviors (Pendry, Driscoll & Field, 2007).

Information disseminating training provides information about laws and policies of organization to address inclusion and diversity in workplace ranging from equal opportunity law, policies against sexual harassment to any demographic and social changes (Fredman & Brody, 1996). Awareness training involves increasing understanding the differences (Lindsay, 1994) such as based on demographics and get introduced top to the value added by diversity and differences (Fredman & Brody, 1996). It gives an opportunity to understand cultural differences to become conscious of such differences on their interactions (e.g. Gudykunst & Hammer, 1983) Further , such training programs include included modules on awareness of other cultures and ethnic backgrounds (Baba and Hebert, 2004) . Skill based diversity training involves providing competencies and skills necessary in order to work skills for cross-cultural

communication, managing conflicts , flexibility and adaptability (Carnevale & Stone , 1994)

Human resource policies and practices are being widely recognized for its potential to manage diversity (Dass, & Parker, 1999; Shen, Chanda, D'Netto & Monga, 2009), and likely to lead to positive performance outcomes through diversity (Kochan et al., 2003). Specifically, from review of literature three types of HRM practices have been found - fairness-oriented HRM practices (Roberge et al., 2011), team- oriented HRM practices (Chi et al., 2009) and training - oriented HRM practices (Roberge et al., 2011; Jehn & Bezrukova, 2004).

Fairness - oriented HRM practices derives significance from the organization justice literature. Organization justice literature suggests that the process of fairness in an organization is represented by distributive justice ( i.e. fairness of outcomes and promoted when outcome allocations follow relevant norms, such as equity ) (Adams, 1965; Homans, 1961; Leventhal, 1976) ,procedural justice (fairness of procedures that resulted in those outcomes) and is promoted when procedures are consistent across persons and time, based on accurate information, unbiased, correctable (Leventhal, 1980) and afford individuals opinion and control during the process (Thibaut & Walker, 1975 ) , interpersonal justice (communicating results fairly, in terms of the amount of dignity and respect ) and informational justice (justifications and explanations of the results offered ) ( Bies & Moag, 1986; Greenberg, 1993). Violation of justice is likely to have negative impacts in a diverse workforce (Kramer, 2001). Further, fair treatment is important where people interact, because the unfair treatment experienced by an employee's affects his behavior towards other colleagues. Perception of justice is an aspect of social context (Ambrose, Harland & Kulik, 1991) requires a reference of other person (Adams, 1965; Leventhal, 1980). In a diverse organization, which is endangered to group formation due to social categorization, out-group makes an attractive option for comparison. Further, injustice to one member of an in-group can spillover to other members of in-group disrupting the coordination, increases bias and conflicts among in-group and out-group members and reaction of injustice from source of treatment is transferred to out-group members (e.g. Yorges, 1999; Colquitt, 2001). Research has found relation between perception of fairness and positive behavioral consequences and attitude such as cooperation in groups (e.g. Tyler & Blader, 2000) and attachment to group (e.g. Korsgaard et al.,



1995), exhibit higher trust (e.g. Deluga 1994). In addition, distributive justice, such as equal pay creates a situation of equal status among employees (Novak and Rogan, 2010). This highlights that perception of equality in HRM practices can mitigate the impact of social categorization.

Team –oriented HRM practices such as group- based incentives fosters trust (Collins and Smith, 2006), as it provides opportunity to work with one another (Whitener, Brodt, Korsgaard, & Werner, 1998). And trust plays an important role in interpersonal knowledge transfer (Levin & Cross, 2004; Tsai & Ghoshal, 1998; Nahapiet & Ghoshal, 1998; Coleman, 1990). Further, team based rewards increases outcome dependency (Novak& Rogan, 2010), rather cooperative outcome interdependency (Deutsch, 1973), the prevalence of common values and goals (Arthur, 1992; Tsui et al., 1997) and goal interdependency (Weldon & Weingart, 1993). Outcome dependency and common goals provide opportunity for favorable intergroup contact (Novak& Rogan, 2010). Moreover, common goals increase cooperation (Wagner, 1995) and drives knowledge exchange its combination (Nahapiet and Ghoshal, 1998) by increasing willingness to share critical information (Szulanski, 1996). And increased interaction leads to innovative work behavior. Further, a study by Van der Vegt, & Janssen (2003) found that goal interdependency significantly affected individual innovative work behavior in a diverse work setting.

Training- oriented HRM practices are a set of activities that intends to affect employee's behaviors, cognitions, attitudes, values and emotions (Jehn & Bezrukova, 2004; Delery & Doty, 1996; Nemetz & Christensen, 1996). Such activities may reduce bias (Brewer & Brown, 1998), changes employee's views (Nemetz & Christensen, 1996) and increase perception of similarity (Gartner, Rust, Bachman, Dovidio & Anastasio, 1994). Thus creating an atmosphere where employees are more likely to process new information (Campbell, Dunnette, Lawler & Weick, 1970).

Diversity training brings in change in attitude, behavior and knowledge of an individual (Fredman & Brody, 1996; Kraiger et al., 1993). Social inference literature suggests that educating about differences can modify common errors of reasoning developed from reliance on past information derived from small unrepresentative samples i.e. diversity training can modify past experiences by increasing awareness (Pendry et al., 2007). Diversity training modifies past attitudes, stereotypes, negative

emotions and behavior by learning about other groups (Denson, 2009). Moreover it is argued that by breaking down stereotypes it encourages empathy (Paluck & Green, 2009). Drawing from signaling theory (Spence, 1973), which states that signals in a situations are used for used for decision making ;diversity training may provide signal that organization is fair and does not discriminate inducing the perception of justice (Paluck, 2006) . Diversity training eliminates hurdles of participation and creativity in a diverse workforce (Wheeler, 1995).

Following Martin Alcazar et al., (2012) procedure, it will be verified through an exploratory procedure if the set of Diversity-oriented HRM practices distributes under these three categories.

Furthermore, researchers posit that an organization can influence and shape the skills and behaviors of individuals to do their work and realize their organization goals primarily by HRM practices (Collins and Smith, 2006; Chen and Huang, 2009; Martinsons, 1995). Further nurtures necessary conditions for channelizing individuals towards innovation activities (Scarbrough, 2003; Laursen and Foss, 2003; Michie and Sheehan, 1990). Moreover, research identifies that HR practices also develops relationships and social ties among organization members (Prieto & Perez Santana, 2013) and exchanges inside and outside the organization (Snell, Shadur, & Wright, 2002). Recent empirical research posits that HRM practices create social conditions that motivate employees to interact and share knowledge (Collins and Smith, 2006; Kase et al., 2009). Therefore, HRM practices will create an environment of support and interaction among employees, which is essential for enhancing innovative work behavior. Moreover, prior research has found that HRM practices are likely to foster employee's innovative work behavior (e.g. Prieto & Perez Santana, 2013; Sanders et al., 2010; Dorenbosch et al., 2005)

Drawing on theoretical reasoning, it is hypothesized –

*Hypothesis 3: DHRM practices moderates the effect of cognitive diversity on innovative behaviour*

### **3.3.4 Mediating role of Common Identity – Explaining how HRM leads to positive results from cognitive diversity**

According to Rose et al, 2004, mediating mechanisms are proposed only if a body of literature has tentatively documented a causal relationship between an independent variable and a dependent variable. A mediating effect of variable occurs when the independent variable is presumed to cause mediator and in turn the mediator causes dependent variable (Wu & Zumbo, 2008). Therefore to elucidate the mediating role of Common Identity between DHRM practices and Innovative work behaviour, the subsection elaborates the relationship between DHRM practices and Common Identity and the second subsection elaborates the relationship between Common Identity and Innovative work behaviour.

#### **3.3.4a. Relationship between DHRM and Common identity**

The social psychology literature proposes that diversity can lead to positive effects when in-group-out-group distinctions are reduced (Brewer & Gaertner, 2004). The Common Ingroup Identity Model (CIIM) proposed by Dovidio & Gaertner , (2000) has received good empirical support with both laboratory-created and field studies, which propose that intergroup bias can be reduced by factors that transform participants' representations of memberships from two groups to one, more inclusive group (Riek et al., 2010).

This model outlines that, different types of intergroup interdependence (as well as other contact hypothesis variables) and cognitive, perceptual, linguistic, affective, and environmental factors can either independently or in concert alter individuals' cognitive representations of the aggregate , which result in specific cognitive, affective, and overt behavioral consequences ( Gaertner & Dovidio , 2005 ).

Research posits that common in-group identity may be achieved by introducing factors such as common goals /fate (Hornstein, 1976; Sole, Marton, & Hornstein, 1975), providing supportive norms (Gartner, Rust, Dovidio, Bachman, and Anastasio 1994; Lipponen & Leskinen, 2010), favorable intergroup contact (Gaertner, Rust, Dovidio, Bachman, and Anastasio , 1994) supportive norms (Gartner, Rust, Dovidio, Bachman, and Anastasio ,1994;Lipponen & Leskinen, 2010 ) Superordinate category/goals (Gaertner and Dovidio, 2000), Modifying the past experiences (Dovidio et al.,2010 ),Cooperative interactions (Gaertner , Mann, Dovidio, Murrell &

Pomare, 1990), Equal Status (Dovidio, Gaertner, Saguy & Halabi, 2007; Gaertner, Rust, Dovidio, Bachman & Anastasio, 1996), Egalitarian norms (Dovidio, Gaertner, Saguy & Halabi, 2007; Gaertner, Rust, Dovidio, Bachman & Anastasio, 1996; Cook, 1985), Cooperative interdependence (Dovidio, Gaertner, Saguy & Halabi, 2007; Gaertner, Rust, Dovidio, Bachman & Anastasio, 1996; Cook, 1985).

The various cognitive, affective and behavioral consequences of factors inducing common identity have been found in literature such as experience less intergroup anxiety (West, Shelton, & Trail, 2009), self-disclosure (Dovidio et al., 1997; Dindia & Allen, 1992, Derlega *et al.*, 1993), perceive the fate of the team as her own (Ashforth and Mael, 1989), cooperation (Kramer and Brewer, 1984, 1986; Eckel & Grossman, 2005; Gaertner, Mann, Murrell, & Dovidio, 1989), reduced intergroup bias (Dovidio et al., 1997; Lipponen & Leskinen, 2010; Gaertner, Mann, Murrell, & Dovidio, 1989), produce more positive evaluations (Brewer, 1979; Messick & Mackie, 1989), perceptions of greater shared beliefs (Brown, 1984; Brown & Abrams, 1986; Hogg & Turner, 1985; Stein, Hardyck, & Smith, 1965; Wilder, 1984), enhanced memory for positive information about others (Howard & Rothbart, 1980), reduce blame for an accident or other negative outcomes (Hewstone, Bond, & Wan, 1983; Wang & McKillip, 1978), perceived themselves more like one group, felt less like two groups (Gaertner, Mann, Murrell, & Dovidio, 1989), increases perceptions of shared beliefs (e.g., Brown, 1984; Wilder, 1984), the perception of greater interpersonal similarity, in turn, typically facilitates helping (Dovidio, 1984), empathic arousal, whereby a person's motivational system becomes coordinated to the needs of another (Hornstein, 1976; Piliavin, Dovidio, Gaertner, & Clark, 1981), motivate helpful and sometimes altruistic actions (Batson, 1991; Hornstein, 1976; Sole, Marton, & Hornstein, 1975), people use the term *we* and share the other's perspective in important ways (Smith and Henry, 1996), trust and trustworthiness (Kramer & Brewer, 1984).

Further, literature suggests that the HRM practices oriented towards managing diversity induces the Perception of egalitarian norms and equal status (Roberge et al., 2011), Modifies past experiences (Pendry et al., 2007), increases cooperative interactions and Cooperative interdependence (Wagner, 1995; Deutsch, 1973), provides Common goals /common fate (Arthur, 1992; Tsui et al., 1997) and Favorable intergroup contact (Novak & Rogan, 2010). These outcomes are similar to the factors

inducing common identity identified from social psychology literature. Moreover, Baron and Kenny, 1986 states that in the mediator – predictor relation (independent variable), the predictor is causally antecedent to the mediator.

The antecedents of common identity as shown in **table 3.2** are same as the outcomes of Human resource diversity management practices shown in **table 3.3**. Thus representing a relationship between them.

***Table 3.2: Antecedents of Common Identity***

Antecedents of Common identity	Theoretical Support
Common fate / goals	Hornstein,1976; Sole, Marton, & Hornstein, 1975; Gaertner & Dovidio, 2000
Favorable intergroup contact	Gaertner, Rust, Dovidio, Bachman, and Anastasio 1994
Modifying the past experience	Dovidio et al.,2010
Cooperative interactions	Gaertner , Mann, Dovidio, Murrell & Pomare, 1990),
Cooperative interdependence	Dovidio, Gaertner, Saguy & Halabi, 2007; Gaertner, Rust, Dovidio, Bachman & Anastasio, 1996; Cook, 1985
Egalitarian norms	Dovidio, Gaertner, Saguy & Halabi, 2007; Gaertner, Rust, Dovidio, Bachman & Anastasio, 1996; Cook, 1985
Equal status	Dovidio, Gaertner, Saguy & Halabi, 2007; Gaertner , Rust, Dovidio, Bachman & Anastasio, 1996

**Table 3.3: Outcomes of Human Resource Managing Practices for managing diversity**

HR Practices for managing diversity	Theoretical Support	outcomes	Theoretical Support
Promoting fair and just HR practices aligned with managing diversity principles Recruitment. Selection. Performance evaluation. Compensation	Roberge et al., 2011 Kramer , 2001 Shen et al., 2009	Perception of egalitarian norms and equal status	Roberge et al., 2011
Training	Roberge et al., 2011	Modifies past experiences	Pendry et al., 2007
Team rewards	Shen et al., 2009	Cooperative interactions	Wagner, 1995
		Common goals /common fate	Arthur, 1992; Tsui et al., 1997
		Cooperative interdependence	Deutsch, 1973
		Favorable intergroup contact	Novak& Rogan, 2010

Thus hypothesizing -

*Hypothesis 4: DHRM practices are significantly related to common identity*

### **3.3.4b. Relationship between common identity and innovative work behavior**

Research in social psychology offers considerable evidence that a common identity conditions individuals' interactions. Inducing Common identity in the minds of members of the organization reduces intergroup biases and stereotypes (VanDer Vegt & Bunderson, 2005) and more positive out-group attitudes (Gaertner et al., 1989; Riek et al., 2010). Moreover the out-group members are considered as in-group

members. Consequently they face less bias in recall, perception and attribution (Hewstone, 1990) and enhance the cooperative tendencies of individuals (Campbell 1958; Alper, Tjosvold & Law, 2000). Studies of a shared identity in commons dilemma games by Kramer & Brewer, (1984) and Brewer & Kramer, (1986), found that individual cooperation is greatest when common identity is most salient. Perceiving and defining a situation as cooperative individuals will be more willing to contribute their ideas out of the confidence that their credit and rewards for such ideas and information shared would not be diluted (Chatman & Flynn, 2001). Cooperation among members in the organization would increase the interactions, and enhance their innovation process.

Further, research investigating outcomes of common identity found that perceptions of a shared identity do lead to lower levels of intergroup threat (e.g. Riek et al., 2010). Intergroup threat takes form of intergroup anxiety and negative stereotypes (Stephan & Stephan, 2000). Intergroup anxiety makes interactions with outgroups seem threatening, as the uncertainty of their behavior invokes feelings of awkwardness in the presence of out-group members (Stephan & Stephan, 1985) and intensifies the desire to evade interaction with out-group members (Plant & Devine, 2003). Common identity improves interaction conditions and develops a sense of safety by reducing the negative attitudes towards outgroups. Indeed, individual innovation driven by a need to be free from threat, and much research evidence within psychology indicates that psychological safety is an important factor influencing individual innovation (West & Altink, 1996). Psychosocial safety at the workplace influence risk-taking (Parzefall et al., 2008). In observed common identity individuals are likely to take risk and try out new ways of doing things as they relatively feel safe from threat as a consequence.

In addition, common identity component extends the principles of justice to members of other groups (Opotow, 1995) and feel more sensitive to injustices towards the other group (Dovidio et al., 2007). This enhances the perception of justice by individuals in an organization. Studies investigating the impact of justice perception on innovative behavior of an individual, posits that perception of justice increases creative and innovative behavior (e.g. Barczak et al., 2010 ; Streicher et al., 2012; Colquitt et al., 2002 ; Janssen, 2004; Ramamoorthy et al., 2005 ; Y o u n g ,

2012 ) by improving the sense of respect and dignity in treatment , trust and recognition ( Janssen, 2004 ) .

Moreover, trust is enhanced by shared identity (Hinds & Mortenson, 2005) and the perception of justice (Brockner (2002). And trust is directly related to innovative behavior which involves risk-taking behavior (Serva, Fuller, and Mayer 2005). The affective trust increases the feeling of being cared by co-workers (McAllister, 1995) and cognitive trust develops reliability on others expertise (McAllister, 1995; Johnson & Grayson, 2005). Innovative behavior is more enhanced when support is received from other. Further, reliability on the expertise of other will provide the individual with broader range of knowledge and perspective, which will improve the idea generation behavior by integrating others knowledge into self. The ability to collaborate depends largely on trust: reciprocity and sharing of information and knowledge will not exist without trust. (Parzefall et al., 2008) High common identity led to greater forgiveness which, in turn, reduces the social distance from the out-group ( Cehajic et al., 2008 ) Thus bringing people closer, and providing common ground for interaction and facilitating the innovation process. Forgiveness is indeed impacted through trust (Cehajic et al., 2008).

Support from coworkers (or one's work group) has been observed as a significant facilitator of creative behavior (Amabile et al., 1996). Failure to receive help from coworkers and behavior creating negative environment such as frequently criticizing or finding fault with things, focusing on the negative rather than the positive and excessive complaining may led to perceive them to be unsupportive and discourage creative behavior (George & Zhou, 2001). But, innovative behavior is stimulated and enabled by helping behavior and positive environment provided by co-workers (e.g., Pelz, 1956; Mumford & Gustfason, 1988; Scott & Bruce, 1994; Amabile et al. 1996; Zhou and George , 2001) and supervisors (e.g. Stahl and Koser 1978; Janssen, 2005) since such behavior and environment enhances intrinsic motivation. However, positive behaviors such as helping (Flippen *et al.*, 1996; Dovidio et al., 1997), self-disclosure (Dindia & Allen, 1992; Derlega *et al.*, 1993; Dovidio et al., 1997) , empathy (Hornstein, 1975; Piliavin, Dovidio, Gaertner, & Clark, 1981) , enhance memory for positive information about others (Howard & Rothbart, 1980) and reduce blame for negative outcomes (Hewstone, Bond, & Wan, 1983; Wang & McKillip, 1978) are induced by common identity. Such behaviors would create a



positive environment of perceived support from coworkers and encouraging innovative behaviors. Moreover, innovative output is found significantly related to the extent to which supervisors were empathic (e.g. Stahl and Koser 1978).

In addition, common identity improves evaluation of out-group members (e.g. Dovidio et al., 1997; Gaertner, Rust, Dovidio, Bachman, & Anastasio, 1994), indeed they are evaluated positively (Tajfel & Turner, 1979). Such positive evaluations have been found to increase the creativity (e.g. Shalley and Perry-Smith, 2001), whereas judgmental evaluations have been found to reduce creativity and innovation (e.g. Amabile (1979; Amabile, Goldfarb and Brackfield, 1990). Further, common identity, increases the perception of being one group (Gaertner, Mann, Murrell, & Dovidio, 1989) and perception of shared belief (Brown, 1984; Brown & Abrams, 1986; Hogg & Turner, 1985; Stein, Hardyck, & Smith, 1965; Wilder, 1984; Brown, 1984; Wilder, 1984) by blurring the in-group and out-group boundaries virtually. Indeed, individuals will strongly identify with their work groups. And it has empirical evidence that the stronger individuals' identification with their team, the greater their intention to innovate (Glynn et al., 2010). Thus common identity improves the innovative tendency.

The study by Glynn et al., 2010, broadens the reach of identification theories to demonstrate their impact on innovation. The study finds a direct, empirical test of the relationship shared identity of individuals and greater their intention to innovate.

In the line of theoretical reasoning and empirical evidence it is hypothesized that

*Hypothesis 5: Common identity is significantly related to innovative work behaviour.*

### **3.3.4c. Mediator role of common identity**

A mediator variable represents the generative mechanism through which the focal independent variable is able to influence the dependent variable of interest (Baron & Kenny, 1986). In the current study, the theoretical reasoning of causal relationship between DHRM practices and common identity and between common identity and innovative work behaviour, indicates that common identity represents the generative mechanism through which the DHRM practices is able to influence innovative work behaviour.

Thus it is hypothesized -

*Hypothesis 6: Common identity mediates the relationship between DHRM practices and innovative work behaviour*

### **3.4 Research Hypotheses**

The following directional hypotheses have been formulated to test the relationship proposed in the conceptual model, depicted in **Table 3.4**

**Table 3.4: Research Hypotheses**

Hypotheses
<i>Hypothesis 1: Cognitive diversity is significantly related to innovative work behaviour</i>
<i>Hypothesis 2: Cognitive diversity is significantly related to common identity</i>
<i>Hypothesis 3: DHRM practices moderates the effect of cognitive diversity on innovative work behaviour</i>
<i>Hypothesis 4: DHRM practices are significantly related to common identity.</i>
<i>Hypothesis 5: Common identity is significantly related to innovative work behaviour.</i>
<i>Hypothesis 6: Common identity mediates the relationship between DHRM practices and innovative work behaviour.</i>

### 3.5 Summary

A proposed conceptual model of Diversity-oriented Human Resource Management practices influencing the outcomes of cognitive diversity has been presented in this chapter. From the literature, variables influencing the relationship between cognitive diversity and innovative work behaviour form the foundation on which the conceptual Mediated Moderation Model proposed in this study is built.

For the purpose of this study, Diversity-oriented Human Resource Management practices have been identified as a moderator which influences the strength of the relationship between cognitive diversity and innovative work behaviour, such that in the presence of DHRM practices the relation between cognitive diversity and innovative work behaviour would be stronger. Furthermore, Common Identity is identified as mediating variable, mediating the relationship of DHRM practices and innovative work behaviour. These two variables which served as moderator and mediator variables were hypothesized as influencing the mechanism explaining the relationship between cognitive diversity and innovative work behaviour. Theoretical and empirical evidence from the Human Resource Management and Diversity literature has been presented to support the relationships hypothesized between the underlying moderator and mediator variables with independent variables and the dependent variable. In total, six relationships were hypothesized from the aforementioned variables. The research methodology implemented for the purpose of this study will be presented in chapter four.

## **CHAPTER 4**

### **RESEARCH METHODOLOGY**

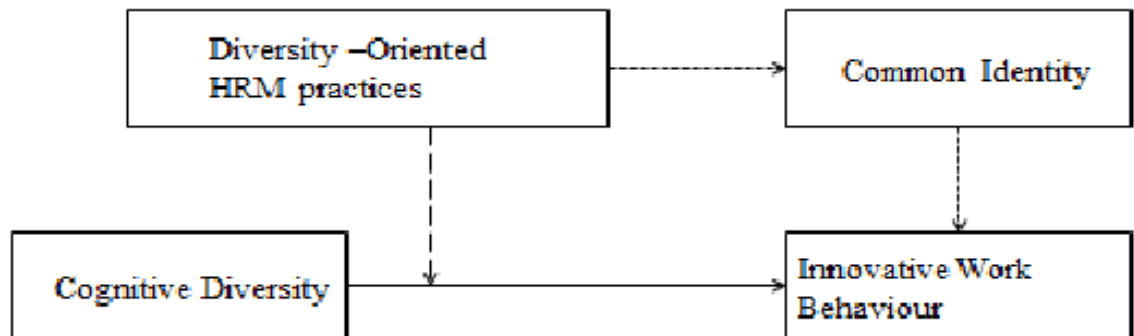
The primary objective of this study is to investigate the role of HRM in Diversity Management. More specifically, when and how HRM brings out positive effects of diversity is investigated. The impact of regional diversity in the India context has been attempted at an exploratory level. This chapter encompasses a description of the research methodology used to achieve the objectives set out for the study. This chapter also highlights the methodology used for the study. More specifically, the research questions, the objectives of the study, the scope, the geographical coverage, sample size and sampling technique, method of data collection, instrument development and operationalization, reliability along with the data analysis technique has been included in the chapter.

#### **4.1 Conceptual framework**

The available literature on integrating HRM and diversity, has a little empirical evidence on HRM practices with diversity –orientation as important condition under which diversity may lead to positive outcomes. Further, the available literature does not throw light on the underlying process of relation between such HRM practices and outcomes of diversity. However, it helps in arriving at a conceptual framework to guide the empirical investigation.

The conceptual framework for the study was arrived at after incorporating the constructs previously identified in the literature of HRM, Diversity, Social psychology and innovation. A Mediated Moderation Model is developed explaining the mechanism of diversity leading to positive outcomes. Cognitive diversity is the independent variable leading to innovative work behaviour (dependent variable). Diversity-oriented Human Resource Management practice is the moderating variable, moderating the relationship of cognitive diversity and innovative work behaviour. Common identity is the mediating variable, which mediates the relationship between Diversity-oriented Human Resource Management practices and innovative work behaviour.

The following figure shows the conceptual framework of study.



## 4.2 Research Questions

For the specific purpose of the study, the following key research questions were formulated.

1. What is Diversity and Diversity Management? How is it understood in organizations?
2. What are the different types of diversity-oriented HRM Practices in organizations?
3. What is Cognitive diversity and what are the outcomes of Cognitive diversity?
4. What is the relationship between Cognitive diversity and Innovative work behavior?
5. What is the relationship of Diversity-oriented Human Resource Management practices with Common identity and Innovative work behaviour?
6. What is the relationship between Common identity and Innovative work behavior?
7. What is regional diversity? What are the cognitive aspects of regional diversity in Indian context?
8. What are the demographic characteristics influencing common identity in regionally diverse organizations in Indian context?

### 4.3 Objectives

To help address the research questions of the study, the following objectives have been framed. They are:

- To classify and identify the diversity –oriented HRM practices in the organizations
- To examine the relationship between Cognitive diversity and Innovative work behavior
- To examine the relationship between Cognitive diversity and Common identity
- To investigate the relationship of Diversity-oriented Human Resource Management practices with Common identity and Innovative work behaviour
- To investigate the relationship between Common identity and Innovative work behavior
- To examine the cognitive aspects of regional diversity in Indian context
- To examine demographic characteristics influencing common identity in regionally diverse organizations in Indian context

### 4.4 Scope of the study

The scope of the study was determined based on the *geography* and *consideration of diversity issues by IT companies*. The study is limited to IT sector. Hence, all those IT companies which consider diversity issue either directly as diversity council or under CSR or sustainability or as a promotional strategy to attract talented pool have been considered for the study. In a way, there was no limit for the origin of companies, both domestic and foreign companies were considered. All the software engineers with minimum two years of experience in their current organization were other criteria followed in deciding the scope of the study.

### **Geographical Coverage**

Keeping in view the cost, time, effort involved for the study, a few cities have been chosen for the study. It was decided that the study be conducted in select companies in 7 cities of India, which are follows:

- (i) Hyderabad
- (ii) Bangalore
- (iii) New Delhi
- (iv) Pune
- (v) Mumbai
- (vi) Chennai
- (vii) Kolkata

These cities have been chosen because of the following reasons –

- (1) According to Trammel Crow Meghraj report (2006) on major IT-ITES hubs of India, these seven cities are the major IT hubs of India
- (2) Further, this report also shows migration to these cities from various states of India.

Hence, sampling from these cities will give good cross section of employees exposed to regional diversity at organizations.

The **table 4.1** shows migration trends in these cities according to Trammel Crow Meghraj report (2006).

***Table 4.1. Migration trends in seven IT hubs of India according to Trammel Crow Meghraj report (2006).***

City	Migration trend ( percentage of employees migrated)	Major feeders
Bangalore	30-40%	Across India
Hyderabad	30%	Not specified
Delhi-NCR	40%	UP, Haryana, Punjab and Himachal Pradesh
Mumbai	30-40%	Not specified
Pune	40%	Not specified
Chennai	30-40%	Kerala, Karnataka and Tamil nadu
Kolkata	30%	Not specified

(Source: Trammel Crow Meghraj report (2006) on major IT-ITES hubs of India)

#### **4.5 . Research design**

The study involves identifying key variables relevant to the phenomenon of interest and their relationship, thus follows an Explanatory / causal research design. The current study involves a nomothetic explanation of when and how HR function leads to positive outcomes of cognitive diversity through a mediated moderational model which attempts to bring better understanding of the causal phenomenon. Moreover, according to Wu & Zumbo (2008) Mediation and moderation are theories for refining and understanding a causal relationship.

#### **4.6. Sample Unit and Sampling Method**

For the present study, the IT companies operating in India made the population as IT sector in India has formal practices of diversity inclusion (Nina & Saini, 2006; Cook and Saini, 2010) which is suitable to investigate role of HRM in managing diversity. IT companies operating in Hyderabad, Bangalore, Pune, New –Delhi, Chennai,



Mumbai, Kolkata considering diversity issues made the sample population of the study.

For the purpose of this study, Purposive snowball (non-prob) sampling with snowball sampling has been used. Snowball sampling which is considered as one of the types of purposive sampling is applied to find out from selected individuals other individuals that might be relevant to be included in the investigation. Although the non-probability method has limitation that the findings cannot be related to the population as a whole and only to that specific group, this sampling method has been chosen because of -

1. The non-availability of an appropriate **sampling frame** (i.e., a listing of all IT companies which are considering diversity inclusion in the select seven cities). Purposive sampling is useful if a researcher wants to study “a small subset of a larger population in which many members of the subset are easily identified but the enumeration of all is nearly impossible” (Babbie, 1990 : pp. 97 )
2. A suitable sampling frame is not found yet and all the companies may not be willing to give the details of their employees regarding work-experience because of privacy regulations or other reasons. Moreover, it may be very time-consuming to develop an appropriate frame.
3. The study needs special characteristics of population to match those identified characteristics in the select subject of study.

Purposive sampling was employed to have representative cases on dimension of interest. The findings may not be generalized but seeks transferability.

Sampling process followed a multistage purposeful sampling. Multistage purposeful sampling is choosing settings, groups, and/or individuals representing a sample in two or more stages in which all stages reflect purposive sampling of participants (Onwuegbuzie & Collins, 2007). In the absence of availability of database listing the IT companies operating in India committed to diversity issues, a multi-stage purposeful sampling was followed to arrive at a sample with interested characteristics. The process began by listing all IT companies from the specified cities registered with NASSCOM. NASSCOM was selected as it is an organization which has initiated a number of actions to promote Diversity and Inclusion in the IT-BPO workplace. NASSCOM encourages its member companies to take initiatives in similar direction

and recognize their efforts. Looking into NASSCOM listed companies had saved time in identifying companies taking into consideration the diversity issues. These companies made the primary sampling units.

Purposively, all the companies from the above mentioned cities were listed and after studying their public websites those companies were shortlisted which are committed to diversity issues as part of their strategy under different heads such as –to attract potential incumbents under career head, discussing their inclusion practice by promoting through their diverse workforce under people head, diversity under CSR and sustainability, their recognition for inclusion under awards head, independently as a diversity and inclusion head etc. ( **Annexure 1**). These companies made the secondary sampling unit.

Based on the fulfillment of the criterion of commitment to diversity issues identified from the public websites of the NASSCOM registered companies the following companies from the seven cities were selected for the study. **Table 4.2**, lists the NASSCOM registered IT companies committed to diversity issues in the seven cities. The **table 4.3** provides the distribution of companies identified from each city for the purpose of study.

**Table 4.2: List of IT companies (committed to diversity issues) city wise**

BENGALURU	HYDERABAD	DELHI NCR	MUMBAI	PUNE	CHENNAI	KOLKATTA
3I INFOTECH	3I INFOTECH	AKAL	3I INFOTECH	AMDOCS	BOTREE	CMC
CAPGEMINI	ADP	AT &T	AGEIS	AVAYA	COGNIZANT	HCL
					CONTINENTAL	ITC
COLLABERA	ANTHELIO	BECHTEL	BNP PARIBAS	BMC	DATA	INFOTECH
	BROADRIDGE		CA		GRAPHICS	
FIDELITY	FINANCIAL	BROCADE	TECHNOLOGIES	HSBC	HCL	PWC
GOLDMAN	SOLUTIONS					
SACHS	CMC LTD	CANON	CAPGEMINII	INFOSYS	INFOSYS	TCS
				ITC	LISTER	TECH
HCL	CSC	CMC	CMC	INFOTECH	TECHNOLOGIES	MAHINDRA
HITACHI	DELOITTE	DELL	COLGATE			
HONEYWELL	DU PONT	ERICSSON	PALMOLIVE	MINDTREE	MINDTREE	WIPRO
			DATAMATICS	TCS	POLARIS	
HP	FACTSET	ESPIRE	GODREJ	TECH	SCOPE	
IBM	HCL	FUJITSU	HCL	MAHINDRA	INTERNATIONAL	
				VERTEX	TCS	
INFOSYS	HSBC	GENPACT	KPMG	ZENSAR	TECH	
			L & T		MAHINDRA	
INTUIT	INFOSYS	GOOGLE	INFOTECH		WIPRO	

ITC			
INFOTECH	INVESCO	HCL	L&T INFOTECH
L& T	IVY		
INFOTECH	COMPTECH	HONEYWELL	MINDTREE
			MORGAN
LLOYDS	MIND MAP	HP	STANLEY
MAGNASOFT	MINDTREE	INTERGLOBE	MPHASIS
MINDTREE	NOVARTIS	Mc KINSEY	ORACLE
MPHASIS	POLARIS	MICROSOFT	ROLTA
	PROGRESS	NUCLEUS	
NETAPP	SOFTWARE	SOFTWARE	TCS
NOKIA			TECH
SIEMENS	QUALCOMM	ORACLE	MAHINDRA
		UNITED	
	ROCKWELL	HEALTH	
ORACLE	COLLINS	GROUP	
		US TECH	
PHILIPS	SUTHERLAND	SOLUTIONS	
ROBERST			
BOASCH	TCS		
	TECH		
SAP LABS	MAHIIDRA		
SCHNEIDER			
ELECTRIC	TECHNOBRAIN		
SUNGAURD	VERTEX		
TCS	WELLS FORGO		
TECH			
MAHINDRA	WIPRO		
THOMSON			
REUTERS			
THOUGHTWORKS			
VOLVO			
WIPRO			

**Table 4.3: Distribution of IT companies (committed to diversity issues) by cities**

City	Total number of companies identified for the study based on criteria
Bangalore	32
Hyderabad	28
Delhi-NCR	22
Mumbai	20
Pune	11
Chennai	12
Kolkata	7
Total	132

A total of 132 companies across the 7 cities constituted the sample. A few companies had a branch in other cities too. The branches were considered differently representing that particular city with an assumption that a company operating in Bangalore will have different mix of workforce than its branch operating in Delhi-NCR. The criteria to select these seven cities was also to get a more regionally diverse sample, inclusion of branches representing that city was considered apt. The final step to select the tertiary sampling unit by snowball sampling. Snowball sampling is used when the list of interested type of people does not exist and cannot be identified other than by someone who knows that a certain person has the necessary experience or characteristics to be included (MacNealy, 1999) and relying on previously identified group members to identify others who may share the same characteristics as the group already in place (Henry 1990). The study needed software engineers with minimum two years of experience as the sampling unit. The criterion of minimum two years of experience was taken into consideration, so that a respondent is familiar and aware of the organization and his roles to answer the questions. Known respondents with the required characteristics were relied upon to identify others who may share the same characteristics.

#### **4.7. Sample size**

Sample size was fixed to 600, which was in 10:1 ratio of 60 variables in the final measuring instrument. The present study involves SEM and in SEM estimation, a rule to have at least ten times as many subjects as variables for sample size is justified in several frequently cited articles (Westland, 2010). Number of respondents contacted from each city was in proportion of number of companies identified from each city. The **table 4.4** shows the number of respondents from each city.

**Table 4.4: Proportionate sample selection based on number of companies shortlisted from each city**

City	Total number of companies identified for the study based on criteria	Percent representation	Sample representation
Bangalore	32	24.24	145
Hyderabad	28	21.21	125
Delhi-NCR	22	16.16	95
Mumbai	20	15.15	90
Chennai	12	9.09	55
Pune	11	8.33	50
Kolkata	7	5.03	40
Total	132	100	600

#### **4.8. Method of Data Collection**

Survey method was used to collect produce primary data. Human interactive media (face-to- face and telephone) and electronic media (e-mail) was used to communicate with respondents. A structured self –administered questionnaire was distributed by email. E-mail was used for distribution as the respondents (software engineers working in IT companies) who were contacted were more candid in e-mail than in person. Even though personal visits were made to Bangalore, Mumbai, New-Delhi and Kolkata to identify respondents and seek their consent and know their views about the subject of study, majority of them insisted on filling the questionnaire online at their convenience if the option is available. Looking into the interest of the respondents and maintain consistency in data –collection method e-mail was used.

The process of developing the measuring instrument will be described in the sections that follow.

#### **4.9. Instrument Development**

In the present study, the measuring instrument employed consisted of a cover letter (**Annexure 3**) and five sections (**Annexure 4**). A detailed description of the purpose of the study and the type of information requested was provided in the cover letter. The cover letter also included a promise of confidentiality and instructions on how to complete the questionnaire. The questionnaire was divided into five parts-

**Section 1** requested their experiences with the HR practices at their organization. The practices included- Recruitment, Selection, Performance evaluation, Compensation and Training.

**Section 2** related to their observation of cognitive diversity while working with people of different regions at their organization.

**Section 3** consisted of statements relating to the experiences of respondents working with people of different regions.

**Section 4** is related to innovative behavior of employees at their workplace

**Section 5** requested the demographic profile of the respondents. The information requested concerning gender, age, work-experience, type of organization, name of the organization (optional), state they belong to, Number of languages can speak, Number of Indian states they lived in for more than one year.

##### **4.9.1. Development of Measurements**

For Innovative work behavior (dependent variable), the existing ten item measure (Cronbach  $\alpha = 0.83$ ) developed by De Jong and Hartog, (2008) was used. For other constructs the measurements were developed following steps of Netemeyer et al., (2003) -constructing a definition by looking into theories related to the phenomenon to be observed, followed by generating pool of items, writing statements for the items, deciding a measurement format and validating it.

Through review of literature, operational definition of the constructs and their domain is delineated and outlined. The various operational definitions of the variables used in this study are presented in **table 4.5**. These definitions are based on an interpretation

of secondary sources as well as existing empirical studies. In addition, the number of items used to measure the selected variables is provided.

***Table 4.5 Operational definitions of the variables used in this study***

Independent variable : Cognitive Diversity	Items
Cognitive diversity relates to differences in deep-level, or non-observable characteristics of members including knowledge, perspectives, ability, differences in problem solving and information-processing styles	5
Moderating variable : Diversity-oriented Human Resource Management (DHRM) practices	Items
DHRM practices refers to diversity-oriented practices related recruitment , selection, performance appraisal , compensation and training to create an equitable workplace and positive attitude and behaviors in a diverse workforce.	48
Mediating Variable : Common identity	Items
Common identity is a psychological condition where individuals claim of positive forms of behavior and attitude towards out-group members	17

The various potential items generated from literature for each variables used in this study are presented in the section below. In addition, to the items generated the source of selected item is provided.

The potential items for cognitive diversity from literature are listed in **table 4.6**.

**Table 4.6 Potential items for Cognitive diversity from literature**

Items	Sources
Different point of view / perspective	Ely & Thomas, 2001; Van Knippenberg & Schippers , 2007; Williams & O'Reilly, 1998; Miller, 1990
Diverse set of knowledge	Ely & Thomas, 2001; Schultz 1961; Becker 1964; Kilker 1966
Difference in solutions to problems	Ely & Thomas, 2001; Jablokow, K., Vercellone-Smith, P., & Richmond, S. S. (2009)
Differences in information-processing styles	Williams & O'Reilly, 1998
Difference in ability	Schultz 1961; Becker 1964; Kilker 196

The potential items for Diversity –oriented HRM practices from literature are listed in **table 4.7.**



**Table 4.7 Potential items for Diversity –oriented HRM practices from literature**

RECRUITMENT – Items	Source
Equal opportunity to all employees for internal job posting	Roberge et al.,2011, Anderson et al., 2001
Depending only on informal networks	Roberge et al.,2011, Gelfand et al., 2005
SELECTION – Items	Source
Consistency in the content of selection system , in scoring and interpretation of scores	Arvey & Sackett, 1993, Gilliland, 1993
Having adequate opportunity to demonstrate one's knowledge , Skills , abilities in testing situation	Arvey & Sackett, 1993
Selection system must provide applicants with adequate opportunity to gain information	Arvey & Sackett, 1993
Applicants are treated with warmth , sympathy and respect	iiles & Robertson, 1989
- Interviewer should be correct , sincere and believable	Liden & Parsons , 1986; Schmitt & Coyle, 1976
Feedback about selection information should be honest	Liden & Parsons , 1986; Schmitt & Coyle, 1976; Gilliland, 1993
Information on the validity of the selection process, scoring and the way scores were used in decision making.	Liden & Parsons , 1986; Schmitt & Coyle, 1976
Stereotype in selection process	Heneman et al. 2006
Discrimination in selection process	Heneman et al. 2006
Equal job opportunities given to all candidates for all internal job postings	Heneman et al. 2006
Information bias in selection	Braddock & McPartland , 1987
Using the diversity characteristics as predictor or signals about the likelihood of successful job performance	Braddock & McPartland , 1987
Selection takes place on the basis of being similar to the superior or evaluator	Heneman et al. 2006
Selection takes place on the basis of how much the	Heneman et al. 2006

applicant and evaluator think similarly about the job

Selection takes place based on the thinking the characteristics of the applicant is similar to the evaluator Turban & Jones , 1988

Verbal accents and non-verbal mannerism( indicators of geographical region belonging to ) taken as indicators of judgment Heneman et al. 2006

Similar diversity dimensions are considered during the selection process Heneman et al. 2006

Rejected before get a chance to present their positive features Heneman et al. 2006

Interviewers being sensitive to the diversity dimension candidate belong to during interview and deciding compensation package Heneman et al. 2006

Unfair selection process Schuler , 1993

The presence of job relevant information that can aid job acceptance decision Schuler , 1993

Participation or representation in the development of selection process Schuler , 1993

Understanding of evaluation process Schuler , 1993

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#### PERFORMANCE EVALUATION –Items

#### Source

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Explicit and clear performance criteria Roberge et al., 2011

Valid and reliable criteria Roberge et al., 2011

Regular feedback Roberge et al., 2011

Consistent application of standards across people Roberge et al., 2011

Evaluating and rewarding performance (i. e., giving a promotion or compensation) should be done at levels, the individual and the group level. Roberge et al., 2011

Opportunity to provide information Dipboye & de Pontbriand, 1981

opportunity for appraises to express their feelings	Landy , Barnes & Murphy, 1978
input to developments of standards in appraisal system	Landy , Barnes & Murphy, 1978
Provide feedback during appraisal	Landy , Barnes & Murphy, 1978
Know the objectives and standards of appraisal	Landy , Barnes & Murphy, 1978
Culturally neutral	Fulkerson and Schuler , 1992
Should be objective not subjective	Schuler, dowliing and Deceire, 1993
Language should focus on performance not the personality	Shen et al.
Inclusion of diversity in appraisal of managers	Barber and dally , 1996

COMPENSATION – Items	Source
Equal pay	J. Shen et al, 2009
Performance based pay	J. Shen et al, 2009
Rewards at both individual and group level	Roberge et .al., 2011;Barber and dally , 1996
All employees have equal political influencing skills to determine pay	Barber and dally , 1996
Flexibility in benefit plans to suit diverse needs	Barber and dally , 1996
TRAINING – Items	Source
Equal opportunity for gaining knowledge and skills	Ford & Fisher , 1996
Opportunity to increase awareness about diverse others (regional, cultural, gender, religion etc.)	Louise F. Pendry et al., 2007
Providing skills to interact with diverse others	Z.T. Kalinoski et al., 2012
Educating about diversity issues	Louise F. Pendry et al., 2007
educated about differences among people at workplace and its importance	Fredman & Brody, 1996

The potential items related to common identity identified from literature are listed in **table 4.8**.

***Table 4.8 Potential items for common identity from literature***

Items	Source
Experience less intergroup anxiety	Gaertner , Dovidio, Bachman ,1996 West , Pearson, Dovidio , Shelton ,Trail ,2009; Reik et al.2010
Facilitates greater self-disclosure without group members	Dindia & Allen, 1992 Derlega <i>et al.</i> , 1993 Dovidio et al., 1997
Motivate helping actions towards out-group	Flippen <i>et al.</i> , 1996 Dovidio et al., 1997
Improve evaluations of out-group members	Messick & Mackie, 1989; Dovidio et al., 1997; Gaertner, Rust, Dovidio, Bachman, & Anastasio, 1994
perceive the fate of the team as her own	Ashforth and Mael, 1989;Brewer, 2000
Cooperation	Kramer and Brewer, 1984, 1986 Eckel & Grossman , 2005 Gaertner, Mann, Murrell, & Dovidio, 1989
Reduced intergroup bias	Dovido et al , 1997 Lipponen & Leskinen, 2010
perceptions of greater shared beliefs	Brown, 1984; Wilder, 1984
To enhance memory for positive information about others	Howard & Rothbart, 1980
To reduce blame for an accident or other negative outcomes	Hewstone, Bond, & Wan, 1983; Wang & McKillip, 1978
perceived themselves more like one group, felt less like two groups	Gaertner, Mann, Murrell, & Dovidio, 1989
The perception of greater interpersonal similarity	Dovidio, 1984

Empathic	Hornstein,1975
Motivated to altruistic actions	Batson, 1991 , Hornstein, 1976, Sole, Marton, & Hornstein, 1975
Greater trust for out-group members	Kramer & Brewer, 1984;Reik etal.2010
Less intergroup threat	Reik etal.2010
Intergroup forgiveness	Wohl & Branscobe, 2005

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Statements were written for the 70 item identified related to Cognitive diversity, Diversity- oriented HRM practices and Common identity. The questionnaire of data collection had 80 statements, which included 10 statements related innovative work behavior from the previous scale. In total, there were 88 questions, 80 related to the variables and 8 demographic profiles. 5-point Likert response format which ranged from “strongly agree” to “strongly disagree” (5 = ‘Strongly Agree’, 4 = ‘Agree’, 3= Neutral, 2 = ‘Disagree’ and 1 = ‘Strongly Disagree’) was used to reflect the agreement of the respondents. These pools of items were pilot tested.

#### **4.9.2. Pilot Study**

A pilot study was conducted on one hundred seven respondents (software engineers) from Bangalore, Hyderabad, Pune and New Delhi. The pilot study was conducted to trim the pool of items to a manageable number for further study and to obtain some initial estimates of reliability and validity. From the pilot study the items were assessed initially for internal consistency. Items that do not behave empirically as was expected were deleted based on analysis. Based on the internal consistency test 20 items were dropped and the final instrument comprised 60 questions and 8 demographic questions.

The reliability of the measuring instrument employed in the present study was measured using Cronbach-alpha coefficients. The table 4.9 shows the Cronbach alpha value of each construct.

**Table 4.9: Values of Cronbach alpha as Reliability scores for the variables from pilot study**

Constructs	Items retained	Items dropped	Cronbach Alpha
Innovative work behavior	9	1	<b>0.77</b>
Cognitive diversity	5	0	<b>0.69</b>
Diversity-oriented Human Resource Management (DHRM)	33	15	<b>0.74</b>
Common identity	13	4	<b>0.77</b>

A reliability estimate of 0.70 or above suggests good reliability; it may be reduced to 0.60 for exploratory research purposes (Hair et al. 2015). Validity was not verified with pilot data due to inadequate sample size for factor analysis.

Data from pilot study revealed that a majority of the respondents have taken the midpath.

Literature suggests that respondent's select middle alternative if they have low cognitive skills, low attitude strength, if find the task of responding difficult and exhausting (Krosnick 1991). The respondents were all software engineers, it was expected that they can understand the statements in the questionnaire. Further, the population identified for the study is IT sector employees. There is much talk about *Diversity* and related issues in IT companies, much visible from their websites. It is expected that the employees will have attitude about the research topic and cognizance too. The assumption was found true from the views the respondents shared (**Annexure 6**) in response to the email sent for their confirmation to participate in the study. But still majority of respondents opted for a middle alternative in pilot study, may be they found the task of responding difficult and exhausting as the questionnaire was lengthy with 88 questions. Moreover, many respondents conveyed that it was lengthy.

It was then decided to use a four point scale so that the respondents are forced to indicate their stand on the dimensions of the study. Although, the forced choice method, has its own limitations, it was decided to use this method to collect assertive

opinions of the respondents, considering the context in which the study was conducted, thus a four point scale was used for further study .

#### **4.10 Administration of Questionnaires**

Potential respondents were contacted directly face-to –face and telephonically to determine if they were willing to participate in the study in the month of October 2014 by sending an invitation for participation (**Annexure 2**). The respondents were contacted and their e-mail ids were collected. Many of the respondents who were contacted face-to-face also preferred to fill the questionnaire electronically. The questionnaire and the cover letter were sent to the e-mail ids of the respondents. Further, theses respondents were requested to provide the contact numbers and name of others working with them or in any other companies. They were contacted telephonically and electronically through email to know their interest to participate in the study. A brief explanation about the nature and purpose of research and anonymity of their identity was assured in the initial contact. The interested were asked for email ids and further contacts.

In order to increase the chances of the respondents actually completing and returning the questionnaires, three reminders were sent telephonically and electronically (through an email). Electronically, first remainder email was sent after one week, second remainder was sent after three weeks, and third remainder after six months (**Annexure 5**). In majority of cases 1-2 reminders were sent, preferably on Wednesday or Thursday as suggested by most of the respondents.

The initial batch of questionnaires was administered in the first week of December 2014, followed by several smaller batches, once additional respondents had been located, contacted and added to database. As a result, 1504 questionnaires were made available to potential respondents.

After the pilot study, questions were constructed and clarified for the final survey instrument. The survey was carried out between October 2014 and Aug 2015. This took about 11 months.

#### 4.11 Response Rate

In the present study, 624 completed questionnaires were returned by the respondents. About 21 questionnaires were incomplete and could therefore not be used. The final sample size used for the purpose of this study was thus 603. Therefore, the response rate for the present study was 41.42 %. A more detailed breakdown of the response rate is provided in **Table 4.10**.

**Table 4.10. Response rate**

	Number of respondents
Number of questionnaires sent	1504
Total number of questionnaires returned	624
Usable questionnaires	603
Response rate	41.42%

#### 4.12 Data Analysis

Data was analyzed using different statistical techniques to analyze data collected in different sections. Descriptive statistic such as frequency and percentages were used for analyzing the HRM practices in organizations managing diversity in India and to analyze the cognitive aspects of regional diversity in Indian context, which is presented using graphs and tables where were found necessary. The frequency and percentages was calculated to highlight the pattern that emerged. Bivariate analysis such as ANOVA was used to find the differences in groups related to variables of interest. Interpretation of the various statistical tests is done to arrive at inferences and satisfy the objectives of the study.

Factor analysis was done to resolve a large set of variables into factors. Followed by confirmatory factor analysis to test the model fit. To test the various dependent and independent variables, Structural Equation Modelling (SEM) has been used.



The data analyzing strategy and their empirical results are presented in detail in the next chapter.

#### **4.13 Summary**

A Mediated Moderation Model explaining the relationship of cognitive diversity and innovative work behaviour through Diversity –oriented Human Resource Management practices as moderator and common identity as mediator guided the development of eight research questions which will be addressed by the seven objectives developed. The study focuses on software engineers with two years of experience in their current organizations in IT companies which are considering diversity issues operating in seven major IT hubs of India i.e. Hyderabad, Bangalore, Mumbai, Delhi-NCR, Pune, Chennai and Kolkata. A multistage purposive sampling with snowball sampling technique is used for sampling. An initial questionnaire with 80 questions and 8 demographic questions developed by identifying potential items defining the constructs was used for pilot testing. The questionnaire was distributed through an email. The data from 107 respondents from four cities i.e. Hyderabad, Bangalore, Delhi-NCR and Pune was used for reliability analysis. From the results of reliability analysis a questionnaire with 60 questions and 8 demographic questions was used for further data collection. From the 1504 respondents 624 questionnaire were responded with 41.42 % response rate, of which 603 responses were usable and used for further data analysis. The data analysis is presented in the next chapter.

## **CHAPTER 5**

### **EMPIRICAL RESULTS**

#### **5.1 Overview**

The purpose of this study was to investigate the role of HRM in Diversity Management. Given the impact of Human Resource Management practices on changing behavior and attitude of employees, it is likely that these behaviors would also bring out positive effects of diversity such as innovative work behavior. A model proposing that Diversity – oriented Human Resource Management practices moderate the relation between Cognitive diversity and Innovative work behavior, which is mediated by Common identity, was tested. By examining mediation and moderation simultaneously, a mediated moderation model can help identify processes that underlie the relation between a predictor and an outcome, and also provide information about the generalizability of these processes across subpopulations (Baron & Kenny, 1986). Further, an attempt is made to capture the cognitive nature of regional diversity and the demographic characteristics impacting the behavior towards out-group members from other regions in Indian context.

Analysis for the present study is divided into three sections. Section 1 gives the detail of the sample profile and a preliminary data examination. The data is checked for missing values, outliers and normality. Once the initial data examination was concluded, the remaining observations were examined for any systematic bias. The single common method factor approach suggested by Podsakoff et al. (2003) was used to check whether a common method bias is present

Section 2 involves refinement of measurements following internal consistency assessment, exploratory factor analysis (EFA) and Confirmatory factor analysis (CFA). All Items were subjected to exploratory factor analysis and internal consistency test for reducing a set of observed variables to a smaller set of variables and to verify dimensionality. A statistically significant Bartlett's test of Sphericity and Kaiser Meyer–Olkin measures of sampling adequacy are reported as measures of appropriateness of factor analysis. The Cronbach's alpha values for all four constructs are reported as measure of reliability. Based on the examination of factor loadings, content validity and reliability, items not meeting the established criteria are deleted.

The resulting measurement models identified from exploratory factor analysis were examined through confirmatory factor analysis in order to assess goodness-of-fit to empirical data. Absolute fit indices (relative chi-square, GFI, RMSEA) and incremental fit indices (CFI) are reported.

Section 3 presents the results of the empirical analysis to address the objectives designed in chapter 4 and to investigate the hypothesized relationships as presented in Chapter 3. Bivariate analysis is carried with SPSS 20.0. The hypotheses were addressed using Structural Equation Model. The mediated moderation model was tested following the procedure recommended by Little et al., (2007). SEM is being used to test mediation and moderation together (Jose, 2013, pp 248) and has advantage in estimating relationships among latent constructs (Joreskog & Sorbom, 1982). For all structural models AMOS 20 is used.

The presentation of the results below follows this general plan.

### **Section 1**

This section details about the profile of the respondents of the study and a preliminary examination of data to check missing data, outliers and normality. Further common method bias in data was addressed by Harman's single factor test.

#### **5.2 Sample Profile**

The responses received came from respondents representing 21 states of India and Nepal working in Hyderabad, Bangalore, Delhi, Mumbai, Pune, Chennai and Kolkata. The majority of the responses were from MNCs. 52.23% of respondents were from foreign based MNCs, followed by India-based MNCs (40.96%). All the respondents had been in their current role more than 2 years.

The majority of respondents were men (72.63%). Only 27.36% were female respondents. The possible explanation for this ratio can be understood from the NASSCOM report on Gender inclusivity, 2009. The reports show that women made 33% of all technical jobs in IT industry in India. This could be reason for ratio of males to females in the sample profile.

Majority of respondents were in age group between 20-40 years. 33.33% of the respondents were in age group 20-30 years followed by respondents in age group 30-

40% (33.16%). Majority (37.15%) of respondents reported that they can speak two Indian languages and 30.84% reported that they have lived only one state of India for more than one year.

The **table 5.1** shows the profile of the sample in detail.

***Table 5.1.Profile of Respondents***

Gender	Frequency	Percentage
Male	438	72.63%
Female	165	27.36%
<b>Total</b>	<b>603</b>	
Age	Frequency	Percentage
20- 30	201	33.33%
30-40	200	33.16%
40-50	105	17.41%
more than 50	97	16.08%
<b>Total</b>	<b>603</b>	
Experience	Frequency	Percentage
2 to 3 years	179	29.68%
3 to 4 years	171	28.36%
4 to 5 years	128	21.23%
More than 5 years	125	20.73%
<b>Total</b>	<b>603</b>	
Origin of organization	Frequency	Percentage
Domestic	35	5.80%
MNC ,India Based	247	40.96%
MNC, Foreign based	321	52.23%
<b>Total</b>	<b>603</b>	
Region representation	Frequency	Percentage
A.P	51	8.46%
Telangana	55	9.12%
Bihar	49	8.13%
Maharashtra	41	6.80%
Rajasthan	27	4.48%
West Bengal	37	6.14%
Delhi	46	7.63%
MP	38	6.30%
Gujarat	18	2.99%
Tamil Nadu	26	4.31%
Uttarakhand	16	2.65%

Assam	11	1.82%
Orissa	16	2.65%
Nepal	2	0.33%
Jammu & Kashmir	15	2.48%
Haryana	14	2.32%
Goa	4	0.66%
Punjab	10	1.66%
Tripura	3	0.50%
Karnataka	56	9.29%
UP	50	8.30%
Kerala	18	2.99%
<b>Total</b>	<b>603</b>	

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Number of Indian languages Know to speak	Frequency	Percentage
1	61	10.12%
2	224	37.15%
3	126	20.89%
More than 3	202	33.50%
	<b>603</b>	

---

Number of states lived for one year	Frequency	Percentage
1	186	30.84%
2	153	25.37%
3	110	18.24%
More than 3	154	25.54%
<b>Total</b>	<b>603</b>	

### 5.3 Examining data –Outliers, Missing data and Normality

A preliminary analysis of collected from surveys is critical before to make the subsequent analyses valid. Out of the 624 cases, non-ignorable missing data among 22 cases was found across 14 items. Further ignorable missing data, related to the name of the organization was found for 115 cases, as it was optional to response subjected to privacy concern. The ignorable missing data do not need remedies as they are part of research design (Hair et al., 2015, pp 42). The percentage of non-ignorable missing data was 3.64 %. 21 cases with 11.42% - 15.71% percentage of missing data were deleted. However, missing data under 10% for individual case can be ignored (Hair et al., 2015, pp. 45). One case with single missing data (1.4%) was imputed by mean substitution. No case demonstrated outlier characteristic and missing values after

imputation (**Annexure 7**). In total, 603 responses remained in the main study data set for further analysis.

The data set of 603 responses was then examined for maximum and minimum ranges (**Annexure 8**). The minimum and maximum values indicated that, in general, respondents used the entire survey scale.

The Kolmogorov-Smirnov and Shapiro-Wilk tests can be conducted in SPSS for testing normality of data. Kolmogorov-Smirnov and Shapiro-Wilk tests conducted with SPSS showed that the data was non-normal. For large sample sizes, a small deviation from normality can also give significant results with these tests (Elhan & Tüccar, 2006). Thereof, skewness and kurtosis was checked for the normality of the data set. The Z-scores were calculated from skewness and kurtosis values. Maximum Z-scores were between 2.58 and less than -2.58 and nine values are in range between 3.29 to -3.29 (**Annexure 8**). In large samples (200 or more) with small standard errors, value of Z-score between 2.58 and -2.58 (sig at  $P < 0.01$ ) are sufficient to establish normality of the data (Hair et al., 2015, pp. 71) and between 3.29 to -3.29 is significant at  $P < 0.001$  (Ghasemi & Zahediasl 2012). Therefore, these items were used in subsequent statistical analysis.

#### **5.4 Addressing Bias**

As all the data was self –reported, there is possibility of Common method bias (Podsakoff & Organ, 1986). This bias can be ascribed to common rater's effect (social desirability and consistency motif, Acquiescence biases, mood), item characteristics (item desirability, item ambiguity), item context (scale length) and measurement context ( predictor and criterion variable ) threatening the validity of conclusions drawn upon statistical results (Podsakoff et al., 2003). Harman's single factor test is the most widely used test for common method bias (Podsakoff et al., 2003). The test was conducted by loading all the variables together for factor analysis, with constraint of number of factor as Eigen value greater than 1. Twelve factors emerged from EFA and the total variance explained by the first component by loading all variables into the factor analysis, was 33.603 %, which was less than 50% representing free from significant common method bias effects. (**Annexure 9**).

## Section 2

### 5.5 Refinement of Measurements

In this section, the measurements that were developed for this study were refined following internal consistency assessment, Exploratory factor analysis (EFA) and Confirmatory factor analysis (CFA).

Each variable is independently subjected to exploratory factor analysis as mixing dependent and independent variables in a single factor analysis and then using the derived factors is inappropriate (Hair et al., 2015, pp. 101), and violates the conceptual assumption of factor analysis.

A statistically significant Bartlett's test of Sphericity and Kaiser Meyer–Olkin measures of sampling adequacy are reported as measures of appropriateness of factor analysis. For factor analysis, Principal axis factoring with oblimin rotation was employed as extraction and rotation method. Eigen value greater than 1 and scree plot was employed to determine the number of factors to be retained. Subsequently, final set of items with appropriate loadings with simple structure, and yielding at least 60 percent of total item variance is identified. Factor loading below a commonly-recommended threshold of 0.5 are retained.

Once dimensionality is implied from the factor analysis results, the reliability of the measures was assessed. The reliabilities for each of the four constructs were evaluated through Cronbach's alpha internal consistency reliability measure. The Cronbach's alpha values for all four constructs were above the commonly-recommended threshold of 0.7. The corrected item-total correlations were inspected to be ( $> 0.4$ ) to indicate that the items were drawn from the appropriate sampling domain (Churchill, 1979).

Based on the examination of factor loadings and reliability contributions the items were dropped. Thirteen items (including HR1, HS7, HP9, HP10, HC1, HC2, HT1, CD5, CI1, CI5, IB1, IB3 and IB9) across the four variables did not meet the established criteria and were deleted. . At the end of this revision, 47 items were retained. These items across the four variables were tested for convergent validity and discriminant validity by Average Variance Extracted method. The resulting measurement models identified from exploratory factor and were

examined for goodness-of-fit to empirical data.

In confirmatory factor analysis, the fit indices establish whether the model is acceptable. In the present study absolute fit indices (relative chi-square, GFI, RMSEA) and incremental fit indices (CFI) are reported (these four indices were selected as they are more reported in studies similar to current study) for assessing measurement model validity. Acceptable model fit is indicated by the index cut-off of relative chi-square range from as high as 5.0 (Schumacher & Lomax, 2004) to as low as 2.0 (Tabachnick and Fidell, 2007), RMSEA below 0.08, GFI values greater than 0.90 and CFI values above 0.90 (Hair et al., 2015)

The section below reports the results of exploratory factor analysis and reliability test for each scale, goodness-of-fit statistics of CFA and discriminant validity. The measures of appropriateness of factor analysis and reliability for each construct is identified and presented. A revision of the conceptual model in chapter 3 then follows.

### **Construct 1 - Cognitive diversity**

Five items (CD1, CD2, CD3, CD4 and CD5) were expected to measure the factor *Cognitive diversity* loaded together on this factor. The item CD5 showed a lowest factor loading of 0.601 as compared to other items and communality of 0.361 (less than acceptable level of 0.5). Whereas other factors were with communalities above 0.6. Factor CD5 also showed lowest item-total correlation in reliability test. Therefore, item CD5 was eliminated.

Factor loadings for remaining items were greater than 0.810. The factor *Cognitive diversity* explains 69.592 % of variance in the data. The KMO value is 0.876, which is greater than threshold of 0.5. The Cronbach-alpha coefficient for *Cognitive diversity* is 0.853, suggesting that the measuring instrument used to measure this construct is reliable and exhibits content validity. Factor analysis extracted only one component with significant loadings, therefore the factor cognitive diversity is unidimensional. The details of the refinement of Cognitive diversity measurement are presented in **Annexure 10**.



### **Construct 2 - Innovative work behaviour**

Nine items (IB1, IB2, IB3, IB4, IB5, IB6, IB7, IB8 and IB9) were expected to measure the factor *Innovative work behaviour*. The items IB1 and IB9 did not get loaded and were thus excluded from the study. Item IB3 showed significant factor loading of 0.689 but communality of 0.474 (less than acceptable level of 0.5). Factor IB3 also showed lowest item-total correlation in reliability test. Deletion of this item increased the reliability of scale. Therefore, item IB3 was eliminated.

Factor loadings for remaining items were greater than 0.805. The factor *Innovative work behaviour* explains 70.703 % of variance in the data. The high factor loadings on the construct provide sufficient evidence of discriminant validity for this factor. The Cronbach-alpha coefficient for *Innovative work behaviour* is 0.917, suggesting that the measuring instrument used to measure this construct is reliable and exhibits content validity. Factor analysis extracted only one component with significant loadings, therefore the factor cognitive diversity is unidimensional. The details of the refinement of Innovative work behaviour measurement are presented in **Annexure 10**.

### **Construct 3 - Common Identity**

Thirteen items (CI1, CI2, CI3, CI4, CI5, CI6, CI7, CI8, CI9, CI10, CI11, CI12 and CI13) were expected to measure the factor *Common Identity*. Items CI1 and CI5 showed significant factor loading of 0.663 and 0.622 but communality of 0.439 and 0.387 respectively (less than acceptable level of 0.5). Both items also showed lowest item-total correlation in reliability test. Further, deletion of these items increased the reliability of scale. Therefore, items CI1 and CI5 were eliminated. All the remaining items showed communalities above 0.634 and significant factor loadings.

Factor loadings for remaining items were greater than 0.796. The factor *Common Identity* explains 73.112 % of variance in the data. The high factor loadings on the construct provide sufficient evidence of discriminant validity for this factor. The Cronbach-alpha coefficient for *Common Identity* is 0.963, suggesting that the measuring instrument used to measure this construct is reliable. Factor analysis extracted only one component with significant loadings, therefore the factor cognitive

diversity is unidimensional. The details of the refinement of Common identity measurement are presented in **Annexure 10**.

**Construct 4 - Diversity –oriented Human Resource Management (DHRM) practices**

Thirty three items (HR1, HR2, HS1, HS2, HS3, HS4, HS5, HS6, HS7, HS8, HS9, HS10, HS11, HP1, HP2, HP3, HP4, HP5, HP6, HP7, HP8, HP9, HP10, HC1, HC2, HC3, HC4, HC5, HT1, HT2, HT3, HT4 and HT5) were expected to measure the factor *Diversity –oriented Human Resource Management (DHRM) practices*.

The 33 items loaded on 7 factors. Items HR1, HC1, HC2 and HP10 did not show significant loading on any of the seven factors. Items HS7, HP9 and HT1 showed significant cross loadings on more than one factor. Moreover, items HR1, HC1 and HP10 also showed lowest item-total correlation in reliability test. And deletion of these items increased the reliability of scale. Thereof, items, HT1, HR1, HC1, HC2, HS7, HP9 and HP10 were eliminated. All the remaining items showed communalities above 0.5 and significant factor loadings.

The seven factors and factor loadings for all of the remaining items are reported in **Table 5.2**. The seven factors of *Diversity –oriented Human Resource Management (DHRM) practices* together explain 65.840 % of variance in the data. The Cronbach-alpha coefficient for overall *Diversity –oriented Human Resource Management (DHRM) practices* is 0.940, suggesting that the measuring instrument used to measure this construct is reliable and exhibiting content validity. Factor analysis extracted seven sub dimensions with significant loadings; for the factor *Diversity –oriented Human Resource Management (DHRM) practices*. The **table 5.2** shows the pattern matrix.

**Table 5.2 Factor 4- Pattern matrix of Diversity –oriented HRM practices**

Items	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
HR2	<b>.631</b>						
HS1	<b>.678</b>						
HS2	<b>.680</b>						
HS3	<b>.623</b>						
HS4	<b>.686</b>						
HS5	<b>.773</b>						
HS6	<b>.694</b>						
HS8				<b>.659</b>			
HS9				<b>.788</b>			
HS10				<b>.818</b>			
HS11				<b>.756</b>			
HP1		<b>.701</b>					
HP2		<b>.720</b>					
HP3		<b>.681</b>					
HP4		<b>.685</b>					
HP5					<b>.688</b>		
HP6						<b>.754</b>	
HP7						<b>.639</b>	
HP8						<b>.605</b>	
HC3					<b>.730</b>		
HC4							<b>.724</b>
HC5							<b>.635</b>
HT2			<b>.724</b>				
HT3			<b>.762</b>				
HT4			<b>.869</b>				
HT5			<b>.855</b>				

Extraction Method: Principal Axis Factoring.

Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 18 iterations.

The pattern of factor loadings showed that the construct Diversity – oriented Human resource management practices is explained by seven dimensions. These seven dimensions were labeled and tested independently for factor loadings and reliability through exploratory factor analysis and Cronbach alpha shown in **Appendix 10**.

The summary of results of exploratory factor analysis and internal consistency test for all the constructs is shown in **table 5.3**

*Table 5.3 .Summary of exploratory factor analysis and internal consistency test for all variables*

Construct	Variable type	Total items	Items dropped	KMO	Bartlett test	Variance explained	Item-total correlation	Factor loading	Cronbach alpha
Cognitive diversity	Independent	5	<b>1</b> CD5- Lowest factor loading(0.601) Communality (0.361) < 0.5 Lowest Item-total correlation(0.513 ) Cronbach alpha inc on dropping	0.876	Sig	67.592 %	Above 0.665	<b>Above 0.810</b>	<b>0.853</b>
Innovative Work Behaviour	Dependent	9	<b>3</b> IB1& IB9- no sig loading IB3 ,sig loading, communality(0.474) < 0.5 Low item-total correlation, reliability inc on dropping	0.897	sig	70.703%	Above 0.717	<b>Above 0.805</b>	<b>0.917</b>
Diversity – oriented	Moderating variable	33	<b>7</b> HR1, HP10	0.913	sig	71.877 %			<b>0.930</b>

HRM practices			,HC1 and HC2 – no sig loading HS7, HP9 and HT1 had a cross-loading above 0.3						
Factor 1	-	6	-	0.862	sig	67.190%	Above 0.549	<b>Above 0.758</b>	<b>0.873</b>
Factor 2	-	4	-	0.842	sig	65.099	Above 0.603	<b>Above 0.737</b>	<b>0.831</b>
Factor 3	-	4	-	0.802	sig	69.222	Above 0.699	<b>Above 0.817</b>	<b>0.887</b>
Factor 4	-	4	-	0.842	sig	84.23%	Above 0.554	<b>Above 0.700</b>	<b>0.963</b>
Factor 5	-	2	-	0.600	sig	82.465%	Above 0.649	<b>Above 0.908</b>	<b>0.787</b>
Factor 6	-	3	-	0.621	sig	88.792%	Above 0.725	<b>Above 0.895</b>	<b>0.873</b>
Factor 7	-	2	-	0.651	sig	73.113%	Above 0.662	<b>Above 0.855</b>	<b>0.963</b>
Common Identity	Mediating variable	13	<b>2</b> CII and CI5-sig loading But communality (0.439, 0.387) < 0.5 Lowest inter-item correlation Deletion inc Cronbach alpha value	0.951	sig	73.112 %	Above 0.754	<b>Above 0.796</b>	<b>0.963</b>

## 5.6 Evaluating Measurement Models for Goodness- of –fit

The measurement model specifies relations between observed indicators (i.e., survey items) and their corresponding latent constructs. The measurement models derived from exploratory factor analysis were examined through confirmatory factor analysis in order to assess goodness- of –fit to empirical data. The **table 5.4** shows the fit-statistics for each measurement model against the recommended values.

The measurement model 1 of cognitive diversity (4 items and single factor), measurement model 2 of innovative work behaviour (6 items, single factor) and measurement model 3 of common identity ( 11 items , single factor ) exhibited the fit – statistics within the recommended index cut off .

For DHRM practices, first a three factor structure (Model 4, **Annexure 11**) of DHRM practices which was initially proposed based on literature was tested. However, this three factor structure showed poor fit – statistics. Later the seven factor structure (Model 5, **Annexure 11**) of DHRM practices resulting from exploratory factor analysis was examined for fit- statistics. The fit – statistics of the seven factor structure of DHRM practices were higher than the three factor structure and exhibited good fit.

**Table 5.4. Goodness – of – Statistics for Measurement Models**

Goodness –of-fit criteria	Recommended Index cut off	Fit Statistics of Measurement Model				
		Model 1	Model 2	Model 3	Model 4 ( three factor structure)	Model 5 ( seven factor structure)
CMIN/DF	Less than 5 to less than 2	0.11	3.992	4.549	12.170	4.012
GFI	More than 0.90	0.97	0.987	0.911	.643	0.912
CFI	More than 0.90	0.98	0.993	0.928	.645	0.934
RMSEA	Less than 0.08 to less than 0.06	0.02	0.071	0.076	0.136	0.072

### 5.7. Validity

Validity is a measurement characteristic that is concerned with the extent to which operational measures truly reflect the concept being investigated (Netemeyer et al., 2007, pp.71). Convergent validity means that different measures of the same construct will relate strongly with one another and discriminant validity means that measures of different constructs should relate only modestly with one another (pp.77). Convergent and discriminant validity means that the variance in a measure should reflect only the variance contributed by the proposed latent variables and not by the other variables (O’Leary-Kelly & Vokurka, 1998). Thus Convergent and discriminant validity could be tested by the Average Variance Extracted. Average Variance Extracted is the amount of variance that is captured by the construct in relation to the amount of variance due to measurement error (Fornell and Larcker, 1981). Further, Fornell and Larcker (1981) recommend variance extracted to be a more conventional measure.

The AVE is calculated manually with the formula suggested by Henseler et al., 2009, p.300 as

$$AVE = \frac{\sum [\lambda_i]}{\sum [\lambda_i^2] + \sum [1 - \lambda_i^2]}$$

Where  $\lambda_i$  is the loading of each item on its relevant construct. Adequate convergent validity is recommended by AVE larger than 0.5 for a construct (Fornell and Larcker 1981).

AVE value is calculated from the factor loadings present in **table 5.5**. The AVE values of each measure are shown in **table 5.5**



**Table 5.5. Convergent validity results**

<b>Factors</b>	<b>AVE Values</b>
Cognitive Diversity	0.5955
DHRM practices	0.4985
Common Identity	0.5011
Innovative work Behaviour	0.5505

In this study, the variance extracted values for all the measures exceeded the cut-off of 0.50 recommended by Fornell and Larcker (1981) with the exception for DHRM practices. Nevertheless, the variance extracted value for DHRM practices construct was reported at 0.4985, which was close to the cut-off value.

Complementary to convergent validity, discriminant validity is demonstrated when the square root of AVE for each construct is larger than any pair of its correlations with any other construct (Gefen & Straub, 2005). The **table 5.6** shows the Square root of AVE and **table 5.7** shows the correlation among various constructs.

**Table 5.6. Square root of AVE**

<b>Factors</b>	<b>AVE Values</b>	<b>Square root of AVE</b>
Cognitive Diversity	0.5955	0.7716
DHRM practices	0.4985	0.7060
Common Identity	0.5011	0.7070
Innovative work Behaviour	0.5505	0.7419

*Table 5.7. Correlation among various constructs*

	CD	DHRM	CI	IWB
CD	1			
DHRM	-.044	1		
CI	-.101*	.685**	1	
IWB	0.41	.562**	.681**	1

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\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

Comparing the **table 5.6** and **table 5.7**, shows that the square root of AVE for each construct is larger than any pair of its correlations with any other construct demonstrating the discriminant validity.

Further, **Table 5.8** , shows that all the measurement items showed appropriate pattern loading. Each item loaded higher on their respective principal construct than other constructs. Thus all scales demonstrate sufficient convergent and discriminant validity.

*Table 5.8. Factor structure with cross loadings*

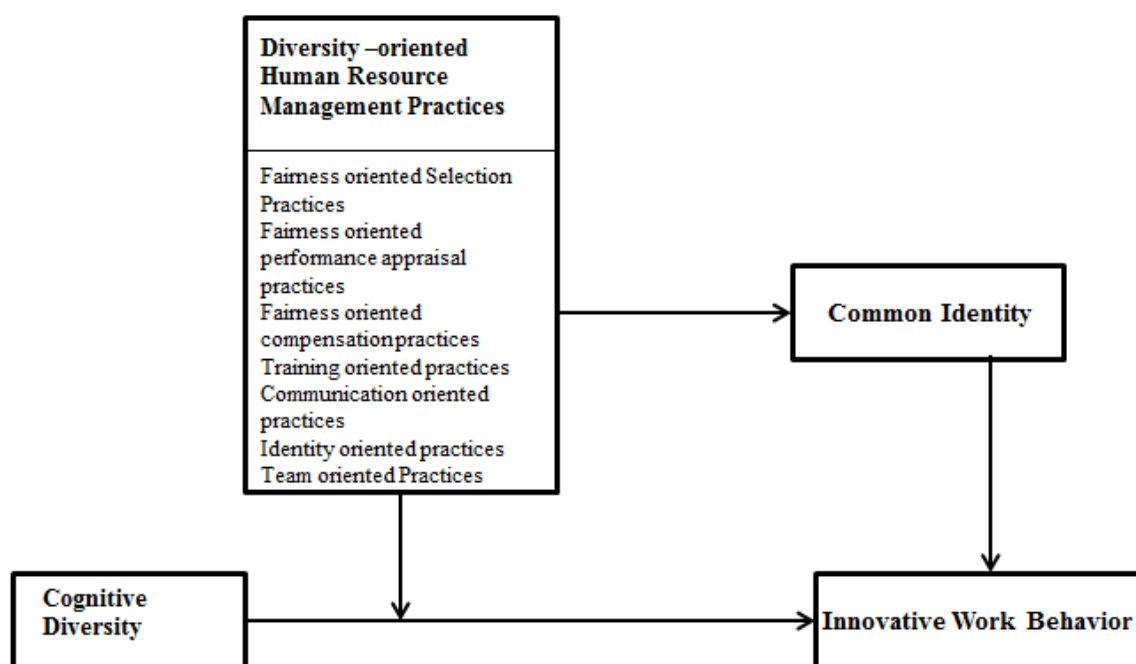
	<b>FACTOR</b>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>HR2</b>	.210	<b>.606</b>	.004	.074
<b>HS1</b>	.191	<b>.617</b>	.066	.125
<b>HS2</b>	.224	<b>.678</b>	.150	.023
<b>HS3</b>	.184	<b>.679</b>	.133	.125
<b>HS4</b>	.258	<b>.649</b>	.058	.084
<b>HS5</b>	.241	<b>.609</b>	.022	.194
<b>HS6</b>	.143	<b>.663</b>	.023	.077
<b>HS8</b>	.082	<b>.678</b>	.193	.159
<b>HS9</b>	.295	<b>.714</b>	.153	.126
<b>HS10</b>	.151	<b>.683</b>	.247	.015
<b>HS11</b>	.241	<b>.720</b>	.120	.058
<b>HP1</b>	.063	<b>.664</b>	.053	.014
<b>HP2</b>	.143	<b>.679</b>	.001	.073
<b>HP3</b>	.053	<b>.644</b>	.024	.190
<b>HP4</b>	.065	<b>.662</b>	.006	.138
<b>HP5</b>	.173	<b>.618</b>	.037	.116
<b>HP6</b>	.138	<b>.674</b>	.281	.001
<b>HP7</b>	.150	<b>.609</b>	.246	.023
<b>HP8</b>	.192	<b>.624</b>	.051	.009
<b>HC3</b>	.019	<b>.671</b>	.102	.056
<b>HC4</b>	.078	<b>.657</b>	.183	.058
<b>HC5</b>	.229	<b>.674</b>	.106	.189
<b>HT2</b>	.133	<b>.697</b>	.173	.050
<b>HT3</b>	.237	<b>.639</b>	.173	.078
<b>HT4</b>	.281	<b>.613</b>	.108	.097
<b>HT5</b>	.246	<b>.660</b>	.044	.007
<b>CD1</b>	.070	.156	<b>.762</b>	.233

<b>CD2</b>	.094	.165	<b>.762</b>	.283
<b>CD3</b>	.050	.204	<b>.788</b>	.244
<b>CD4</b>	.056	.196	<b>.776</b>	.275
<b>CI2</b>	<b>.699</b>	.248	.028	.068
<b>CI4</b>	<b>.697</b>	.157	.173	.059
<b>CI5</b>	<b>.696</b>	.126	.046	.237
<b>CI6</b>	<b>.718</b>	.245	.096	.068
<b>CI7</b>	<b>.740</b>	.233	.211	.111
<b>CI8</b>	<b>.745</b>	.199	.297	.128
<b>CI9</b>	<b>.698</b>	.223	.184	.026
<b>CI10</b>	<b>.730</b>	.208	.154	.034
<b>CI11</b>	<b>.682</b>	.273	.170	.019
<b>CI12</b>	<b>.675</b>	.086	.252	.078
<b>CI13</b>	<b>.768</b>	.261	.209	.117
<b>IB2</b>	.278	.086	.226	<b>.689</b>
<b>IB4</b>	.254	.111	.291	<b>.756</b>
<b>IB5</b>	.251	.111	.104	<b>.728</b>
<b>IB6</b>	.245	.157	.230	<b>.761</b>
<b>IB7</b>	.185	.082	.275	<b>.731</b>
<b>IB8</b>	.280	.041	.255	<b>.785</b>

---

## 5.8 Revised Operational Model

Based on the exploratory factor analysis and confirmatory factor analysis outlined earlier, the revised operational model is presented in **Figure 5.1**. The results of the analysis of this revised operational model are focal topic the next section.



*Figure 5.1. Revised operational Model*

## Section 3

### 5.9 Data analysis and Results

This section presents the results of the empirical analysis to investigate the hypothesized relationships as presented in Chapter 3. Two statistical software programs were employed to analyze the data collected in this study. SPSS20.0 was used for univariate analysis, reliability testing and exploratory factor analysis. The hypotheses were addressed using structural equation model.

Structural equation Modelling approach has superiority over Baron and Kenny's approach which is based on ordinary least square regression to test hypothesis about

mediation (González-Benito et al., 2012). To test if the conceptual framework supports mediation moderation model initially the four necessary empirical conditions stated by Baron & Kenny (1986) were satisfied. The mediated moderation model was tested following the procedure recommended by Little et al., (2007). They recommend that to test a mediated moderation model, the procedures used to test simple mediation may be applied to key regression weights in the structural equation model to assess mediation and test the moderation effects by computing simple slopes (pp.223). To test mediation moderation model initially the four necessary empirical conditions stated by Baron & Kenny (1986) were satisfied. This followed the recommendations of Jose (2013), that to assert mediation reduction in the strength of regression coefficient of interaction term and outcome variable should be tested for statistical significance and strength. To test moderation the path coefficient of the interaction term and outcome variable was examined for statistical significance (Little et al., 2007, pp 216). Later, moderation was probed using simple slopes procedure in order to provide a visualization of the moderated effect. This slope provides empirical evidence that the nonlinear combination (product) of independent variable and moderating variable accounts for a unique amount of variability in the outcome variable (Y) above and beyond the linear main effects of the independent variable and moderator variable (Little et al., 2007, pp217).

For all structural models AMOS 20 with commonly –recommended Maximum likelihood was used, which was employed for confirmatory factor analysis and hypotheses testing presented in this Chapter.

The following sections addresses the research objectives –

### **5.9. 1. Classifying and Identifying the diversity –oriented HRM practices in organizations**

This objective is addressed through exploratory factor analysis of relevant items of Diversity – oriented HR practices identified from literature for classification and identify the prevalence of these types of practices through descriptive analysis.

#### **Classification of Diversity –oriented Human Resource Management practices**

Based on the literature review in Chapter 2, it was found that diversity oriented HR practices can be classified as *Fairness-oriented, team –oriented, and training oriented HR practices*. But EFA results from **Section 5.5** indicated that this classification was not supported. The items under fairness- oriented HR practices separately loaded as five different dimensions with team- oriented HR practices and training- oriented HR practices. Cronbach's  $\alpha$  coefficients were calculated and confirmatory factor analysis was performed to ensure the reliability and validity of the each scale. The factor loadings, Cronbach alpha of each factor and goodness-of-fit statistics of the measurement model are presented in **section 5.5** and **5.6**. Cronbach's alpha coefficients ranged from 0.831 to 0.963 for the constructs used in the analysis. All the factor loadings were significant at  $p < 0.001$  and above 0.7.

Further the results of confirmatory factor analysis demonstrated that the measurement model of seven factor structure of Diversity-oriented HRM practices has an acceptable goodness-of-fit and were more than the three factor structure derived from literature. The goodness –of –fit statistics is presented in **table 5.4**.

Hence, the classification of three types is rejected and drawing on the results of exploratory factor analysis and confirmatory factor analysis seven alternative orientation have been identified as *fairness- oriented selection practices, fairness-oriented performance appraisal practices, fairness- oriented compensation practices, team -oriented , training- oriented practices , control- oriented practices and identity- oriented practices*.

This classification is further used to identify the HR practices in organizations managing diversity and to test the hypothesis related to moderating effect of Diversity-oriented HRM practices.

### Identifying the HRM practices in organizations managing diversity

To identify the HRM practices in organizations managing diversity, the practices were grouped into seven types based on commonality. The mean value of each group is obtained to find which are the prevalent practices in organizations managing diversity. The **table 5.9** provides the mean values of each type of practices.

**Table 5.9 Indicates the Mean values in descending order for HRM practices**

Human Resource Diversity Management Practices	Mean
Fairness-oriented selection practices	2.6745
Identity- oriented practices	2.6294
Training -oriented practices	2.6032
Team –oriented practices	2.5439
Fairness-oriented performance evaluation practices	2.5249
Control-oriented practices	2.5274
Fairness-oriented compensation practices	2.4552

The **table 5.9** indicates that most of the organizations have fairness-oriented selection practices (2.6745), Identity –oriented practices (2.6294) and training- oriented practices (2.6032). Whereas Team –oriented practices (2.5439), Fairness-oriented performance evaluation practices (2.5249), Control-oriented practices (2.5274) are followed less. Fairness-oriented compensation practices (2.4552) are followed least. Further these HR practices were tested using ANOVA to determine if significant differences existed between Domestic IT companies, India based MNCs and Foreign based MNCs. The **table 5.10** shows the results of ANOVA test.



**Table 5.10: ANOVA results for differences in HRM practices of Domestic IT companies, India based MNCs and Foreign based MNCs**

Human Resource Diversity Management Practices	Sum of Squares	df	Mean square	F	Sig.
Fairness-oriented selection practices	16.570	2	8.285	18.489	***
Fairness-oriented performance evaluation practices	.226	2	.113	.206	.814
Fairness-oriented compensation practices	11.058	2	5.529	7.949	***
Training oriented practices	7.891	2	3.945	6.868	.001**
Team –oriented practices	4.682	2	2.341	3.494	.031*
Control-oriented practices	3.797	2	1.898	4.147	.016*
Identity- oriented practices	7.297	2	3.648	5.070	.007**

\*\*\* Significant at 0.001 \*\* Significant at 0.01 \* Significant at 0.05 level

The ANOVA results indicate that there is significant difference between all the HR practices except for fairness-oriented performance evaluation practices. Further, A Gabriel test revealed that the HR practices of India based MNCs and foreign based MNCs are statistically significantly different. However, there is no statistical difference between Domestic IT companies with India based MNCs and foreign based MNCs. The **table 5.11** shows the mean values of each type of practices for both India based MNCs and foreign based MNCs.

**Table 5.11. Mean values of India based MNCs and foreign based MNCs for each type of HRM practices**

Human Resource Diversity Management Practices		Mean	Std. Deviation
Fairness-oriented selection practices	Indian MNC	3.0320	.52093
	Foreign MNC	2.6437	.73610
Fairness-oriented compensation practices	Indian MNC	2.2303	.82915
	Foreign MNC	2.5320	.83486
Training oriented practices	Indian MNC	2.8409	.75662
	Foreign MNC	2.5808	.76423
Team –oriented practices	Indian MNC	2.7758	.74163
	Foreign MNC	2.5716	.86216
Control-oriented practices	Indian MNC	2.7071	.66237
	Foreign MNC	2.5213	.68294
Identity- oriented practices	Indian MNC	2.8985	.82727
	Foreign MNC	2.6433	.86561

The **table 5.11** indicates that Fairness-oriented selection practices (3.0320), Training oriented practices (2.8409), Team –oriented practices (2.7758 ) , Control-oriented practices ( 2.7071) and Identity- oriented practices (2.8985 ) are more observed in India based MNCs as compared to foreign based MNCs . However, Fairness-oriented compensation practices (2.2303) are more observed in foreign based MNCs.

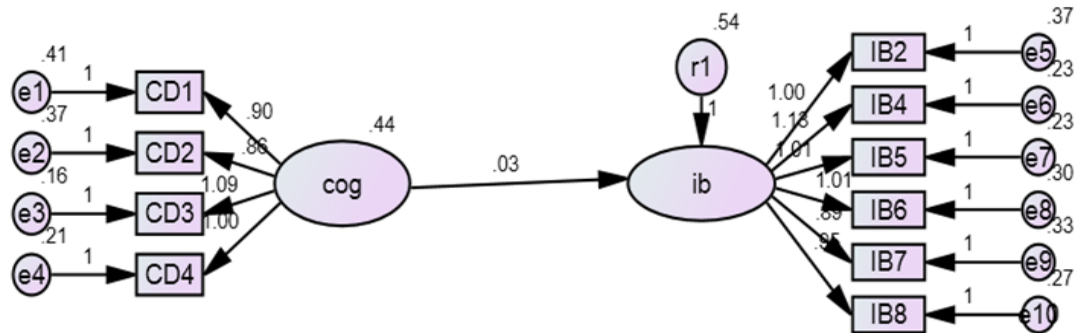
### **5.9. 2. Examining the relationship between cognitive diversity and innovative work behaviour**

This objective is addressed through testing the following hypotheses

*Hypothesis 1: Cognitive diversity is significantly related to innovative work behaviour*

To test hypotheses 1 an overall effects only model (Model 1) was created as shown in **Figure 5.2**. The Model 1 later served as a baseline model for the moderation hypotheses testing.

The structural model depicted in Figure 5.2 to follow, illustrates that the independent variable *cognitive diversity* ( $p < 0.01$ ), exerts an insignificant influence on the dependent variable, *innovative work behaviour*. The path coefficient (0.03) for this relationship proved insignificant as its critical ratio (0.605) was less than the critical value of 1.96 ( $p < 0.05$ ) (table 5.12). Against this background, hypothesis *H1* is rejected.



**Figure 5.2. Structural model of cognitive diversity and innovative work behaviour**

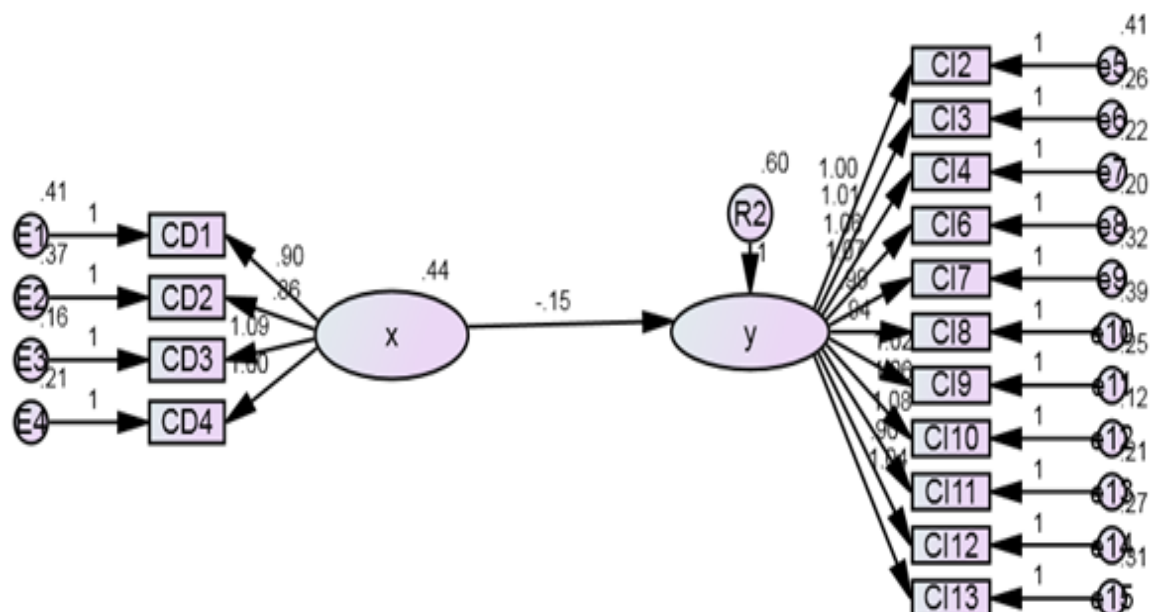
### 5.9. 3. Examining the relationship between cognitive diversity and *common identity*

This objective is addressed through testing the following hypotheses -

*Hypothesis 2: Cognitive diversity is significantly related to common identity*

To test hypotheses 1 an overall effects only model (Model 2) was created as shown in **Figure 5.3**.

The structural model depicted in Figure 5.3 to follow, illustrates that the independent variable *cognitive diversity* ( $p < 0.01$ ), exerts a significant negative influence on the *common identity*. The path coefficient (-.15) for this relationship proved insignificant as its p-value (-2.794) exceeded the critical value of 2.58 ( $p < 0.01$ ) (table 5.12). Against this background, hypothesis *H2* is accepted.



*Figure 5.5. Structural model of cognitive diversity and common identity*

*Table 5.12. Path coefficients of overall effects only model*

		Un Standardized	S.E.	C.R.	P
	Regression				
	Weights				
Model 1	IWB < ---- CD	.030	.050	.605	.545
Model 2	CI < ---- CD	-.146	.052	-2.794	.005

#### 5.9.4 Investigating the impact of Diversity –oriented Human Resource Management practices on common identity and innovative work behaviour

This objective is addressed by testing following hypothesis representing the various path relations in the proposed mediated moderation model by structural equation model.

*Hypothesis 3: DHRM practices moderates the effect of cognitive diversity on innovative behaviour.*

*Hypothesis 4: DHRM practices are significantly related to common identity.*

*Hypothesis 6: Common identity mediates the relationship between DHRM practices and innovative work behaviour.*

#### **5.9.4.1 Testing Mediated Moderation hypothesis**

A mediated moderation occurs when a moderator interacts with an independent variable to affect a dependent variable through mediating variable (Baron & Kenny, 1986; Wegner and Fabrigar, 2000; Donaldson, 2001). The current model hypothesized that diversity –oriented human resource management practices interacts with cognitive diversity to affect innovative behaviour via common identity.

##### **5.9.4.1a Data preparation for Testing Mediated Moderation Effects**

Composite scores were created by calculating mean scores .Mean scores is considered to give more control over calculations (Hair et al., 2006). For testing moderation, an interaction term was created using Todd Little and colleagues (2006) proposed method. Todd Little and colleagues (2006) method of complete orthogonalization is a solution to create interaction term for moderation with latent variables and reduce multicollinearity (Jose, 2013 pp.235). Items of IV and ModV were parceled into clusters of item. ModV (DHRM practices) loaded into seven components in exploratory analysis an exhibited a better model. Therefore internal-consistency approach was followed for parceling the items. Internal-consistency approach is an approach to parceling for multidimensional item sets (Little et al., 2002). This method is advantageous as it keeps the multidimensional nature of the construct explicit and allowing the unique component of a facet to relate to other constructs (Little et al., 2002).Each component was parceled to form seven clusters for ModV ( DHRM practices) and 4 items of IV ( Cognitive diversity ) were parceled together to form one cluster. Each of the parcels of ModV was multiplied with parcel of IV to form seven interaction terms which were subjected to orthogonalization by regression. Residuals of the regression were saved as new variables and used for further analysis.

##### **5.9.4.1b. Testing Moderation**

The proposed mediated moderation model (Model 3) was run (in Amos). The **Table 5.13** shows the results of the mediated moderation analysis. The results revealed that the moderating effect of DHRM practices and Cognitive diversity to Innovative work

behaviour was exerted through Common identity. Figure 5.4 summarizes the results of the mediated moderation analysis.

The moderating effect of Diversity –oriented Human Resource Management practices is explained in following steps-

**(i) Reporting significant path coefficient**

A significant relationship exists between the moderating effect of human resource diversity management practices X cognitive diversity and common identity ( $B = .313$ ,  $p < 0.001$ )

**Table 5.13. Path coefficients of mediated moderation model**

Path relations	Estimate	S.E.	C.R.	P
Common Identity < --- Cognitive diversity	-.124	.039	-3.165	.002**
Common Identity < --- HRDM practices	.171	.073	2.343	.019*
Common Identity < --- Cog divX HRDM	.313	.034	9.098	***
Innovative work behaviour < ---- Cognitive diversity	.116	.037	3.179	.001**
Innovative work behaviour < ---- Cog divX HRDM	.120	.027	4.441	***
Innovative work behaviour < ---- HRDM practices	-.110	.066	-1.660	.097
Innovative work behaviour < ---- Common Identity	.611	.052	11.652	***

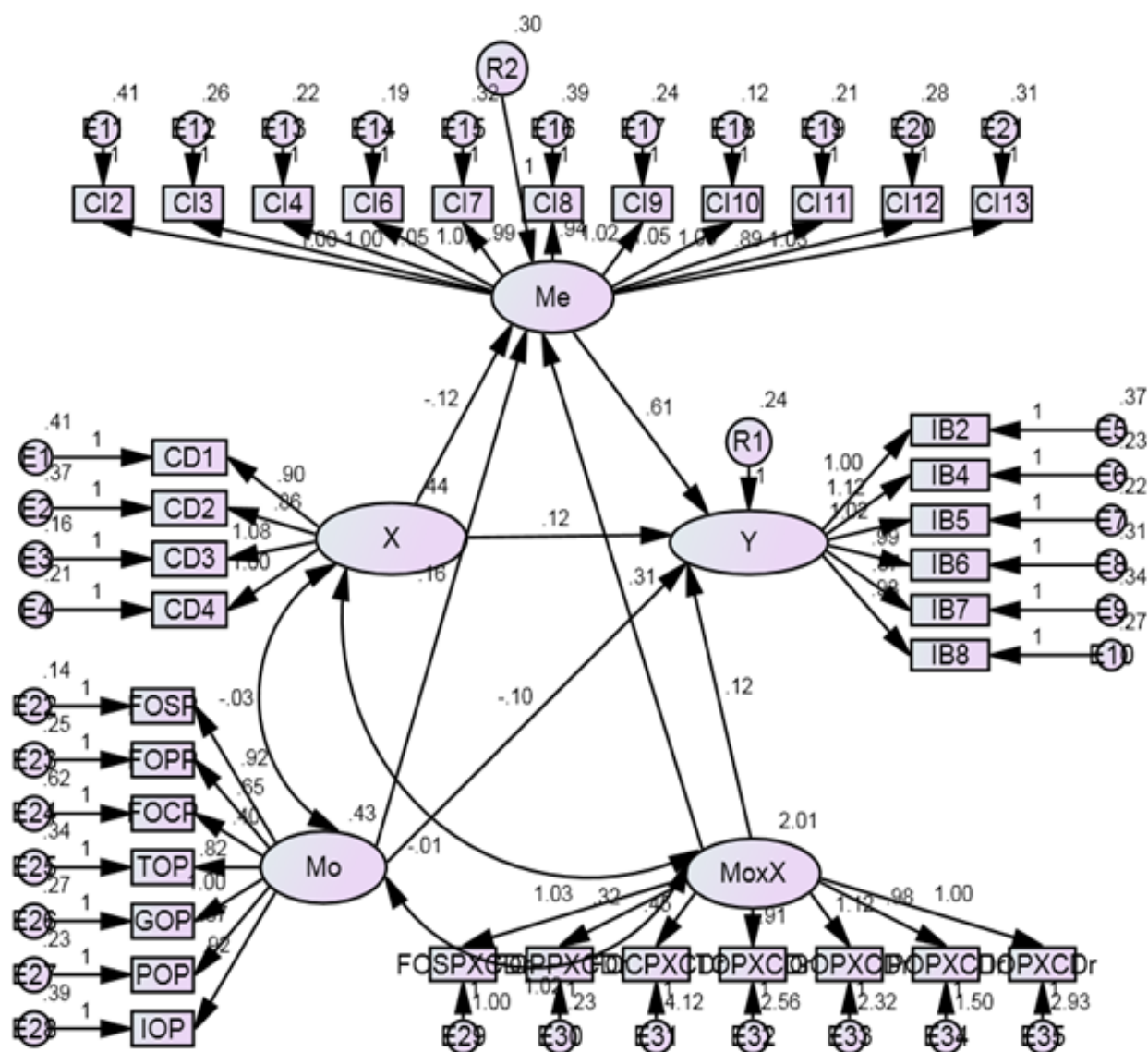
\*  $p < 0.05$ ; \*\*  $p < 0.01$ ; \*\*\*  $p < 0.001$

The significant path coefficient of human resource diversity management practices X cognitive diversity (interaction term) and common identity ( $B = .313$ ,  $p < 0.001$ ) is not sufficient to explain the moderating effect, the baseline effect the interaction is supposed to modify should also be explained (Andersson et al., 2014).

**(ii) Explaining the modification in baseline effect**

The model proposed that the strength of the relationship of cognitive diversity on innovative work behaviour varies as a function of DHRM practices (differential

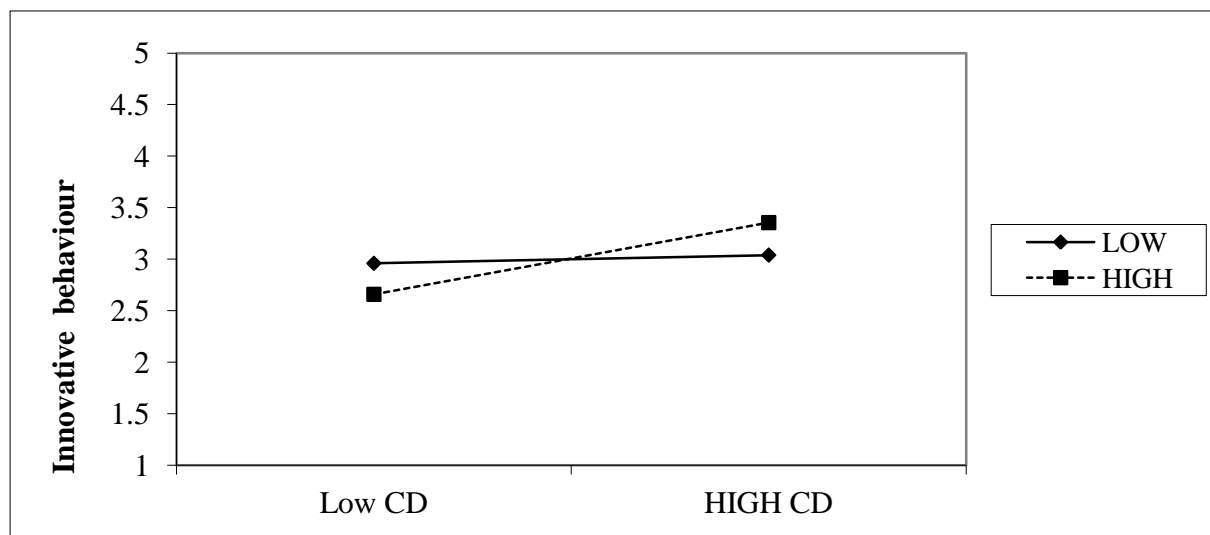
validity). The baseline model (cognitive diversity is positively related to innovative work behaviour) tested in **section 5.9.2.**, that there was an insignificant association between cognitive diversity and innovative work ( $B = .313$ , n.s). However, the results of mediated moderation model in **table 5.13**, shows a significant positive relationship between cognitive diversity and innovative work behaviour ( $B = .116$ ,  $p < 0.001$ ). This shows that the impact of cognitive diversity on innovative work behaviour is strengthened when Diversity – oriented Human Resource Management practices is present.



*Figure 5.4 Structural Model of Mediated Moderation*

### (iii) Plotting the interaction

The significant interaction between cognitive diversity and human resource diversity management practices was probed using simple slopes



**Figure 5.5 Interaction between cognitive diversity and Diversity –oriented Human Resource Management practices predicting innovative behaviour**

Interaction can be interpreted by noticing the steepness of slope of the lines (Jose, 2013 pp.165). The high DHRM line is steeper of the two and low DHRM line is flatter of the two. This pattern means that the relationship between cognitive diversity and innovative behaviour is stronger in presence of Diversity –oriented Human Resource Management practices. This result suggests that for those respondents who reported higher levels of human resource diversity management practices at their organization, the relationship between cognitive diversity and innovative behaviour was stronger. The low DHRM line is practically flat and suggests that cognitive diversity is not related to innovative behaviour under conditions of low diversity – oriented human resource management practices.

Diversity –oriented Human resource management practices are *exacerbator moderator* (based on classification of Rose et al., 2004) type. Exacerbation refers to a situation in which individuals who report high levels of the moderating variable exhibit a stronger relationship between the IV and DV (Jose, 2013 pp.185).



The graph and significant regression coefficient values explain that Diversity – oriented Human resource management practices exhibit stronger relation between cognitive diversity and innovative behaviour. Thus Hypothesis 3 is accepted.

#### **5.9.4.1c. Testing Mediation**

A mediator stands between the IV and DV and pass on the effects of one to the other. The indirect path IV  $\rightarrow$  M  $\rightarrow$  DV reduces the strength of the basic relationship once it is included in the analytical model (Jose, 2013 pp.45)

The mediating effect of common identity is explained in following steps-

##### **Step 1: Satisfying preconditions**

For a mediation relation the three preconditions should be met (Baron and Kenny, 1986)

1. Relation between X and Y is significant.
2. Relation between X and M is significant.
3. Relation between M and Y is significant, when X is included.

The **table 5.13** showing the Path coefficients of mediated moderation model indicates that all these three preconditions of a mediating relationship are satisfied. The relation between Cogxhrdm (predictor variable) and innovative behaviour (outcome variable) is significant ( $B = .120$ ,  $p < 0.001$ ). . The relation between Cogxhrdm (predictor variable) and Common identity (Mediator variable) is significant ( $B = .313$ ,  $p < 0.001$ ). And the relation between Common identity (Mediator variable) and innovative behaviour (outcome variable) is significant ( $B = .611$ ,  $p < 0.001$ ).

##### **Step 2: Reduction in basic relationship**

Further, according to Baron and Kenny (1986), a mediation relationship exists when the basic relationship between predictor variable and outcome variable is reduced in the presence of mediator. To asses this, a sub models ( Model 4) was developed showing results before introduction of mediator and tested, the output is presented in **table 5.14**. Figure 5.8 summarizes the results of the mediated moderation analysis.

**Table 5.14. Path coefficients of sub model before introducing mediator variable**

Path relations	Estimate	S.E.	C.R.	P
Innovative work behaviour < ---- Cognitive diversity	.04	.020	1.945	.007**
Innovative work behaviour < ---- Cog divX DHRM	.308	.037	8.385	***
Innovative work behaviour < ---- DHRM practices	.01	.080	.125	.935

\* p< 0.05; \*\* p<0.01; \*\*\*p<0.001

By comparing the **table 5.13** and **table 5.14** it is noticed that the strength of regression coefficient of the relationship predictor variable (cogxhrdm) and outcome variable (innovative work behaviour) is reduced from (B= .313,  $p < 0.001$ ) diminished (B= .120,  $p > 0.001$ ). This shows that mediation has occurred.

Because the previously significant relationship between the moderating effect of human resource diversity management practices cognitive diversity and common identity (B= .313,  $p < 0.001$ ) diminished (B= .120,  $p > 0.001$ ), it can be inferred that there exists a partial effect of the moderating effect of human resource diversity management practices on the relationship between cognitive diversity to innovative behaviour. When the effect of the independent variable X on the dependent variable Y decreases but still significant; partial mediation is concluded (Baron & Kenny, 1986).

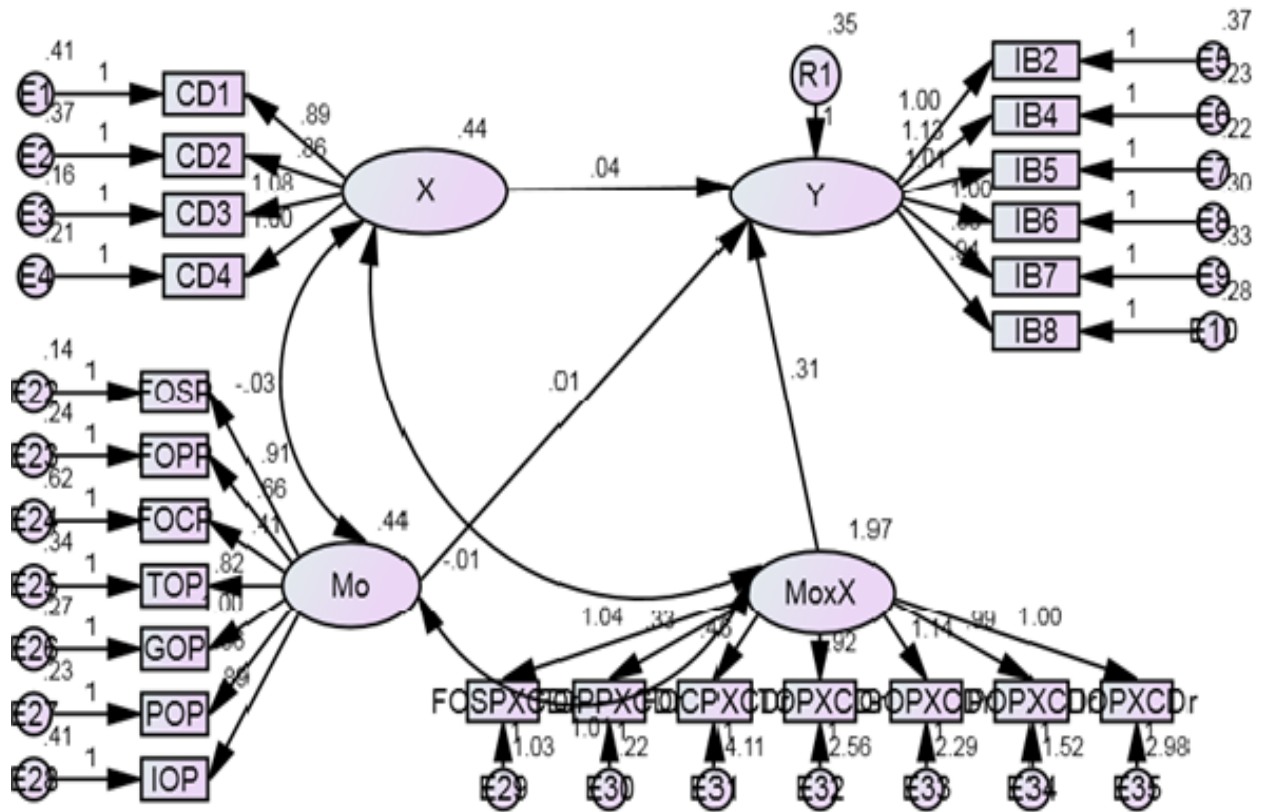


Figure 5.6. Structural model of sub model without mediator

### Step 3: Statistical significance

To assert the mediation has occurred, the reduction should be significantly large enough to qualify as a statistically significant reduction (Jose, 2013, pp.51). Sobel test is a statistical test used to verify the statistical significance of reduction (pp.51).

Sobel test involves calculating *z-value* with the formula,

$Z\text{-value} = a*b/\text{SQRT}(b^2*s_a^2 + a^2*s_b^2)$ , where *a* is regression coefficient of IV and MedV

*b* is regression coefficient MedV and DV

*Sa* is standard error of path *a*

*Sb* is standard error of path *a*

Then the resultant *Z-value* is converted to *p-value* from z-score table. The *p-value* less than 0.05 are indicator of significant reduction by mediation.

The outputs of Sobel test are shown in the table **5.15**

**Table 5.15 Output from preacher's Sobel test**

	Input	Test Statistic	Standard error	<i>p</i> -value
<i>a</i>	0.373	8.71149825	0.02354934	0
<i>b</i>	0.55			
<i>sa</i>	0.027			
<i>sb</i>	0.049			

The *p*-value is less than 0.05; therefore, the reduction by mediator is significant.

#### **Step 4: Strength of Indirect effect**

To understand the mediation, the amount of mediation to state the strength of mediation. The ratio of indirect effect to the total effects based on standardized regression coefficients is a measure of the effect size of the mediated effect (Jose, 2013, pp. 58).

The standardized total, direct and indirect effect of the model, from the Amos output is shown in the **table 5.16**

*Table 5.16. Standardized total, direct and indirect effect of the model*

Standardized Total Effects					
	cogxhrdm	hrdm	Cog	com	ib
com	.566	.132	-.105	.000	.000
ib	.600	-.005	.036	.651	.000
Standardized Direct Effects					
	cogxhrdm	hrdm	Cog	com	ib
com	.566	.132	-.105	.000	.000
ib	.232	-.091	.105	.651	.000
Standardized Indirect Effects					
	cogxhrdm	hrdm	Cog	com	ib
com	.000	.000	.000	.000	.000
ib	.368	.086	-.069	.000	.000

Strength of indirect effect = indirect effect / total effect

$$=.368 / .600$$

$$= 0.61$$

This shows that the basic relationship between Cogxhrdm (interaction variable) and innovative behaviour (outcome variable) is 61% explained by the indirect effect (by the presence of common identity (MedV)).

The results generated in these steps show that common identity seems to explain a significant part of the relationship between Human resource diversity management practices and innovative behaviour. Thus hypothesis 6 is accepted.

#### 5.9.4.2 Testing hypotheses of direct relationship in Mediated Moderated Structural Model

*Hypothesis 4: DHRM practices are significantly related to common identity.*

The **table 5.13** indicates that a significant relationship exists between DHRM practices and common identity ( $B = .171$ ,  $p < 0.05$ ). Thus hypothesis H4 is accepted.

#### 5.9.5 Examining the relationship between common identity and innovative work behaviour

This objective is addressed by testing the following hypothesis

*Hypothesis 5: Common identity is significantly related to innovative behaviour*

The **table 5.13** indicates that a significant relationship between common identity and innovative work behaviour ( $B = .611$ ,  $p < 0.001$ ). Thus hypothesis H5 is accepted.

The structural models used to test the hypothesis were examined for Goodness- of –fit statistics. The fit – statistics of the four structural models are shown in **table 5.17**

**Table 5.17 Goodness –of-fit statistics of structural model**

Goodness –of-fit criteria	Recommended Index cut off	Fit Statistics of Structural Model			
		Model 1	Model 2	Model 3	Model 4
CMIN/DF	Less than 5 to less than 2	3.351	3.313	5.002	4.001
GFI	More than 0.90	0.921	0.911	0.871	0.901
CFI	More than 0.90	0.958	0.948	0.893	0.921
RMSEA	Less than 0.08 to less than 0.06	0.062	0.061	0.086	0.069

The goodness- of –fit statistics for Model 1, Model 2 and Model 4 were within the acceptable range. However, the fit –indices for model 3, are not in the acceptable range. Although as Byrne (2013 , pg. 80) posits that recent studies have noted RMSEA values ranging from 0.08 to .10 indicate a mediocre fit and CMIN/DF value is close to the upper value of acceptable range, however the CFI and GFI values exhibit a mediocre fit.

#### **5.9.6. Examining the cognitive aspects of regional diversity in Indian context**

This objective is addressed by descriptive statistics of responses reported by respondents related to cognitive differences among members from different regions.

In the following Univariate analysis, the observations of respondents related to cognitive differences among members from different regions is analyzed by using frequencies, percentages and mean .Four questions were asked related to four aspects of cognitive diversity, i.e. if they observed differences in views related to a task , differences in way of doing task, differences in solution to problems related to task and differences in understanding of the task among members of different regions they are working with.

The **table 5.18** shows the descriptive of the construct cognitive diversity.

***Table 5.18. Descriptive of construct Cognitive diversity***

N	Valid	603
	Missing	0
Mean		2.5029
Std. Deviation		.69712

Valid	Frequency	Percent
1.00	21	3.5
1.25	14	2.3
1.50	15	2.5
1.75	34	5.6
2.00	109	18.1
2.25	84	13.9
2.50	85	14.1

2.75	50	8.3
3.00	102	16.9
3.25	24	4.0
3.50	17	2.8
3.75	15	2.5
4.00	33	5.5
Total	603	100.0

The table shows that the highest number of responses (109, 18.1%) corresponds to response option 2 i.e. Disagree followed by (102, 16.9%) for the response 3 i.e. Agree.

This shows that maximum number of respondents observed that the members from different geographic regions did not differ in cognitive aspects. However, the frequency of respondents with response disagree and agree vary only by 7 respondents. The frequencies for agree and disagree are nearly equal. To draw conclusion about if members from different geographic regions did not differ in cognitive differences in Indian context. The frequencies of each component of cognitive diversity are analyzed individually.

The **Table 5.19** below shows the frequencies for each component of cognitive diversity

***Table 5.19: Frequencies for each component of cognitive diversity***

CD1	Frequency	Percent
strongly disagree	59	9.8
disagree	206	34.2
agree	236	39.1
strongly agree	102	16.9
Total	603	100.0
CD2	Frequency	Percent
strongly disagree	59	9.8
disagree	231	38.3



agree	236	39.1
strongly agree	77	12.8
Total	603	100.0
CD3	Frequency	Percent
strongly disagree	66	10.9
disagree	269	44.6
agree	204	33.8
strongly agree	64	10.6
Total	603	100.0
CD4	Frequency	Percent
strongly disagree	73	12.1
disagree	274	45.4
agree	204	33.8
strongly agree	52	8.6
Total	603	100.0

Based on the percent of responses for each component it is concluded that it is observed that members from different geographical region in Indian context differ in views about a task and way of doing a task but do not differ in the solution to a task and understanding about a task.

#### **5.9.7. Examining demographic characteristics influencing common identity in a regionally diverse organization in Indian context**

This objective is addressed by bivariate analysis. In the following Bivariate analysis, common identity variable used in the current study was tested using ANOVA to determine if significant differences existed between perceptions of common identity towards out-group members (i.e. members from other states/regions, in the context of current study) and number of languages one can speak, number of states (in India) one has lived for more than one year (proxy for cultural exposure), work experience and age. Further, graphs are plotted for the mean score of common identity for each group for each demographic category to understand the nature of relationship.

The table **5.20** indicates the results of ANOVA

**Table 5.20: ANOVA results for differences in groups for each demographic characteristics and common identity**

	Sum of Squares	df	Mean Square	F	Sig.
Common identity and Languages known					
Between Groups	47.754	3	15.918	27.291	.000
Within Groups	347.630	596	.583		
Total	395.384	599			
Common identity and No. of states lived in					
Between Groups	21.105	3	7.035	11.249	.000
Within Groups	374.585	599	.625		
Total	395.690	602			
Common identity and Work experience					
Between Groups	10.101	3	3.367	5.224	.072
Within Groups	385.404	598	.644		
Total	395.505	601			
Common identity and Age					
Between Groups	2.894	3	.965	1.560	.198
Within Groups	344.998	558	.618		
Total	347.892	561			

\*\*\*Significant at  $p < 0.001$

(i) **Common identity and languages known**

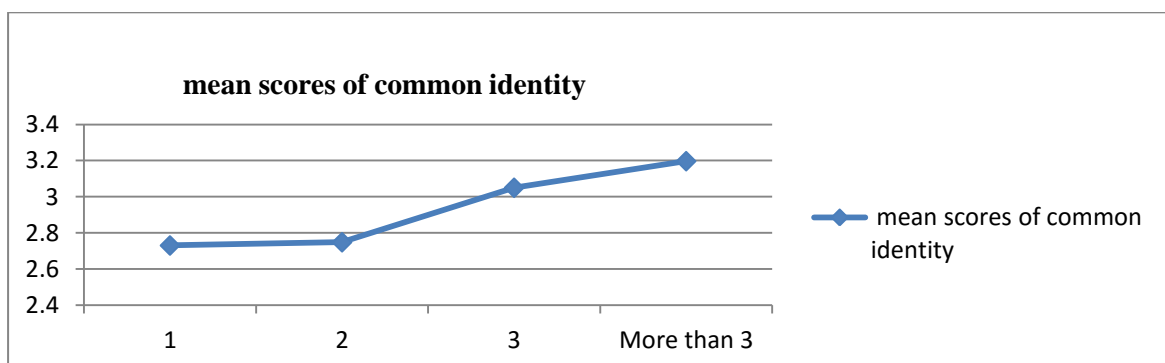
There was a statistically significant difference between groups speaking 1, 2, 3 and more than 3 languages as determined by one – way ANOVA. A Hochberg GTZ test revealed that common identity was statistically significantly higher for respondents knowing 3 languages ( $3.05 \pm 0.55$ ) and more than 3 languages ( $3.19 \pm 0.78$ ). There is no statistical difference between respondents knowing one and two languages.

The **table 5.21** presents the mean values of each group for common identity

**Table 5.21. Mean values of each group based on languages known for common identity**

Number of languages known to speak	Number of respondents	Mean
1	61	2.7305
2	224	2.7484
3	126	3.0501
More than 3	202	3.1972

A line graph that has one line representing the mean scores of the common identity test (from the **table 5.21**) in each of the four conditions is plotted to understand the nature of relationship between number of languages known to speak and perceiving people from other regions as in-group.



**Figure 5.7 Graph for mean scores of common identity and number of languages one can speak**

The graph plotted for mean scores of common identity and number of languages one can speak shows that as the number of languages one can speak increases the perception of common identity towards out-group member's increases.

## (ii) Common identity and number of states lived in

There was a statistically significant difference between groups 1, 2, 3 and more than 3 states lived for 1 year as determined by one – way ANOVA. A Gabriel test revealed

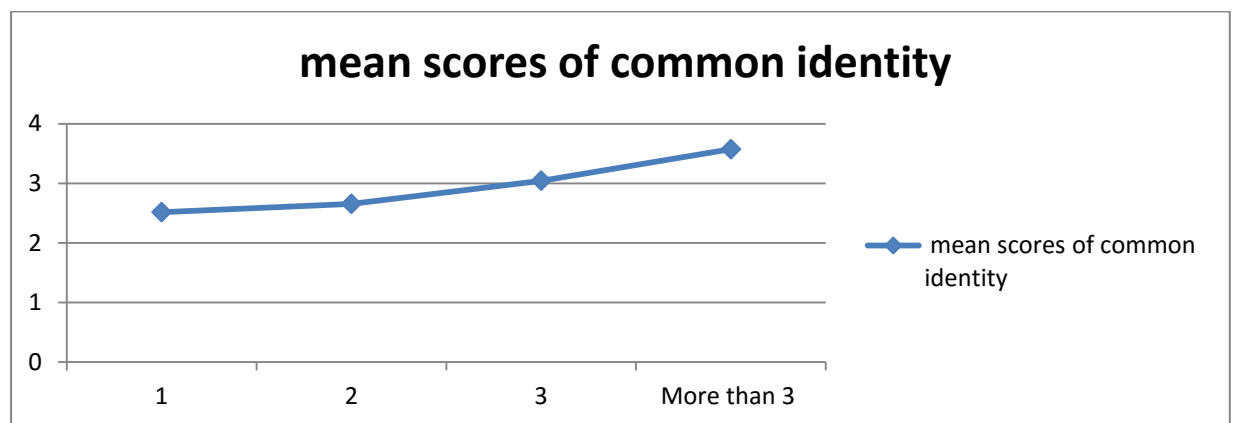
that common identity was statistically significantly higher for respondents lived in 3 states ( $3.04 \pm 0.50$ ) and more than 3 states ( $3.57 \pm 0.83$ ). There is no statistical difference between groups who lived for one and two years in other states for one year.

The **table 5.22** presents the mean values of each group for common identity

**Table 5.22. Mean values of each group based on number of states lived in for common identity**

Number of States lived in	Number of respondents	Mean
1	186	2.5155
2	153	2.6548
3	110	3.0434
More than 3	154	3.5717

A line graph that has one line representing the mean scores of the common identity test ( from the **table 5.21**) in each of the four conditions is plotted to understand the nature of relationship between number of states lived in for at least one year and perceiving people from other regions as in-group.



**Figure 5.8 Graph for mean scores of common identity and number of states lived**

The graph plotted for mean scores of common identity and number of states lived in for at least one year shows that as the number of states lived in for at least one year and the perception of common identity towards out-group member's increases.

### 5.10. Significant Relationships Identified by Structural Equation Modelling

The discussions and models illustrated in **Section 5.9** identified 5 significant relationships between the various independent and dependent variables. A summary of these significant relationships can be found in **Table 5.23**

A detailed explanation of these significant relationships, as well as a comparison to existing empirical and anecdotal evidence, is provided in the chapter 6.

**Table 5.23: Results of the Hypothesis Testing**

Hypothesis	Results
<i>Hypothesis 1: Cognitive diversity is significantly related to innovative work behaviour</i>	Rejected
<i>Hypothesis 2: Cognitive diversity is significantly related to common identity</i>	Accepted
<i>Hypothesis 3: DHRM practices moderates the effect of cognitive diversity on innovative behaviour</i>	Accepted
<i>Hypothesis 4: DHRM practices are significantly related to common identity.</i>	Accepted
<i>Hypothesis 5: Common identity is significantly related to innovative behaviour.</i>	Accepted
<i>Hypothesis 6: Common identity mediates the relationship between DHRM practices and innovative work behaviour.</i>	Accepted

### 5.11 Summary

The exploratory factor analysis showed that the potential items generated from literature loaded above 0.5 on their respective constructs. Further, the reliability test showed the Cronbach alpha value above 0.7 for each construct. Each of the measurement model tested with confirmatory factor analysis were within the range of index cut off for goodness-of-fit statistics. 13 items which loaded less across the four constructs were deleted to increase the reliability and increases the goodness-of-fit statistics. The high loading above 0.7 confirmed the discriminant validity. The results of descriptive analysis showed that regional diversity in Indian context presents cognitive aspects in terms of differences in views about task and way of doing a task. Further, the results also showed that organizations managing diversity in India follow all the HRM practices tested in the current study except for fair compensation practices. Moreover the practices vary across Indian MNCs and Foreign MNCs. Furthermore, it was found that number of languages one can speak and more cultural exposure influence the perception of common identity in regionally diverse workforce in Indian context.

From the results of Structural Equation Modelling, all the hypothesized relationships between cognitive diversity and common identity, common identity and innovative work behaviour, DHRM practices and common identity, moderating role of DHRM practices and mediation role of common identity were accepted except for the direct relationship between cognitive diversity and innovative work behaviour.

The discussion of results is elaborated in the following chapter.

## **CHAPTER 6**

### **DISCUSSIONS AND CONCLUSIONS**

This chapter presents a summary of the findings from this study. Further, the contribution and practical implications for managers are also discussed. Lastly, the limitations of this study will be discussed and recommendations for future research are suggested.

#### **6.1 Summary of Research Findings**

Organizations are increasingly characterized by a diverse workforce. Human resource management is the custodian of people related practices, thereof prescribed to have a major role in managing diversity. For this reason, the primary purpose of this study is to investigate the role of HRM practices in Diversity Management. Secondly to examine the outcomes of diversity dimensions specific to Indian context, particularly regional diversity and the influence of demographic characteristics on their outcomes.

To achieve this goal, this study addressed the following objectives:

- To classify and identify the diversity –oriented HR practices in the organizations
- To examine the relationship between cognitive diversity and innovative work behavior
- To examine the relationship between cognitive diversity and common identity
- To investigate the relationship of Diversity-oriented Human Resource Management practices with common identity and innovative work behaviour
- To investigate the relationship between common identity and innovative work behavior
- To examine the cognitive aspects of regional diversity in Indian context
- To examine demographic characteristics influencing common identity in regionally diverse organizations in Indian context

All these objectives have been brought together in a conceptual framework based on the extant literature. Broadly, the study aims at examining the role of HRM in Diversity Management. It also looks at the mechanism underlying the relationship of cognitive diversity and innovative work behaviour by investigating the moderating effect of Diversity –oriented Human Resource Management (DHRM) practices between cognitive diversity and innovative work behaviour. Further investigating the mediating effect of common identity between DHRM practices and innovative work behaviour. It also attempted to examine the cognitive aspects of regional diversity and demographic characteristics influencing common identity in a regionally diverse workforce in Indian context.

The findings and implications from these research objectives are discussed below.

#### **6.1.1a. Different types of Human Resource diversity Management Practices**

This study responded to the call of Martín Alcázar et al., (2013) regarding lack of development of specific HR typologies representing configurational models to describe how different HR practices can be synergistically integrated to manage workforce diversity.

The current study proposed a typology of Diversity –oriented Human Resource Management practices i.e. fairness-oriented HR practices, training –oriented HR practices and team-oriented HR practices based on key practices identified from the extant literature and empirical evidence from exploratory factor analysis.

The results of exploratory factor analysis showed that these practices identified from literature can be classified as seven different types. This study demonstrates that there are seven distinct types of Diversity –oriented Human Resource Management practices.

First, *fairness-oriented selection practices* highlights the need to design of selection practices by conditions of procedural justice (consistency in administration, opportunity to perform), informational justice (feedback, honesty) and interpersonal justice (interpersonal effectiveness of administrator and two- way communication) to develop the initial impressions of fairness resulting in positive future attitude , behavior ,perceptions and intensions of hired individuals .

Second, *fairness-oriented performance evaluation practices* emphasizes implementing fair procedural evaluation procedures involving clarity, reliability ,



consistency of appraisal criteria's and regularity of evaluation feedback to induce the perception of equal norms.

Third, *fairness-oriented compensation practices* underscore the need of principle of equal pay and accommodating diverse needs in benefit plans to generate a feeling of equality.

Fourth, *training oriented practices*, underlines the need of training individuals to understand and value the differences and develop skills to work with diverse members through disseminating related information, awareness programs and skill building programs.

Fifth, *team –oriented practices*, lays emphasis on motivating group identification by evaluating and rewarding at group level along with at individual level. This satisfies the need of inclusion and differentiation for individuals to perform high in diverse environment.

Sixth, *Control-oriented practices*, highlights the need to provide control to individuals over decisions related to their outcomes by allowing to contribute input to their evaluations, participate in target setting challenge the decisions regarding outcomes . This increases the perception of procedural justice in a diverse workforce.

Finally, *Identity- oriented practices*, calls attention to ensure that human-resource decision making process are not influenced by demographic identity of an individual. Managers biased decisions on the basis of demography such as considering demographic characteristics as signal for job performance , selecting based on demographic characteristics , more favorable assessment of demographically similar individuals or deciding starting pay differentials based on diversity characteristics create a perception of injustice.

**Table 6.1** presents the seven types of Diversity-oriented HRM practices and shows how they differ from each other.

The practices identified from literature loaded on seven practices rather than three, as they were found to vary in the HRM functions related to them, the underlying mechanism by which they help to manage diverse workforce and the outcome of it.

*Table 6.1 Typology of Diversity –oriented Human Resource Management practices*

TYPOLOGY OF DIVERSITY –ORIENTED HUMAN RESOURCE MANAGEMENT PRACTICES									
Criteria	Fairness-oriented selection practices		Fairness-oriented performance evaluation practices	Fairness-oriented compensation practices	Training oriented practices	Team –oriented practices	Control-oriented practices	Identity-free practices	
<b>HR functions</b>	Selection & Recruitment practices		Performance evaluation practices	Compensation Practices	Training practices	Performance evaluation practices & Compensation Practices	Performance evaluation practices	Selection practices, Performance evaluation practices & Compensation Practices	
<b>Under lying Mechanism</b>	Increasing perception of justice	the of	Increasing perception of justice	the of	Increased understanding of differences and their importance	Perception of Interdependency	Perception of control	Increasing the perception of justice	
<b>Outcome</b>	Equality among diverse group of people		Equality among diverse group of people	Equality among diverse group of people	Increased skill to work with diverse others Reduction in bias among diverse group of people	Group Identification among diverse group of people	Equality among diverse group of people	Equality among diverse group of people	

These typologies were used to investigate the moderating role of Human Resource Diversity Management practices on the relationship of cognitive diversity and innovative work behavior. These typologies statistically significantly moderated the relationship of cognitive diversity and innovative work behavior and also lead to common identity.

Future research should find more potential items for each type of Diversity – oriented HRM practice and test the impact of individual type and compare with integrated DHRM practices to have a comprehensive understanding of these practices.

#### **6.1.1b. DHRM practices in organizations which are managing diversity**

The HRM practices in organizations managing diversity was found based on the experiences with the HRM practices in their organizations reported by the respondents. Based on descriptive analysis it was found that most reported practices were Fairness-oriented selection practices, Training oriented practices and Identity-oriented practices followed by Fairness-oriented performance evaluation practices, Team –oriented practices and Control-oriented practices. Fairness-oriented compensation practices were least reported. The results reveal that the most of the organizations have unfair compensation practices such as unequal pay and benefit plans not suitable for accommodating diverse needs.

Further the analysis of variance (ANOVA) shows that the Indian MNCs and Foreign MNCs have significant differences in all the types of HR practices except for by Fairness-oriented performance evaluation practices.

Respondents from Indian MNCs have reported high Fairness-oriented selection practices, Training oriented practices, Identity- oriented practices, Team –oriented practices and Control-oriented practices as compared to the respondents from Foreign based MNCs. However, Fairness-oriented compensation practices were reported higher by respondents from Foreign based MNCs.

As the study has taken into consideration the HRM practices rather than HRM policies, the results reveal that the respondents from the India-based MNCs perceive the HRM practices being more fair and favorable to diverse workforce than the respondents from foreign based MNCs. This leaves with an inference that foreign based MNCs are somewhere lagging in understanding the socio-cultural context of India and addressing it through their HRM practices.

The current study relied on views of employees rather than HR managers as they can respond to what are actual practices being operationalized. Moreover, Wright & Boswell (2002) state that any research making an attempt to show a relationship between HRM and its outcomes stands on stronger ground when measuring the actual practices rather than the intended policies. However, Future research should also consider the managerial views to get a clear picture of the HRM policies of organizations managing diversity in India. Further, differences in employee's views and manager's view should be examined to determine the implications.

### **6.1.2 Relationship between cognitive diversity and innovative work behaviour**

Diversity type and its outcomes are an issue for organizations.. Moreover understanding individual outcomes of diversity is salient, as it provides basis for team outcomes and organization outcomes. However, little research is done to explore individual's outcomes (Jackson et al., 2003; Shin et al., 2012; Choi, 2007). Addressing this gap, the current study focused on common identity and innovative work behavior as individual outcome of cognitive diversity.

Drawing on information-decision making perspective and social –categorization perspective the study hypothesized that cognitive diversity is positively related to innovative work behavior and negatively related common identity. Both overall effect and direct effect of cognitive diversity on innovative behavior was examined.

The result seem inconsistent with the hypothesis. The results revealed that there was an insignificant association between cognitive diversity and innovative work behavior ( $\beta = 0.03$ , n.s.). The results are similar to the study conducted by Shin et al., (2012) they also found an insignificant relation between cognitive diversity and individual creativity with

$\beta = 0.03$  in Chinese context . One possible explanation for this result could be as explained by shin et al., (2012) that culture exerts a significant effect on employee's cognition, identity and behavior, such as in collectivist culture collective behaviors are more appreciated. India is characterized by a collectivist culture (Hofstede, 1980; Sinha, 2010). Due to their collectivist nature, their natural tendency is to cope with exigencies collectively and grow together rather than striving for personal excellence (Sinha, 2010, pp 38). Striving for personal excellence would create interpersonal tension and friction and the individual may be alienated (pp. 38). Under such conditions they would undermine and suppress one's interest to conform to groups.

However, Ronald (1988) reported that Indians have a well-protected secret self that contains highly individualistic impulses, desires and fantasies. This implies that in such cultural context, a specific situation is essential to activate personal selves (Shin et al., 2012). This is further supported from the present study, where empirical evidence is provided that when DHRM practices are high in organization, cognitive diversity leads to innovative work behavior. Moreover the direct effect of cognitive diversity on innovative behavior was more and significant statistically ( $\beta = .10$ ,  $p < 0.001$ ) than the total effect ( $\beta = .03$ , n.s).

### **6.1.3 Relationship between cognitive diversity and common identity**

Another outcome of cognitive diversity which is focused in the present study is common identity. The results revealed that there was a significant negative association between cognitive diversity and common identity ( $\beta = 0.11$ ,  $p < 0.01$ ). This finding offers support to the proposition of Van Knippenberg et al., (2004) that all dimensions of diversity provide a basis for differentiation and bring out social categorization. This indicates that social categorization is not limited to only demographic dimensions of diversity or surface –level dimensions of diversity. The explanation for this finding would be drawn from the similarity attraction argument (Pfeffer, 1983). Similarity on cognitive aspects such as similarity in views about task, in way of doing a task, in understanding the task, in solutions to problems related to task etc. would induce individuals appreciate the similar ones and show a less acceptance towards individuals dissimilar on these aspects. This brings out us-them distinction due to social categorization rather than perceiving all

as common group. Cognitive diversity may therefore relate negatively to common identity.

These findings lead to believe that mere increase in diversity would not guarantee its positive outcomes such as innovative work behaviour, rather has the potential to create in-groups and out-groups disrupting communication and cooperation in organization. These findings further support the research community calling for the need of contextual factors to bring out positive outcomes of diversity. This recommends identifying the contextual factors such as DHRM practices in an organization to create environment to reduce social-categorization and increase information exchange.

The current study focused on perceived cognitive diversity. Although perceived diversity is frequently used in diversity research (Shin et al., 2012; Jehn et al., 1999; Harrison et al., 2002), but individuals may not tap cognitive diversity of others accurately (Harrison & Klein, 2007). Future research can focus on actual cognitive diversity and compare the results of actual and perceived. Similarly, the construct innovative work behavior was measured with self-report items. Although this taps a portion of the domain specified for innovative behavior, it does not cover the entire domain, and it is not clear that individual-level self-reports is necessarily the most appropriate way to assess this construct. Future research should use multiple informants and multiple methods (e.g. survey, interview and observations) simultaneously to collect, thereby measuring these constructs more comprehensively.

#### **6.1.4. Relationship of Diversity-oriented Human Resource Management practices with common identity and innovative work behavior**

Faced with increasing diversity in workforce, organizations must find ways to prevent differences among employees from hindering communication and cooperation and in turn inhibiting performance. Even more importantly, in the interest of inclusion of diversity as business case, organizations need to find ways of turning diversity into an asset. The present study addresses this need by representing an effort to examine the role of HRM in Diversity Management. The present study sought to clarify the mechanism of relationship

between Diversity and its outcomes and to expand previous research by developing and testing a Mediated Moderation model.

In particular, the theory led to infer that Diversity-oriented Human Resource Management (DHRM) practices will moderate the relationship between cognitive diversity and innovative work behavior. The moderating effect of Human Resource diversity management practices on innovative work behavior will be mediated by common identity. This highlights the moderating role of DHRM practices.

The model and its two underlying hypothesis are entirely supported. Results reveal that the DHRM practices in an organization moderated the relationship of cognitive diversity and innovative work behavior. The moderated effect of DHRM practices was positively ( $\beta = 0.120$ ,  $p < 0.001$ ) related to innovative behavior. Further the interaction plot clarified that cognitive diversity was positively related to innovative behavior only when DHRM practices were high. This finding explains the condition under which relationships between cognitive diversity and innovative behavior is positive. The condition is the presence of DHRM practices.

Regarding the mediation hypothesis, common identity positively mediated the relationship between DHRM practices and innovative work behavior. The path coefficient of DHRM practices and innovative behavior shows a significant reduction from ( $\beta = .308$ ,  $p < 0.001$ ) to ( $\beta = 0.120$ ,  $p < 0.001$ ) in presence of common identity, clarifying its mediating effect. This finding provides an explanation about the underlying process through which DHRM practices positively contributes to innovative behavior. Furthermore, common identity clarified the relationship between cognitive diversity, innovative behavior and DHRM practices. However, common identity explains 61% variance between moderating effect of DHRM practices and innovative behavior.

These results can be explained based on theory. It is possible that DHRM practices create social conditions that motivate employees to interact and share knowledge (Collins and Smith, 2006; Kase et al., 2009), which is an essential condition for enhancing innovative work behaviour as it allows combining different opinions, information and ideas (Amabile, 1983; Jehn, Northcraft & Neale, 1999; Kickul & Gundry, 2001;

Northcraft, Polzer, Neale & Kramer, 1995; Schwenk & Cosier, 1980). Further, DHRM practices leads to perception of equality, common goals/fate, and incidence of favorable intergroup contact, cooperative interactions and interdependence and modify the past experiences (Roberge et al., 2011; Pendry et al., 2007; Wagner, 1995; Arthur, 1992; Tsui et al., 1997; Deutsch, 1973; Novak& Rogan, 2010) which can alter the cognitive representation of groups and increases common identity (Dovidio et al., 2007; Gaertner et al., 1990; Dovidio et al.,2010; Gaertner et al., 1990). The greater is the common identity with others greater the intention to innovate (Glynn et al., 2010).

The conclusion is that interaction between cognitive diversity and DHRM practices affects innovative behavior partly through the mediating role of common identity. These findings provide evidence that to derive the positive benefits of cognitive diversity, DHRM practices should be implemented which lead to the development of a sense of common identity resulting in high levels of innovative behavior.

In this study, a partial mediating effect of common identity was found. Future research should further examine the mechanisms by testing with other potential mediators which mediate relationship of DHRM practices and innovative work behaviour such as supportive work environment (Ma Prieto & Pilar Perez-Santana (2014). Ma Prieto & Pilar Perez-Santana, (2014) in their study on finding the role of HRM in managing innovative work behaviour found that human resource practices are positively related to innovative work behaviors with the mediation of two work environment variables: management support and coworkers support. Testing these variables along with common identity may be beneficial and provide useful implications for organizations. There is need of developing more complex models to develop a comprehensive understanding of this phenomenon.

Further, based on the propositions of Common In-group Identity model the study assumed that DHRM practices would be positively related to common identity. The finding was in agreement with the propositions of the referred model. The study found that Diversity –oriented Human Resource management practices is positively related to common identity ( $\beta = .13, p < 0.05$ ).



The likely explanation for this relation is that different types of diversity –orientated HR practices (DHRM practices) i.e. fairness- oriented HR practices, training oriented HR practices and team oriented practices decreases social –categorization as in-groups and out-groups. The fairness- oriented HR practices increases the perception of fairness which in turn enhances positive behavioral consequences and attitude such as cooperation in groups (e.g. Tyler & Blader, 2000) attachment to group (e.g. Korsgaard et al., 1995) and exhibit higher trust (e.g. Deluga 1994) towards out-group members. Training – oriented practices reduces bias (Brewer & Brown, 1998), changes employee’s views (Nemetz & Christensen, 1996) and increase perception of similarity (Gartner, Rust, Bachman, Dovidio & Anastasio, 1994). Similarly, Team –oriented HR practices fosters trust (Collins and Smith, 2006) and increase cooperation (Wagner, 1995). Identity literature suggests that these affective and behavioral consequences facilitate transformation of perception from ‘us’ and ‘them’ to ‘we’. Thus establishes a causal relation among different DHRM practices that may act as antecedents of common identity.

This concludes that Diversity –oriented HR practices increases common identity. This finding suggests that effectiveness of DHRM practices to manage diversity can be measured by the extent of perceived common identity among groups in the organization.

This early effort to test DHRM practices as an antecedent to common identity contributes to Identity literature by identifying and providing empirical evidence to a contextual antecedent of common identity. It is recommended that this relationship should be replicated with different populations for its generalizability. The future research should study the impact of each type of DHRM practices on common identity to give a comprehensive understanding of which particular practices have more impact on enhancing common identity and help the managers in designing the practices to manage diversity.

### **6.1.5 Relationship between common identity and innovative work behavior**

Based on theory, it was hypothesized that common identity is positively related to innovative work behaviour. The study found that common identity was significantly and

positively related ( $\beta = .65$ ,  $p < 0.001$ ) to innovative work behavior. This result is in substantial agreement with those of Glynn et al., (2010). They found that the stronger individuals' identification with their team, the greater their intention to innovate ( $\beta = .36$ ,  $p < 0.001$ ).

Reason for this consistent finding could be that common identity conditions individuals interaction by increasing cooperation (Kramer & Brewer, 1984; Brewer & Kramer, 1986), lowering intergroup threat (e.g. Riek et al., 2010), extending justice to other members (Opatow, 1995), enhancing trust (Hinds & Mortenson, 2005), increasing support (e.g. Stahl and Koser 1978), positive evaluation (e.g. Dovidio et al., 1997; Gaertner et al., 1994). Interactions among diverse individuals allows combining different opinions, information and ideas, a combination of which stimulate innovative work behaviour (e.g., Amabile, 1983; Jehn, Northcraft & Neale, 1999; Kickul & Gundry, 2001; Northcraft, Polzer, Neale & Kramer, 1995; Schwenk & Cosier, 1980).

It appears that innovative behavior decreases when workers perceive low common identity. This broadens the reach of identification theories to demonstrate their impact on innovation by confirming the previous research. Further research in innovation domain should explain the underlying process of the relationship between common identity and innovative work behaviour by identifying the mediator variables.

#### **6.1.6. Cognitive aspects of regional diversity in Indian context**

Based on the proposition of Van Knippenberg et al., (2004) that all dimensions of diversity may be related to differences in task relevant information and perspectives and proposition of Harrison and Klein (2007) that the demographic dimensions are representations of cognitive diversity, the study made an early effort to examine if regional diversity in Indian context is related to differences in cognitive aspects. The study tested if the individuals from diverse regions/states would exhibit differences on four aspects of cognitive differences i.e. differences in views about task, in way of doing a task, in understanding the task, in solutions to the task. Results derived from descriptive analysis report that individuals from diverse regions/states differed in views

about task, in way of doing a task but not in understanding the task and in solutions to problems related to task.

This finding imply support to the conclusion drawn by Van Knippenberg & Schippers (2007) that the positive versus the negative effects of diversity are not associated with job-related informational diversity versus less job-related demographic diversity. This suggests that organizations can be optimistic about the possibilities to benefit from demographic diversity also. The organizations can derive the benefits of demographic diversity through diversity management tools.

The possible explanation for this finding is that the each region in India is a distinct cultural region with distinct cultural heritage, folklore, myths, symbolism and historical traditions (Meena, 2015). These aspects of culture may bring about *culture-bound syndromes* - sets of symptoms much more common in some societies than in others (Office of the Surgeon General, 2001). Individuals with these common culture-bound syndromes would identify themselves as group. This unconscious identity manifests itself in daily behaviors, attitudes, and ways of doing things (Chavez & Guido-DiBrito, 1999). Further, culture serves as a source of lay theories about the world and shapes how people attend, think, and react, crafting their life views and philosophies (Kastanakis & Voyer, 2014). These cultural differences may bring differences in views related to tasks ad way of doing the tasks. This study is initial empirical evidence in this direction. Future research is required to test this relationship for more clarity and adding more items to the cognitive diversity measurement used in the current study.

#### **6.1.7. Demographic characteristics influencing common identity in regionally diverse organizations in Indian context**

Common in group identity model from social psychology literature proposes that in-group-out-group salience can be reduced by different types of intergroup interdependence and cognitive, perceptual, linguistic, affective and environmental factors that transform representations of individuals from two groups to one. Drawing on this model, the present study assumes that in Indian context demographic factors such as number of Indian languages an individual can speak (linguistic factor) and cultural understanding of

different states (number of states of India lived for more than one year taken as proxy) could transform the representation of individuals in a regionally diverse workforce and increase the perception of common identity. Results derived from analysis of variance (ANOVA) report that the perception of common identity is higher for individuals who can speak more number of languages and had more cultural exposure.

The possible explanation for these results is language differences have been argued to effect interactions negatively (Lauring & Selmer, 2011). Moreover, it makes harder to create a common frame of reference to share knowledge (Zenger & Lawrence, 1989) and abstain small talks which provide important personal information (Lagerstrom & Andersson, 2003). Thereof an individual who can speak more number of languages can establish a common frame of reference with individuals from different linguistic background. In Indian context, although English is the most commonly used among Indians as a "link" or an "official" language at organization (Hohenthal, 2003). But most of the Indians prefer using their mother tongue in informal situations (Meena, 2015). Moreover speaking in second language is argued to be less rich means of communication compared to one's native language (Feely & Harzing, 2003). Thereof an individual who can speak more number of languages can establish a common frame of reference with individuals from different linguistic background. Indeed, language is the greatest mediator that allows employees to relate and understand each other (Imberti, 2007). Thus language can act as linguistic factor increase the perception of common identity by knowing and understanding each other through interactions.

Similarly, culture also has an impact on communication processes among individuals of cultural differences. Cultural differences are general pattern of cultural values, attitudes and communication behaviors associated with specific sets of individuals (Oetzel, J. G., 2002). Such differences lead to different and potentially difficult communication process creating misunderstandings (Oetzel, J. G., 2002). Knowledge of others cultural values, attitudes and associated communication behaviors can reduce such misunderstandings leading to better communication process. India comprises 29 regions, each of which is a distinct cultural region. Moreover, Indian organization is representations of such cultural diverse people. An individual who has an exposure of different cultural regions will have a better understanding of values, attitudes and

communication behavior of members of their co-culture .Thus improving understanding and associations.

However, no significant difference was found among individuals varying across gender, age group and work –experience in the current organization. Past research (e.g. Harrison, Price & Bell, 1998) has found that as time spent with people increases demographic differences are weekend, therefore it was assumed in the current study that with more work experience, perceived common identity would increase as regional differences would be weekend. The future research should test this relationship in Indian context. Gender and Age did not show differences as the sample has less representation of different groups. These characteristics should be tested further with more representative sample.

These findings suggest that ability to express in more number of languages and more cultural exposure can increase perceived common identity. This recommends that organizations managing diversity could increase the interactions among individuals through common identity by language training and cultural training programs.

## **6.2 Contribution**

The present study extends the extant literature in several important ways.

- First, responding to the call of Martín Alcázar et al., (2013) regarding lack of development of specific HR typologies representing configurational models to describe how different HR practices can be synergistically integrated to manage workforce diversity, the current study developed a typology of Human Resource Diversity Management practices. Seven distinct types of Human Resource Diversity Management practices based on key practices identified from the extant literature and empirical evidence from exploratory factor analysis are presented. This configuration of Human Resource Diversity Management practices could provide managers with criteria for deciding the pattern of HR practices for managing differences.
- Second, although it has often been theorized that Human resource management has a major role in managing diversity in diversity management literatures, its relationship with diversity and its outcomes is scarcely tested through empirical

studies. This study mainly contributed to understand the role HRM plays in managing diversity to give positive outcomes.

Paying attention to Van Knippenberg and Schippers, (2007) call to explore in what specific context diversity leads to positive benefits, a theoretical rationale was provided and found empirical support for the claim that DHRM Practices is a particularly important variable for diversity in organization . The findings of the study add to the literature providing likely explanations for inconsistent regarding the diversity –outcome relationship.

- Third, this study provides empirical evidences on the relationship between cognitive diversity and innovative work behavior. Although, researchers (Shin et al., 2012; Choi, 2007) have addressed the impact of cognitive diversity and functional diversity on individual creativity, but impact on innovative work behavior has not been examined. Another important related finding is that situational factors such as HRDM practices in organization are critical in helping individuals to take advantage of cognitive diversity to indulge in innovative work behavior. For the similar reason, though no significant relationship was found cognitive diversity and innovative behavior but significant moderating effect of HRDM practices was found on the relationship between cognitive diversity and innovative work behavior. The study significantly extends innovation literature by investigating moderating effect of HRDM practices on innovative work behavior.
- Fourth, the study contributes to identity literature by identifying and providing empirical evidence to a contextual antecedent of common identity.
- Fifth, the finding of the study that cognitive diversity is negatively related to common identity provides support to the theorization that that all dimensions of diversity provide a basis for differentiation and bring out social categorization.
- Finally, in a globalized world it becomes increasingly important to study the effects of diversity in different country context. The present study contributes to the extant literature findings obtained in an Indian context. Further, an early effort was made to explore the cognitive aspects of regional diversity in Indian context

and identify the demographic characteristics which can increase the perception of common identity among regionally diverse workforce in Indian context. In addition, the present study identified the HR practices in IT organizations in India from the employee's views.

### **6.3 Managerial Implications**

As the study adopted a nomothetic approach and not an exhaustive explanation of the phenomena, it is emphasized that the suggestions based on the findings may help in planning a course of action to increase the benefits of diversity at workplace. First, as it was found from the study that when DHRM practices were low, higher levels of cognitive diversity lead to no innovative work behavior. It is suggested that the organizations must be aware that mere increase in diversity (such as cognitive diversity) does not necessarily lead to positive results. This infers that it is important for organizations to put mechanisms in place so that diversity translates into positive outcomes such active involvement of HR managers to redesign the HRM functions with diversity-orientation. The seven types of Diversity- oriented HRM practices identified in the study i.e. Fairness-oriented selection practices, Fairness-oriented performance appraisal practices , Fairness-oriented compensation practices , Identity –oriented practices , Control- oriented practices , Training –oriented practices and Team- oriented practices , can be used as criteria to choose an adequate pattern for HRM practices.

Further, the study found that DHRM practices leads to perception of common identity. Diversity-oriented HRM practices can induce more positive attitude and behaviour among employees towards each other. Thus rise the positive behaviors and attitudes among members of different groups can be considered as one of the criteria's to evaluate their efforts towards managing diversity through HRM practices. Moreover, practices aimed at developing common identity could help to prevent poor outcomes of cognitive diversity. In particular, managers should be sensitive to the need of creating common identity for indulging employees in innovative work behaviors.

Third, managers in Indian organizations can utilize the benefit of regional diverse workforce as the regional diverse individuals in Indian context were found to differ in

views related to task and way of doing a task, which are two significant aspects of cognitive diversity, which has potential to creativity and innovation. Further Managers should develop training programs to acquire of different languages and different cultures, as they increase the perception of common identity among regionally diverse people.

#### **6.4 Limitations**

The potential limitations of the present study are acknowledged, which in turn can help guide future research. First, the present study focused exclusively on software engineers in IT companies from seven cities of India, which are admittedly relevant profile and sector for the current study. However, future research could attempt to replicate and extend our findings to other functional areas, sectors and cities of India.

Second, the cross-sectional nature of the study limits the possibility to make causal inferences. However, because the hypotheses were based on theories, and relevant sector and profile (i.e. software engineers) were selected for study, it is believed that the above – mentioned issue did not significantly affect interpretation of the results. Moreover, past literature does not support the likely relationship that cognitive diversity can be caused by common identity, DHRM practices can be caused by common identity, common identity can be caused by innovative work behaviour and DHRM practices can be caused by innovative work behaviour. However, future research is necessary to confirm the mechanisms suggested in this study through a longitudinal or experimental approach.

Third, there are some limitations due to the measurements employed in this study. The measurements, other than innovative work behaviour, were new to this study. Although their reliabilities and construct validity was shown to be satisfactory in this study, they may not fully capture all the facets of the underlying constructs. This study is an initial test of these measurements, that should be subjected to further testing and refinement. It is currently unknown how well the model and its findings will generalize beyond the specific conditions of this study. Thus, the generalizability of the instrument across different contexts is limited. Future research could focus on identifying additional items for some of the DHRM practices variables. In particular, fairness-oriented compensation practices and team –oriented practices, which were ultimately operationalized with two



items (based on the factor analysis), could be further investigated for additional items. Although reliability and validity shown to be sufficient in this study, in general, two-item measures are more susceptible to model misspecification. Future research could focus on revising the original items within each construct.

Fourth, the sampling procedure employed was another potential limitation of this study. Purposive sampling is not classified as a probability sampling technique . Thus, the generalizability of the results beyond the studied population requires additional field research.

Finally, it needs to be emphasized that the study did not consider the influence of all moderator and mediator variables. As shown in the structural model, 44 % of variance in innovative work behaviour was left unexplained in the current model. The possible inclusion of other variables to further extend the proposed model should be actively pursued in future research.

Despite these limitations, the current study furthers our understanding of process that accounts for positive effects of cognitive diversity. The demonstration of construct validity for the variables of analysis and the findings may help to explain certain relationships between these variables .Further, the proposed mediated moderation model can be applied to understand the effects of any indicator of diversity such as functional/informational diversity, experience diversity and demographic diversity. In addition, it is possible to generalize the results for software engineers and IT companies because the sample size was large. Further research may replicate the study in other countries with different sectors, including other indicators of diversity, in order to increase the generalizability of the results.

## 6.5 Conclusion

In summary, the study found seven types of Diversity –oriented HRM practices. Further, it was found that the association between Cognitive diversity and Innovative work behavior is moderated by set of these seven Diversity –oriented HRM practices, with a stronger relationship between these constructs for respondents demonstrating higher levels of Diversity –oriented HRM practices. Diversity –oriented HRM practices when leads to Innovative work behaviour interact with Cognitive diversity by creating Common identity. Further, in absence of appropriate contextual variable no relationship is found between Cognitive diversity and Innovative work behaviour. Indeed, it was found that it exhibits negative relationship with common identity. In addition the study sought to provide new knowledge on cognitive aspects of regional diversity in Indian context. In particular, it identifies that regionally diverse individuals vary in the views related to task and in way of doing the task. Lastly, it was found that individual characteristics such as knowing more languages and more cultural exposure can increases common identity perspective among regional diverse individuals in Indian context.

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## Annexure 1

## List of IT companies registered with NASSCOM (committed to diversity issues)

BENGALURU	
3I INFOTECH	<a href="http://careers.3i-infotech.com/working-at-3i-infotech/">http://careers.3i-infotech.com/working-at-3i-infotech/</a>
CAPGEMINI	<a href="https://www.in.capgemini.com/careers/working-at-capgemini/diversity-and-inclusion">https://www.in.capgemini.com/careers/working-at-capgemini/diversity-and-inclusion</a>
COLLABERA	<a href="http://www.collabera.com/diversity/">http://www.collabera.com/diversity/</a>
FIDELITY	<a href="http://www.goldmansachs.com/who-we-are/diversity-and-inclusion/">http://www.goldmansachs.com/who-we-are/diversity-and-inclusion/</a>
GOLDMAN SACHS	<a href="http://www.goldmansachs.com/who-we-are/diversity-and-inclusion/">http://www.goldmansachs.com/who-we-are/diversity-and-inclusion/</a>
HCL	<a href="http://www.hcltech.com/careers/diversity">http://www.hcltech.com/careers/diversity</a>
HITACHI	<a href="http://www.hitachi.com/csr/society/diversity/">http://www.hitachi.com/csr/society/diversity/</a>
HONEYWELL	<a href="http://citizenship.honeywell.com/our-commitment-to-diversity/">http://citizenship.honeywell.com/our-commitment-to-diversity/</a>
HP	<a href="http://welcome.hp.com/country/in/en/companyinfo/diversity.html">http://welcome.hp.com/country/in/en/companyinfo/diversity.html</a>
IBM	<a href="http://www-03.ibm.com/employment/us/diverse/">http://www-03.ibm.com/employment/us/diverse/</a>
INFOSYS	<a href="http://www.infosys.com/sustainability/diversity/">http://www.infosys.com/sustainability/diversity/</a>
INTUIT	<a href="http://www.intuit.com/company/profile/diversity/">http://www.intuit.com/company/profile/diversity/</a>
ITC INFOTECH	<a href="http://itcportal.mobi/sustainability/sustainability-report-2014/social-performance.aspx">http://itcportal.mobi/sustainability/sustainability-report-2014/social-performance.aspx</a>
L& TINFOTECH	
LLOYDS	<a href="https://www.lloyds.com/lloyds/corporate-responsibility/diversity">https://www.lloyds.com/lloyds/corporate-responsibility/diversity</a>
MAGNASOFT	<a href="http://www.magnasoftengineering.com/careers/life-at-magnasoft/">http://www.magnasoftengineering.com/careers/life-at-magnasoft/</a>
MINDTREE	<a href="http://www.mindtree.com/about-us/sustainability/workplace-sustainability">http://www.mindtree.com/about-us/sustainability/workplace-sustainability</a>
MPHASIS	<a href="http://www.mphasis.com/downloads/Awards/mphasis-awarded-NASSCOM-corporate-awards.pdf">http://www.mphasis.com/downloads/Awards/mphasis-awarded-NASSCOM-corporate-awards.pdf</a>
NETAPP	<a href="http://www.netapp.com/in/careers/life/diversity-inclusion.aspx">http://www.netapp.com/in/careers/life/diversity-inclusion.aspx</a>
NOKIA SIEMENS	<a href="http://reports.nsn.com/2012/pdf/NSN_Annual-Report-2012_Corporate-responsibility.pdf">http://reports.nsn.com/2012/pdf/NSN_Annual-Report-2012_Corporate-responsibility.pdf</a>
ORACLE	<a href="http://www.oracle.com/us/corporate/careers/diversity/overview/index.html">http://www.oracle.com/us/corporate/careers/diversity/overview/index.html</a>
PHILIPS	<a href="http://www.philips.co.in/a-w/careers/working-at-philips/diversity-and-inclusion.html">http://www.philips.co.in/a-w/careers/working-at-philips/diversity-and-inclusion.html</a>
ROBERST BOASCH	<a href="http://www.bosch-thinking.com/diversity.html">http://www.bosch-thinking.com/diversity.html</a>
SAP LABS	<a href="http://www.sap.com/corporate-en/about/careers/diversity/life-at-work/details/recognition.html">http://www.sap.com/corporate-en/about/careers/diversity/life-at-work/details/recognition.html</a>
SCHNEIDER ELECTRIC	<a href="http://www.schneider-electric.com/ww/en/about-us/diversity-and-inclusion.jsp">http://www.schneider-electric.com/ww/en/about-us/diversity-and-inclusion.jsp</a>
SUNGAURD	<a href="https://www.sungard.com/company/careers/fs-jobs/working-at-sungard/diversity-inclusion">https://www.sungard.com/company/careers/fs-jobs/working-at-sungard/diversity-inclusion</a>
TCS	<a href="http://www.tcs.com/about/corp_responsibility/cs-report/Documents/GRI-2013-Sustainability-Report-271014.pdf">http://www.tcs.com/about/corp_responsibility/cs-report/Documents/GRI-2013-Sustainability-Report-271014.pdf</a>
TECH MAHINDRA	<a href="https://careers.techmahindra.com/Forms/CulturalDiversity.aspx">https://careers.techmahindra.com/Forms/CulturalDiversity.aspx</a>
THOMSON REUTERS	<a href="http://thomsonreuters.com/en/about-us/diversity-and-inclusion.html">http://thomsonreuters.com/en/about-us/diversity-and-inclusion.html</a>
THOUGHTWORKS	<a href="http://info.thoughtworks.com/intentional-inclusivity.html">http://info.thoughtworks.com/intentional-inclusivity.html</a>
VOLVO	<a href="http://www3.volvo.com/investors/finrep/sr14/en/responsiblebehavior/corporatetrustworth/diversityinclusion/recognizing-the-ben.html">http://www3.volvo.com/investors/finrep/sr14/en/responsiblebehavior/corporatetrustworth/diversityinclusion/recognizing-the-ben.html</a>
WIPRO	<a href="http://www.wiprosustainabilityreport.com/diversity-inclusion">http://www.wiprosustainabilityreport.com/diversity-inclusion</a>
HYDERABAD	
3I INFOTECH	<a href="http://careers.3i-infotech.com/working-at-3i-infotech/">http://careers.3i-infotech.com/working-at-3i-infotech/</a>

ADP	<a href="http://www.adp.com/careers/uscareers/why-adp/inclusion-diversity.aspx">http://www.adp.com/careers/uscareers/why-adp/inclusion-diversity.aspx</a>
ANTHELIO	<a href="http://forums.altnews.com.au/content/anthelio-wins-nasscom">http://forums.altnews.com.au/content/anthelio-wins-nasscom</a>
BROADRIDGE FINANCIAL SOLUTIONS	<a href="http://www.broadridge.com/company-information/about/diversity-inclusion/diverse-workforce">http://www.broadridge.com/company-information/about/diversity-inclusion/diverse-workforce</a>
CMC LTD	<a href="http://www.cmcltd.com/cmccommits/diversity-inclusion">http://www.cmcltd.com/cmccommits/diversity-inclusion</a>
CSC	<a href="http://www.csc.com/about_us/ahp/97733-diversity_and_inclusion">http://www.csc.com/about_us/ahp/97733-diversity_and_inclusion</a>
DELOITTE	<a href="http://www2.deloitte.com/us/en/pages/about-deloitte/topics/inclusion.html">http://www2.deloitte.com/us/en/pages/about-deloitte/topics/inclusion.html</a>
DU PONT	<a href="http://www.dupont.com/corporate-functions/careers/why-dupont/articles/diversity.html">http://www.dupont.com/corporate-functions/careers/why-dupont/articles/diversity.html</a>
FACTSET	<a href="https://targetjobs.co.uk/employer-hubs/factset/326945-diversity-and-equality">https://targetjobs.co.uk/employer-hubs/factset/326945-diversity-and-equality</a>
HCL	<a href="http://www.hcltech.com/careers/diversity">http://www.hcltech.com/careers/diversity</a>
HSBC	<a href="http://www.hsbc.com/citizenship/diversity-and-inclusion">http://www.hsbc.com/citizenship/diversity-and-inclusion</a>
INFOSYS	<a href="http://www.infosys.com/sustainability/diversity/">http://www.infosys.com/sustainability/diversity/</a>
INVESCO	<a href="http://www.invesco.com/portal/site/global/DiversityInclusion/">http://www.invesco.com/portal/site/global/DiversityInclusion/</a>
IVY COMPTech	<a href="https://careers.ivycomptech.com/recruitment/">https://careers.ivycomptech.com/recruitment/</a>
MIND MAP	<a href="http://www.lifemeetwork.com/knowledge-center/business-case-2/overview/mind-map-benefits-of-workplace-flexibility/">http://www.lifemeetwork.com/knowledge-center/business-case-2/overview/mind-map-benefits-of-workplace-flexibility/</a>
MINDTREE	<a href="http://www.mindtree.com/about-us/sustainability/workplace-sustainability">http://www.mindtree.com/about-us/sustainability/workplace-sustainability</a>
NOVARTIS	<a href="http://www.novartis.com.bd/careers/diversity-inclusion/index.shtml">http://www.novartis.com.bd/careers/diversity-inclusion/index.shtml</a>
POLARIS	<a href="https://www.polarisproject.org/about-us/careers/employment-opportunities">https://www.polarisproject.org/about-us/careers/employment-opportunities</a>
PROGRESS SOFTWARE	<a href="https://www.progress.com/company/careers/diversity-at-progress">https://www.progress.com/company/careers/diversity-at-progress</a>
QUALCOMM	<a href="https://www.qualcomm.com/company/sustainability/workplace/diversity-inclusion">https://www.qualcomm.com/company/sustainability/workplace/diversity-inclusion</a>
ROCKWELL COLLINS	<a href="https://www.rockwellcollins.com/Our_Company/Diversity_and_Inclusion.aspx">https://www.rockwellcollins.com/Our_Company/Diversity_and_Inclusion.aspx</a>
SUTHERLAND	<a href="http://www.sutherlandglobal.com/aboutus_sr_diversity.aspx">http://www.sutherlandglobal.com/aboutus_sr_diversity.aspx</a>
TCS	<a href="http://www.tcs.com/about/corp_responsibility/cs-report/Documents/GRI-2013-Sustainability-Report-271014.pdf">http://www.tcs.com/about/corp_responsibility/cs-report/Documents/GRI-2013-Sustainability-Report-271014.pdf</a>
TECH MAHIIDRA	<a href="https://careers.techmahindra.com/Forms/CulturalDiversity.aspx">https://careers.techmahindra.com/Forms/CulturalDiversity.aspx</a>
TECHNOBRAIN	<a href="http://www.technobraingroup.com/careers/life-at-techno-brain.aspx">http://www.technobraingroup.com/careers/life-at-techno-brain.aspx</a>
VERTEX	<a href="http://www.vertexinc.com/careers/why-work-us/commitment-diversity">http://www.vertexinc.com/careers/why-work-us/commitment-diversity</a>
WELLS FORGO	<a href="https://www.wellsfargo.com/about/diversity/">https://www.wellsfargo.com/about/diversity/</a>
WIPRO	<a href="http://www.wiprosustainabilityreport.com/diversity-inclusion">http://www.wiprosustainabilityreport.com/diversity-inclusion</a>
<b>DELHI NCR</b>	
AKAL	<a href="http://www.akalinfosys.com/Careers.html">http://www.akalinfosys.com/Careers.html</a>
AT &T	<a href="http://www.att.com/gen/corporate-citizenship?pid=17725">http://www.att.com/gen/corporate-citizenship?pid=17725</a>
BECHTEL	<a href="http://www.bechtel.com/sustainability/diversity/">http://www.bechtel.com/sustainability/diversity/</a>
BROCADE	<a href="http://www.brocade.com/en/about-us/career/brocade-diversity-and-inclusion.html">http://www.brocade.com/en/about-us/career/brocade-diversity-and-inclusion.html</a>
CANON	<a href="https://www.canon.com.au/en/About-Canon/Careers/diversity-inclusion">https://www.canon.com.au/en/About-Canon/Careers/diversity-inclusion</a>
CMC	<a href="http://www.cmcltd.com/cmccommits/diversity-inclusion">http://www.cmcltd.com/cmccommits/diversity-inclusion</a>
DELL	<a href="http://diversityandcommerce.biz/dells-commitment-to-diversity-and-inclusion-p3079-168.htm">http://diversityandcommerce.biz/dells-commitment-to-diversity-and-inclusion-p3079-168.htm</a>
ERICSSON	<a href="http://www.ericsson.com/thecompany/diversity-inclusion">http://www.ericsson.com/thecompany/diversity-inclusion</a>
ESPIRE	<a href="http://www.espire.com/careers">http://www.espire.com/careers</a>
FUJITSU	<a href="http://www.fujitsu.com/global/about/csr/activities/employees/diversity/">http://www.fujitsu.com/global/about/csr/activities/employees/diversity/</a>

GENPACT	<a href="http://www.genpact.com/home/careers/people">http://www.genpact.com/home/careers/people</a>
GOOGLE	<a href="http://www.google.com/diversity/at-google.html">http://www.google.com/diversity/at-google.html</a>
HCL	<a href="http://www.hcltech.com/careers/diversity">http://www.hcltech.com/careers/diversity</a>
HONEYWELL	<a href="http://citizenship.honeywell.com/our-commitment-to-diversity/">http://citizenship.honeywell.com/our-commitment-to-diversity/</a>
HP	<a href="http://welcome.hp.com/country/in/en/companyinfo/diversity.html">http://welcome.hp.com/country/in/en/companyinfo/diversity.html</a>
INTERGLOBE	<a href="http://www.itq.in/d-and-i-at-itq">http://www.itq.in/d-and-i-at-itq</a>
Mc KINSEY	<a href="http://www.mckinsey.com/careers/our_people_and_values/diversity_and_inclusion_networks">http://www.mckinsey.com/careers/our_people_and_values/diversity_and_inclusion_networks</a>
MICROSOFT	<a href="https://www.microsoft.com/en-us/diversity/default.aspx#fbid=KHj8f9e3sI2">https://www.microsoft.com/en-us/diversity/default.aspx#fbid=KHj8f9e3sI2</a>
NUCLEUS SOFTWARE	<a href="http://www.nucleussoftware.com/about-us/history">http://www.nucleussoftware.com/about-us/history</a>
ORACLE	<a href="http://www.oracle.com/us/corporate/careers/diversity/overview/index.html">http://www.oracle.com/us/corporate/careers/diversity/overview/index.html</a>
UNITED HEALTH GROUP	<a href="http://www.unitedhealthgroup.com/Diversity/Workplace.aspx">http://www.unitedhealthgroup.com/Diversity/Workplace.aspx</a>
US TECH SOLUTIONS	<a href="http://www.ustechsolutions.com/diversity.html">http://www.ustechsolutions.com/diversity.html</a>
<b>MUMBAI</b>	
3I INFOTECH	<a href="http://careers.3i-infotech.com/working-at-3i-infotech/">http://careers.3i-infotech.com/working-at-3i-infotech/</a>
AGEIS	<a href="http://www.prnewswire.com/news-releases/aegis-recognized-for-excellence-in-diversity-and-inclusion-at-shrm-hr-awards-2014-279535372.html">http://www.prnewswire.com/news-releases/aegis-recognized-for-excellence-in-diversity-and-inclusion-at-shrm-hr-awards-2014-279535372.html</a>
BNP PARIBAS	<a href="http://www.bnpparibas.com/en/responsible-bank/our-corporate-social-responsibility/social-responsibility/diversity">http://www.bnpparibas.com/en/responsible-bank/our-corporate-social-responsibility/social-responsibility/diversity</a>
CA TECHNOLOGIES	<a href="http://www.ca.com/in/sustainability-report/employee-empowerment/thrive.aspx">http://www.ca.com/in/sustainability-report/employee-empowerment/thrive.aspx</a>
CAPGEMINI	<a href="https://www.in.capgemini.com/careers/working-at-capgemini/diversity-and-inclusion">https://www.in.capgemini.com/careers/working-at-capgemini/diversity-and-inclusion</a>
CMC	<a href="http://www.cmcltd.com/cmccommits/diversity-inclusion">http://www.cmcltd.com/cmccommits/diversity-inclusion</a>
COLGATE PALMOLIVE	<a href="http://www.colgate.com/app/Colgate/US/Corp/WorkWithUs/WhyColgate/GlobalDiversity.cvsp">http://www.colgate.com/app/Colgate/US/Corp/WorkWithUs/WhyColgate/GlobalDiversity.cvsp</a>
DATAMATICS	<a href="http://www.datamatics.us/culture-of-inclusion.html">http://www.datamatics.us/culture-of-inclusion.html</a>
GODREJ	<a href="http://www.godrejcareers.com/diversity.aspx">http://www.godrejcareers.com/diversity.aspx</a>
HCL	<a href="http://www.hcltech.com/careers/diversity">http://www.hcltech.com/careers/diversity</a>
KPMG	<a href="http://www.kpmg.com/us/en/about/csr/diversity-inclusion/pages/default.aspx">http://www.kpmg.com/us/en/about/csr/diversity-inclusion/pages/default.aspx</a>
L & T INFOTECH	<a href="http://www.larsentoubro.com/media/31295/ltsustainabilityreport2014.pdf">http://www.larsentoubro.com/media/31295/ltsustainabilityreport2014.pdf</a>
L&T INFOTECH	
MINDTREE	<a href="http://www.mindtree.com/about-us/sustainability/workplace-sustainability">http://www.mindtree.com/about-us/sustainability/workplace-sustainability</a>
MORGAN STANLEY	<a href="http://www.morganstanley.com/people-opportunities/diversity.html">http://www.morganstanley.com/people-opportunities/diversity.html</a>
MPHASIS	<a href="http://www.mphasis.com/downloads/Awards/mphasis-awarded-NASSCOM-corporate-awards.pdf">http://www.mphasis.com/downloads/Awards/mphasis-awarded-NASSCOM-corporate-awards.pdf</a>
ORACLE	<a href="http://www.oracle.com/us/corporate/careers/diversity/overview/">http://www.oracle.com/us/corporate/careers/diversity/overview/</a>
ROLTA	<a href="http://www.rolta.com/wp-content/uploads/Rolta-CSR.pdf">http://www.rolta.com/wp-content/uploads/Rolta-CSR.pdf</a>
TCS	<a href="http://www.tcs.com/about/corp_responsibility/cs-report/Documents/GRI-2013-Sustainability-Report-271014.pdf">http://www.tcs.com/about/corp_responsibility/cs-report/Documents/GRI-2013-Sustainability-Report-271014.pdf</a>
TECH MAHINDRA	<a href="https://careers.techmahindra.com/Forms/CulturalDiversity.aspx">https://careers.techmahindra.com/Forms/CulturalDiversity.aspx</a>
<b>PUNE</b>	
AMDOCS	<a href="http://www.amdocs.com/about/corporate-social-responsibility/diversity/pages/default.aspx">http://www.amdocs.com/about/corporate-social-responsibility/diversity/pages/default.aspx</a>
AVAYA	<a href="http://www.avaya.com/ca-en/about-avaya/our-company/our-culture/diversity/">http://www.avaya.com/ca-en/about-avaya/our-company/our-culture/diversity/</a>



BMC	<a href="http://bmcdiversity.com/diversity_inclusion.asp">http://bmcdiversity.com/diversity_inclusion.asp</a>
HSBC	<a href="http://www.hsbc.com/citizenship/diversity-and-inclusion">http://www.hsbc.com/citizenship/diversity-and-inclusion</a>
INFOSYS	<a href="http://www.infosys.com/sustainability/diversity/">http://www.infosys.com/sustainability/diversity/</a>
ITC INFOTECH	
MINDTREE	<a href="http://www.mindtree.com/about-us/sustainability/workplace-sustainability">http://www.mindtree.com/about-us/sustainability/workplace-sustainability</a>
TCS	<a href="http://www.tcs.com/about/corp_responsibility/cs-report/Documents/GRI-2013-Sustainability-Report-271014.pdf">http://www.tcs.com/about/corp_responsibility/cs-report/Documents/GRI-2013-Sustainability-Report-271014.pdf</a>
TECH MAHINDRA	<a href="https://careers.techmahindra.com/Forms/CulturalDiversity.aspx">https://careers.techmahindra.com/Forms/CulturalDiversity.aspx</a>
VERTEX	<a href="http://www.vertexinc.com/careers/why-work-us/commitment-diversity">http://www.vertexinc.com/careers/why-work-us/commitment-diversity</a>
ZENSAR	<a href="http://www.zensar.com/about-us/diversity-at-zensar">http://www.zensar.com/about-us/diversity-at-zensar</a>
<b>CHENNAI</b>	
BOTREE	<a href="http://botreesoftware.com/careers/">http://botreesoftware.com/careers/</a>
COGNIZANT	<a href="http://www.cognizant.com/company-overview/diversity-and-inclusion">http://www.cognizant.com/company-overview/diversity-and-inclusion</a>
CONTINENTAL DATA GRAPHICS	<a href="http://www.cdgnow.com/careers/">http://www.cdgnow.com/careers/</a>
HCL	<a href="http://www.hcltech.com/careers/diversity">http://www.hcltech.com/careers/diversity</a>
INFOSYS	<a href="http://www.infosys.com/sustainability/diversity/">http://www.infosys.com/sustainability/diversity/</a>
LISTER TECHNOLOGIES	<a href="http://listertechnologies.com/careers/">http://listertechnologies.com/careers/</a>
MINDTREE	<a href="http://www.mindtree.com/about-us/sustainability/workplace-sustainability">http://www.mindtree.com/about-us/sustainability/workplace-sustainability</a>
POLARIS	<a href="https://www.polarisproject.org/component/content/article/18-general/1035-equal-opportunity-non-discrimination-statement">https://www.polarisproject.org/component/content/article/18-general/1035-equal-opportunity-non-discrimination-statement</a>
SCOPE INTERNATIONAL	<a href="https://www.sc.com/scopeinternational/my/diversity-and-inclusion.html">https://www.sc.com/scopeinternational/my/diversity-and-inclusion.html</a>
TCS	<a href="http://www.tcs.com/about/corp_responsibility/cs-report/Documents/GRI-2013-Sustainability-Report-271014.pdf">http://www.tcs.com/about/corp_responsibility/cs-report/Documents/GRI-2013-Sustainability-Report-271014.pdf</a>
TECH MAHINDRA	<a href="https://careers.techmahindra.com/Forms/CulturalDiversity.aspx">https://careers.techmahindra.com/Forms/CulturalDiversity.aspx</a>
WIPRO	<a href="http://www.wiprosustainabilityreport.com/diversity-inclusion">http://www.wiprosustainabilityreport.com/diversity-inclusion</a>
<b>KOLKATTA</b>	
CMC	<a href="http://www.cmcltd.com/cmccommits/diversity-inclusion">http://www.cmcltd.com/cmccommits/diversity-inclusion</a>
HCL	<a href="http://www.hcltech.com/careers/diversity">http://www.hcltech.com/careers/diversity</a>
ITC INFOTECH	
PWC	<a href="http://www.pwc.com/gx/en/corporate-responsibility/diversity.jhtml">http://www.pwc.com/gx/en/corporate-responsibility/diversity.jhtml</a>
TCS	<a href="http://www.tcs.com/about/corp_responsibility/cs-report/Documents/GRI-2013-Sustainability-Report-271014.pdf">http://www.tcs.com/about/corp_responsibility/cs-report/Documents/GRI-2013-Sustainability-Report-271014.pdf</a>
TECH MAHINDRA	<a href="https://careers.techmahindra.com/Forms/CulturalDiversity.aspx">https://careers.techmahindra.com/Forms/CulturalDiversity.aspx</a>
WIPRO	<a href="http://www.wiprosustainabilityreport.com/diversity-inclusion">http://www.wiprosustainabilityreport.com/diversity-inclusion</a>

## **Annexure 2**

### **Invitation E-mail**

Subject: Invitation to participate in research study on Role of Human Resource Management in Diversity Management

Dear [First name Last name],

I am, Kavita Meena, A research scholar from University of Hyderabad writing to you to request your help with our research work. You have been referred by Ms. / Mr. .... suggesting that you are resourceful for the research being undertaken. We are conducting a survey study on the Role of Human Resource Management in Diversity Management.

I would like to give you information about the survey being undertaken and explain why we hope you will participate.

The purpose of the study is to better understand the role of Human Resource Management in managing diverse workforce and how it impacts diversity outcomes by creating common identity among diverse groups of people. Human Resource Management practices are prescribed as a mean to extract value from diverse groups but thus far have received little research attention.

We are contacting a random sample of software engineers from IT companies to participate in this study. We believe that your organization's experience will be extremely beneficial to this research study.

To give you access to the survey, a web link will be provided in the forthcoming invitation. We assure confidentiality to all participants of the study. Your email address or other personal information will never be associated with your survey responses. All participants will receive a summary report of the study findings.

Kindly let us know you consent regarding the participation. Thank you for your time and consideration. It is only with the generous help of people like you that our research can be successful.

Sincerely,

Kavita Meena  
Research Scholar  
School of Management Studies  
University of Hyderabad  
Gachibowli, Hyderabad  
Telangana – 500032

### **Annexure 3**

#### **Cover letter**

Subject: Invitation to participate in research study on Role of Human Resource Management in Diversity Management

Dear [First name],

Thank you for your consent.

Research is being conducted by me with University of Hyderabad in partial fulfillment of the requirement for the award of the degree of the Doctor of Philosophy in Management. The findings will be used to determine how Human Resource Management practices appear to be the important in creating positive outcomes out of diverse groups of people by creating common identity. Your participation is extremely valuable to the success of this research.

This survey should take about 15-20 minutes to complete. If you are not able to complete the survey in one sitting (i.e., you have to interrupt your work), you may continue later, your responses would be auto saved. A unique URL link provided at the end will allow you to access the survey. When you are ready to continue the survey, simply click on the new survey link. Further, you may discontinue participation at any time without penalty.

This study and your responses are completely confidential; only the researchers will have access to survey responses. If you prefer to work in print form or have any questions regarding this research study, please contact me.

If you have any questions or concerns at this point or in the future, please feel free to contact.

Thank you

Kavita Meena  
Research Scholar  
School of Management Studies  
University of Hyderabad  
Gachibowli, Hyderabad  
Telangana – 500032  
URL link to survey:

<https://docs.google.com/forms/d/1xK5mNohOkNOELmc2p7UW7rqrDpL699WDjDXbBde9Wuo/viewform>

## Annexure 4 . Survey Questionnaire

*Today the organizations are attracting diverse workforce from different backgrounds such as from different states /geographic regions. Employees from different states possess a broader range of task-relevant knowledge, skills, abilities and opinion on task. This diversity, gives many benefits to organization such as creativity and innovation. But , based on the state/geographic region, they may categorize themselves in groups and favor their group than other. This leads to negative effects and calls for managing the diverse workforce. HRM practices increasing communication between different groups of employees and equality can create a feeling of common group and work.*

***The questionnaire is developed to establish clear understanding of role of HRM in managing diverse workforce.***

***We request you to sincerely complete the questionnaire. We hereby strictly oblige to keep your answers confidential and acknowledge your contribution.***

**HUMAN RESOURCE DIVERSITY MANAGEMENT PRACTICES** – Please indicate (✓) your experiences with the HR practices at your organization, on scale of 4-Strongly Agree      3- Agree , 2- Disagree , 1- Strongly Disagree.

### **RECRUITMENT**

- |   |   |   |   |  |
|---|---|---|---|--|
| 4 | 3 | 2 | 1 | -----Candidates are recruited only through referrals                                   |
| 4 | 3 | 2 | 1 | -----Equal job opportunities are given to all candidates for all internal job postings |

### **SELECTION**

- |   |   |   |   |   |
|---|---|---|---|---|
| 4 | 3 | 2 | 1 | -----Scoring system remains same for all candidates in selection process                |
| 4 | 3 | 2 | 1 | ----- A candidate gets chance to show ones knowledge and skills in selection            |
| 4 | 3 | 2 | 1 | ----- A candidate gets chance to ask his/her queries during selection process           |
| 4 | 3 | 2 | 1 | -----Interviewers are warm, sympathetic and give respect to candidates during selection |
| 4 | 3 | 2 | 1 | -----Interviewers are correct, sincere and believable                                   |
| 4 | 3 | 2 | 1 | -----Feedback about the selection result is honest                                      |
| 4 | 3 | 2 | 1 | -----Selection process involves unfair practices  |
| 4 | 3 | 2 | 1 | -----The state/region a candidate belongs to is asked during                            |

- 4 3 2 1 -----A candidate is selected if he/she belongs to same state/ region as interviewer
- 4 3 2 1 -----Interviewer's behavior towards a candidate during selection is effected by the state / region a candidate belongs to
- 4 3 2 1 -----Compensation package decided for a candidate during selection is effected by the state / region a candidate belongs to

#### **PERFORMANCE APPRAISAL**

- 4 3 2 1 -----The objectives and criteria's of performance appraisal are known and clear
- 4 3 2 1 -----The criteria's of performance measurement are acceptable and believable
- 4 3 2 1 -----An employee gets regular feedback about his/her performance
- 4 3 2 1 -----The criteria's for measuring performance are same for all employees for a similar job profile
- 4 3 2 1 -----The performance is measured at the both individual and team level
- 4 3 2 1 -----An employee him/her self can give the feedback or views and points regarding his/her own performance
- 4 3 2 1 -----Employees can express their doubts about performance appraisal results they get to their boss
- 4 3 2 1 -----The criteria's for measuring performance of employees are developed by employees and bosses together
- 4 3 2 1 -----Performance appraisal for an employee is based on only facts/results/outcomes of his/her task
- 4 3 2 1 -----Performance appraisal for an employee is not based on his /her character /nature

#### **COMPENSATION**

- 4 3 2 1 -----All employees get equal pay for a similar job profile
- 4 3 2 1 -----An employee is paid for his/ her better performance
- 4 3 2 1 -----An Employee is rewarded/recognized for his/her better performance at both individual level and team level
- 4 3 2 1 -----Few employees get paid higher by influencing through organization politics
- 4 3 2 1 -----The benefit plans are in favor of only a group of employees

#### **TRAINING**

- 4 3 2 1 -----All employees get an equal opportunity for training to gain knowledge and Skills
- 4 3 2 1 -----Employees are given opportunity to increase awareness about other cultural groups, their values, behavior tendencies and lifestyles
- 4 3 2 1 -----Employees are provided with necessary skills to work with different backgrounds
- 4 3 2 1 -----Employees are educated about laws & policies for different group of people
- 4 3 2 1 -----Employees are educated about differences among people at workplace and its importance

**COGNITIVE DIVERSITY** – Please use the scale to indicate (✓) your observations while working with employees of different states/geographic regions at your organization on scale of 4-Strongly Agree 3- Agree , 2- Disagree , 1- Strongly Disagree.

- 4 3 2 1 -----While working with employees from different states / geographic regions, I observed that our views/ opinions about a task vary
- 4 3 2 1 -----While working with employees from different states/ geographic regions, I observed that our way of doing a task vary
- 4 3 2 1 ----- While working with employees from different states / geographic regions I observed that our solutions suggested for a problem differ
- 4 3 2 1 ----- While working with employees from different states/ geographic regions, I observed that our understanding about the task vary
- 4 3 2 1 -----While working with employees from different states/ geographic regions, I observed that our ability to do a the task differ

**COMMON IN-GROUP IDENTITY** – please use the scale to indicate (✓) your experience with employee of other states /geographic regions at your organization on scale of 4-Strongly Agree 3- Agree , 2- Disagree , 1- Strongly Disagree.

- 4 3 2 1-----I feel uncomfortable with employees of other regions/state
- 4 3 2 1-----Employees of other states/regions are friendly and close to me
- 4 3 2 1-----They help me by sharing necessary information without any selfish reasons
- 4 3 2 1-----They help me in completion of my task without any selfish reason
- 4 3 2 1-----They don't take my performance seriously
- 4 3 2 1-----They cooperate with me
- 4 3 2 1-----They never remember positive things about me and my work
- 4 3 2 1-----They blame me for any negative outcome
- 4 3 2 1-----When we work together, they consider me as a part of their group
- 4 3 2 1-----They understand me and take my point of view
- 4 3 2 1-----I trust them
- 4 3 2 1-----They forgive my mistakes and don't try to take revenge
- 4 3 2 1-----Their behavior towards me is unfair

**INNOVATIVE WORK BEHAVIOR** – Please use the scale to indicate (✓) your behavior at your organization on scale of 4-Strongly Agree    3- Agree, 2- Disagree, 1- Strongly Disagree.

- 4   3   2   1-----I wonder how things can be improved
- 4   3   2   1----- I search out problems in current working methods/ techniques / instruments
- 4   3   2   1-----I have created a new idea for difficult problems in organization
- 4   3   2   1-----I try to convince people to support an innovative idea
- 4   3   2   1-----I make efforts to get approval from key organization members for my innovative ideas
- 4   3   2   1-----I persuade people in organization to get necessary resources to implement my innovative idea
- 4   3   2   1-----My innovative idea is converted into a useful practice/application /product in Organization
- 4   3   2   1-----I have added innovative ideas into daily work practices in organization
- 4   3   2   1-----I have tried to identify the strengths and weakness' of my innovative idea

**PROFILE**

1. Gender : (1) Male      (2) Female
2. Age : (1) 20- 30 yrs    (2) 30 – 40yrs    (3) 40-50 yrs    (4) more than 50 yrs
3. Work experience in current organization : (1) 0-1 yrs    (2) 1-2 yrs    (3) 2-3 yrs    (4) 3-4 yrs    (5) 4-5 yrs    (6) more than 5 yrs
4. (a) Type of organization working with : (1) Domestic, India based    (2) MNC; India based  
(3) MNC, Foreign based
- (b) Name of the organization : .....City you are working in.....
5. State belongs to :.....
6. (a) Indian language you can speak : (1) 1                      (2) 2                      (3) 3                      (3) More than 3
- (b) Number of states you have lived for more than 1yr in India : (1) 1                      (2) 2                      (3) 3                      (3) More than 3

**Thank you for your co- operation**

## **Annexure 5**

### **Remainder E-mails**

#### **1st Reminder E-mail to survey participants**

Subject: [Reminder] Invitation to participate in research study on performance measurement use

Dear [First Name Last name],

About a week ago, you received an e-mail message requesting your participation in a research study of how Human Resource Management practices appear to be the important in creating positive outcomes out of diverse groups of people in particular by creating common identity. Participating in the study involves completing an email-based survey questionnaire. If you have already completed the survey, please accept our sincere thanks.

If you have not yet had a chance to complete the survey, please take a moment to go to the link below and complete the online survey. We are especially grateful for your participation because it is only through executives like you sharing your experiences that we can understand the role of Human Resource Management practices have in creating value from diverse groups of people.

<https://docs.google.com/forms/d/1xK5mNohOkNOELmc2p7UW7rqrDpL699WDjDXbBde9Wuo/viewform>

Thank you, in advance, for your willingness to participate in this study. If you prefer to complete the survey in printed format, please feel free to contact.

Sincerely,

Kavita Meena  
Research Scholar  
School of Management Studies  
University of Hyderabad  
Gachibowli, Hyderabad  
Telagana – 500032  
Phone: 8466088373  
Email: [meenakavita25@gmail.com](mailto:meenakavita25@gmail.com)



## **2<sup>nd</sup> Reminder E-mail to survey participants**

Subject: [Reminder] Invitation to participate in research study on performance measurement use

Dear [First Name Last name],

About three weeks ago, you received an e-mail message requesting your participation in a research study of how Human Resource Management practices appear to be the important in creating positive outcomes out of diverse groups of people in particular by creating common identity. Participating in the study involves completing an email-based survey questionnaire. If you have already completed the survey, please accept our sincere thanks.

If you have not yet had a chance to complete the survey, please take a moment to go to the link below and complete the online survey. We are especially grateful for your participation because it is only through executives like you sharing your experiences that we can understand the role of Human Resource Management practices have in creating value from diverse groups of people.

<https://docs.google.com/forms/d/1xK5mNohOkNOELmc2p7UW7rqrDpL699WDjDXbBde9Wuo/viewform>

Thank you, in advance, for your willingness to participate in this study. If you prefer to complete the survey in printed format, please feel free to contact.

Sincerely,

Kavita Meena  
Research Scholar  
School of Management Studies  
University of Hyderabad  
Gachibowli, Hyderabad  
Telagana – 500032  
Phone: 8466088373  
Email: [meenakavita25@gmail.com](mailto:meenakavita25@gmail.com)

### 3rd Follow up E-mail to survey participants

Subject: [Reminder] Invitation to participate in research study on performance measurement use

Dear [Insert First Name Last name],

About six weeks ago, we sent you an e-mail requesting your participation in a study about how Human Resource Management practices appear to be the important in creating positive outcomes out of diverse groups of people in particular by creating common identity.

We are writing again to those who have not yet responded because we believe that your experiences with your organization will be an important part of our study. The information you can provide is essential in enabling us to define accurate and truly representative findings.

We understand your priorities busy work schedules, but your response will determine the success of this study. Please consider taking 15-20 minutes now to share your experiences by following the link below to complete the questionnaire today.

<https://docs.google.com/forms/d/1xK5mNohOkNOELmc2p7UW7rqrDpL699WDjDXbDe9Wuo/viewform>

We hope that you will complete and submit the survey soon, but if for any reason you prefer not to participate, please let us know by replying this e-mail.

We appreciate your time and willingness to consider our request.

Sincerely,

Kavita Meena  
Research Scholar  
School of Management Studies  
University of Hyderabad  
Gachibowli, Hyderabad  
Telagana – 500032  
Phone: 8466088373  
Email: [meenakavita25@gmail.com](mailto:meenakavita25@gmail.com)

## Annexure 6

### Sample of responses showing attitude towards the topic

HI Meena,

I completed your survey. About diversity, the MNC do have people from different region and backgrounds. For your information, MNC have offices in different cities and so people are posted in the offices which are nearer to their places, if there is not issue about skill set. Company will fill openings first on the basis of skills and then on the state you belong to and that too only if they have a office in that state. The work is appreciated and rewarded properly but it should be presented well. A lot many people work a lot and have skills but they do not represent their work well and hence may not results or appreciations they expect. Some of the people are biased and favor regionalism but that i something beyond anybody control. I thought these things will be hard to conclude from your survey so writing the note so as to get some insight about company's workforce.

Regards Varun”

Hello Kavita,

Yup you are absolutely right. What I feel is, in IT sector, people mostly preferring or making their group from their languages. As I am from south, it was difficult for me to jel with people in Pune because of language barrier. But I somehow managed and Now speaking their local language and Hindi too. Also most of the people here in IT are not that fluent in English as well. So that makes a large gap.

Regards, Ram Kumar

Hi Kavita,

Yes you are right that often people form groups based on similar language, region etc. because of which the communication is hindered. In this case, there is responsibility of middle management and senior management to keep people developer and team building activities in place so that people get to know each other well beyond professional boundaries. This cannot be achieved just by having HR practices. There has to be some kind of behavioral training in place and management has to be very very tactful in handling such kind of racial scenarios which if ignored can cause direct impact on project timelines and my also lead to increase in churn. Because if someone is not provided what s/he deserves because of such biases then it will lead to employee dissatisfaction and bad WOM

Regards preet

Hi, I may not be able to put elaborate detail about this topic but few pointers from my experience. 1. Primary nature of IT industry is changing where it is turning to service industry rather than innovations. 2. Office politics and burning desire of getting promoted is spoiler for innovation. Social groupism based on language or area contributes to these practices at large extent. 3. My personal belief is, innovation and creativity comes from good people irrespective of any cast and creed. However diversity is always a boon to any species as it balances your ecosystem well be it work or life. Diversity brings different experience and mind set to a single place which can be very useful for the organization. But its success largely depends on company's work culture.

Prabhu

Hi Kavita,

It is a very interesting topic to have a debate on and much related to IT companies. The practice of hiring a diverse workforce is definitely gonna add creativity in the work, as the people from different culture and language gonna think differently for the same problem. However, as you have mentioned that the language or being from different culture gonna impact creativity and productivity, I wanna highlight one point i.e., all the IT companies encourage its employees to communicate only in one language i.e. English so that people from different culture, from different company can communicate easily. I agree with your point that being with a person speaking same language as you are; will put you in more comfort zone; however it will also bring the same monotonous thinking in solving the [problem. For](#) creativity you have to come out of your comfort zone and think differently. Initially, it will be difficult for worker as he/she is not use to the changes but after sometime he/she will feel more confident talking in the same language(English) I think that is a very good step by IT companies to hire people from different workforce.”

Hi Kavita, I don't think people form groups based on similar language, region etc. People form groups based on the age group they fall into. Diverse workforce leads to creativity and innovations. Rakesh

“Hi kavita...

This is a good initiative related to IT. I have filled in my views. But i must say that was a long questionnaire...: D “

“Done. (It was lengthy though:-P but interesting to us)”

Hi Kavita, I was really excited to take this survey and thoroughly enjoyed responding to them. It was very interesting to see diversity that way. Thank you for involving me in this unique research.

Hello Kavita,

Very Good Morning.. Have a great day ahead!!! I am agree with your thoughts and [views](#). [Now](#) a days everybody was facing the same as what you were saying. So, kindly you can explain me how can i help you or what you have to want to know. Thanks & Regards Piku Chetia

## Annexure 7

## Missing values and Outlier

	N	Mean	Std. Deviation	Missing		No. of Extremes	
				Count	Percent	Low	High
HR1	603	2.65	.933	0	.0	0	0
HR2	603	2.47	.935	0	.0	0	0
HS1	603	2.66	1.048	0	.0	0	0
HS2	603	2.75	.972	0	.0	0	0
HS3	603	2.83	1.025	0	.0	0	0
HS4	603	2.81	.954	0	.0	0	0
HS5	603	2.64	.844	0	.0	0	0
HS6	603	2.56	.832	0	.0	0	0
HS7	603	2.56	.913	0	.0	0	0
HS8	603	2.39	1.031	0	.0	0	0
HS9	603	2.72	1.056	0	.0	0	0
HS10	603	2.63	1.004	0	.0	0	0
HS11	603	2.78	1.132	0	.0	0	0
HP1	603	2.55	.927	0	.0	0	0
HP2	603	2.53	.831	0	.0	0	0
HP3	603	2.46	.859	0	.0	0	0
HP4	603	2.55	.923	0	.0	0	0
HP5	603	2.55	.938	0	.0	0	0
HP6	603	2.65	.902	0	.0	0	0
HP7	603	2.65	.934	0	.0	0	0
HP8	603	2.29	.944	0	.0	0	0
HP9	603	2.44	.886	0	.0	0	0
HP10	603	2.28	.830	0	.0	0	0
HC1	603	2.13	1.017	0	.0	0	0
HC2	603	2.47	.933	0	.0	0	0
HC3	603	2.54	.913	0	.0	0	0
HC4	603	2.40	1.005	0	.0	0	0
HC5	603	2.51	.937	0	.0	0	0
HT1	603	2.63	1.063	0	.0	0	0
HT2	603	2.64	.953	0	.0	0	0
HT3	603	2.60	.912	0	.0	0	0
HT4	603	2.54	.938	0	.0	0	0

HT5	603	2.64	.920	0	.0	0	0
CD1	603	2.63	.876	0	.0	0	0
CD2	603	2.55	.837	0	.0	0	0
CD3	603	2.44	.824	0	.0	0	0
CD4	603	2.39	.808	0	.0	0	0
CD5	603	2.43	.882	0	.0	0	0
CI1	603	2.56	1.193	0	.0	0	0
CI2	603	2.68	1.013	0	.0	0	0
CI3	603	2.64	.939	0	.0	0	0
CI4	603	2.66	.949	0	.0	0	0
CI5	603	2.57	.919	0	.0	0	0
CI6	603	2.66	.950	0	.0	0	0
CI7	603	2.66	.962	0	.0	0	0
CI8	603	2.68	.966	0	.0	0	0
CI9	603	2.68	.943	0	.0	0	0
CI10	603	2.66	.899	0	.0	0	0
CI11	603	2.67	.960	0	.0	0	0
CI12	603	2.64	.876	0	.0	0	0
CI13	603	2.64	.988	0	.0	0	0
IB1	603	2.85	.802	0	.0	0	0
IB2	603	2.84	.955	0	.0	0	0
IB3	603	2.83	.790	0	.0	0	0
IB4	603	2.75	.956	0	.0	0	0
IB5	603	2.72	.882	0	.0	0	0
IB6	603	2.63	.917	0	.0	0	0
IB7	603	2.58	.867	0	.0	0	0
IB8	603	2.62	.866	0	.0	0	0
IB9	603	2.87	1.052	0	.0	0	0

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## Annexure 8

## Results of normality test based on Skewness and Kurtosis values

	N	Minimum	Maximum	Skewness		Z value	Kurtosis		Z value
	Statistic	Statistic	Statistic	Statistic	Std. Error		Statistic	Std. Error	
HR1	603	1	4	-.155	.100	-1.55	-.445	.199	-2.23
HR2	603	1	4	.001	.100	0.01	-.475	.199	-2.38
HS1	603	1	4	-.216	.100	-.216	-.443	.199	-2.22
HS2	603	1	4	-.226	.100	-.226	-.375	.199	-1.88
HS3	603	1	4	-.204	.100	-2.04	-.495	.199	-2.48
HS4	603	1	4	-.226	.100	-2.26	-.426	.199	-2.14
HS5	603	1	4	-.166	.100	-1.66	-.551	.199	-2.76
HS6	603	1	4	-.059	.100	-0.59	-.550	.199	-2.75
HS7	603	1	4	-.157	.100	-1.57	-.577	.199	-2.89
HS8	603	1	4	.243	.100	2.43	-.123	.199	-0.68
HS9	603	1	4	-.220	.100	-2.20	-.192	.199	-0.96
HS10	603	1	4	-.134	.100	-1.34	-.159	.199	-0.88
HS11	603	1	4	-.260	.100	-2.60	-.284	.199	-1.42
HP1	603	1	4	-.086	.100	-0.86	-.437	.199	-2.23
HP2	603	1	4	-.019	.100	-0.19	-.554	.199	-2.66
HP3	603	1	4	.208	.100	2.08	-.441	.199	-2.23
HP4	603	1	4	-.070	.100	-0.70	-.330	.199	-1.56
HP5	603	1	4	-.128	.100	-1.28	-.460	.199	-2.31
HP6	603	1	4	-.153	.100	-1.53	-.550	.199	-2.76
HP7	603	1	4	-.287	.100	-2.87	-.464	.199	-2.33
HP8	603	1	4	.211	.100	2.11	-.476	.199	-2.43
HP9	603	1	4	-.061	.100	-0.61	-.549	.199	-2.70
HP10	603	1	4	.260	.100	2.60	-.452	.199	-2.21
HC1	603	1	4	.239	.100	2.39	-.358	.199	-1.56
HC2	603	1	4	-.035	.100	-0.35	-.474	.199	-2.38
HC3	603	1	4	-.053	.100	-0.53	-.402	.199	-2.02
HC4	603	1	4	.259	.100	2.59	-.387	.199	-1.94
HC5	603	1	4	-.023	.100	-0.23	-.477	.199	-2.39
HT1	603	1	4	-.281	.100	-2.81	-.345	.199	-1.73
HT2	603	1	4	-.128	.100	-1.28	-.421	.199	-2.11
HT3	603	1	4	-.144	.100	-1.44	-.475	.199	-2.38
HT4	603	1	4	.232	.100	2.32	-.392	.199	-1.96
HT5	603	1	4	-.143	.100	-1.43	-.308	.199	-1.54
CD1	603	1	4	-.088	.100	-0.88	-.402	.199	-2.02
CD2	603	1	4	-.002	.100	-0.02	-.577	.199	-2.89
CD3	603	1	4	.071	.100	0.71	-.493	.199	-2.47
CD4	603	1	4	.062	.100	0.62	-.436	.199	-2.19
CD5	603	1	4	-.019	.100	-0.19	-.530	.199	-2.66
CI1	603	1	4	-.111	.100	-1.11	-.410	.199	-2.11
CI2	603	1	4	-.242	.100	-2.42	-.339	.199	-1.70
CI3	603	1	4	-.193	.100	-1.93	-.439	.199	-2.20
CI4	603	1	4	-.187	.100	-1.87	-.477	.199	-2.39
CI5	603	1	4	-.139	.100	-1.39	-.597	.199	-3.00
CI6	603	1	4	-.248	.100	-2.48	-.340	.199	-1.70
CI7	603	1	4	-.190	.100	-1.90	-.417	.199	-2.09



CI8	603	1	4	-.207	.100	-2.07	-.424	.199	-2.13
CI9	603	1	4	-.236	.100	-2.36	-.532	.199	-2.67
CI10	603	1	4	-.216	.100	-2.16	-.499	.199	-2.50
CI11	603	1	4	-.256	.100	-2.56	-.447	.199	-2.24
CI12	603	1	4	-.117	.100	-1.17	-.121	.199	-0.06
CI13	603	1	4	-.129	.100	-1.29	-.420	.199	-2.11
IB1	603	1	4	-.248	.100	-2.48	-.590	.199	-2.96
IB2	603	1	4	-.254	.100	-2.54	-.513	.199	-2.57
IB3	603	1	4	-.256	.100	-2.56	-.591	.199	-2.96
IB4	603	1	4	-.260	.100	-2.60	-.344	.199	-1.72
IB5	603	1	4	-.157	.100	-1.57	-.335	.199	-1.68
IB6	603	1	4	-.148	.100	-1.48	-.395	.199	-1.98
IB7	603	1	4	-.027	.100	-0.27	-.477	.199	-2.39
IB8	603	1	4	-.254	.100	-2.54	-.470	.199	-2.23
IB9	603	1	4	-.246	.100	-2.46	-.505	.199	-2.53
Valid N (listwise)	603								

## Annexure 9

## Results of Harman's single factor test

Component	Initial Eigenvalues			Extraction Sums of Squared			Rotation Sums of Squared		
				Loadings			Loadings		
	Total	% of	Cumulative	Total	% of	Cumulative	Total	% of	Cumulative
	Variance		%	Variance		%	Variance		%
1	20.162	33.603	33.603	20.162	33.603	33.603	10.596	17.660	17.660
2	4.566	7.611	41.213	4.566	7.611	41.213	5.064	8.440	26.100
3	3.865	6.441	47.655	3.865	6.441	47.655	4.418	7.364	33.463
4	2.289	3.814	51.469	2.289	3.814	51.469	4.102	6.836	40.300
5	1.908	3.181	54.650	1.908	3.181	54.650	3.360	5.599	45.899
6	1.730	2.883	57.533	1.730	2.883	57.533	3.257	5.429	51.328
7	1.509	2.515	60.048	1.509	2.515	60.048	2.985	4.975	56.303
8	1.385	2.309	62.356	1.385	2.309	62.356	2.036	3.394	59.697
9	1.256	2.093	64.449	1.256	2.093	64.449	1.779	2.965	62.662
10	1.157	1.929	66.378	1.157	1.929	66.378	1.684	2.806	65.468
11	1.123	1.872	68.250	1.123	1.872	68.250	1.450	2.416	67.884
12	1.020	1.699	69.950	1.020	1.699	69.950	1.239	2.066	69.950
13	.996	1.659	71.609						
14	.886	1.476	73.085						
15	.835	1.391	74.477						
16	.814	1.356	75.833						
17	.757	1.262	77.094						
18	.696	1.160	78.254						
19	.660	1.100	79.354						
20	.642	1.070	80.425						
21	.608	1.013	81.438						
22	.567	.944	82.382						
23	.539	.899	83.280						
24	.524	.874	84.154						
25	.511	.852	85.006						
26	.501	.835	85.841						
27	.456	.760	86.602						
28	.447	.745	87.347						
29	.438	.731	88.078						
30	.428	.713	88.792						
31	.415	.691	89.483						
32	.390	.650	90.133						

33	.370	.617	90.750
34	.348	.581	91.331
35	.331	.552	91.882
36	.308	.513	92.395
37	.304	.507	92.902
38	.288	.480	93.382
39	.286	.477	93.859
40	.279	.465	94.324
41	.263	.439	94.762
42	.253	.421	95.184
43	.246	.409	95.593
44	.232	.386	95.979
45	.221	.369	96.348
46	.212	.354	96.702
47	.208	.347	97.049
48	.188	.313	97.362
49	.181	.302	97.664
50	.166	.277	97.941
51	.166	.277	98.218
52	.153	.255	98.473
53	.150	.250	98.723
54	.138	.230	98.954
55	.135	.225	99.178
56	.120	.201	99.379
57	.114	.189	99.568
58	.091	.152	99.720
59	.085	.142	99.862
60	.083	.138	100.000

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Extraction Method: Principal Component Analysis.

### Annexure 10

#### Results of refinement of measurements by exploratory factor analysis and internal consistency test for reliability

##### *Construct 1 - Cognitive diversity*

% of Variance : 69.592 %				
KMO measure of sample adequacy = 0.876			Cronbach- alpha : 0.853	
Bartlett's Test of Sphericity Sig. = .000 (< 0.05)				
Item	Question	Factor Loading	Item-total Correlated	Cronbach – alpha after deletion
CD1	While working with employees from different states / geographic regions, I observed that our views/ opinions about a task vary.	0.810	0.670	0.824
CD2	While working with employees from different states/ geographic regions, I observed that our ways of doing a task vary.	0.812	0.665	0.827
CD3	While working with employees from different states / geographic regions, I observed that our solutions suggested for a problem differ.	0.873	0.749	0.790
CD4	While working with employees from different states/ geographic regions, I observed that our understandings about the task vary.	0.841	0.698	0.812

***Construct 2- Innovative behaviour***


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 % of Variance : 70.703 %

KMO measure of sample adequacy = 0.897

Cronbach- alpha : 0.917

Bartlett's Test of Sphericity Sig. = .000 (&lt; 0.05)

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Item	Question	Factor Loading	Item-total Correlated	Cronbach – alpha after deletion
<b>IB2</b>	I search out problems in current working methods/ techniques / instruments	0.807	0.722	0.908
<b>IB4</b>	I try to convince people to support an innovative idea	0.880	0.817	0.894
<b>IB5</b>	I make efforts to get approval from key organization members for my innovative ideas	0.864	0.766	0.897
<b>IB6</b>	I persuade people in organization to get necessary resources to implement my innovative idea	0.843	0.796	0.901
<b>IB7</b>	My innovative idea is converted into a useful practice/application /product in organization	0.805	0.717	0.908
<b>IB8</b>	I have added innovative ideas into daily work practices in organization	0.843	0.786	0.901

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***Construct 3- Common identity***


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 % of Variance : 73.112 %

KMO measure of sample adequacy = 0.951

Cronbach- alpha : 0.963

Bartlett's Test of Sphericity Sig. = .000 (&lt; 0.05)

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Item	Question	Factor Loading	Item-total Correlated	Cronbach – alpha after deletion
<b>CI2</b>	Employees of other states/regions are friendly and close to me	0.796	0.754	0.961
<b>CI3</b>	They help me by sharing necessary information without any selfish reasons	0.859	0.827	0.959
<b>CI4</b>	They help me in completion of my task without	0.884	0.855	0.958

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	any selfish reasons			
<b>CI6</b>	They cooperate with me	0.890	0.862	0.958
<b>CI7</b>	They never remember positive things about me and my work	0.839	0.805	0.960
<b>CI8</b>	They blame me for any negative outcome	0.800	0.759	0.961
<b>CI9</b>	When we work together, they consider me as a part of their group	0.854	0.820	0.959
<b>CI10</b>	They understand me and take my point of view	0.919	0.896	0.957
<b>CI11</b>	I trust them	0.888	0.859	0.958
<b>CI12</b>	They forgive my mistakes and don't try to take revenge	0.819	0.778	0.960
<b>CI13</b>	Their behaviour towards me is unfair	0.849	0.816	0.959

#### Seven dimension of construct 4 – Diversity –oriented HRM practices

Dimension 1: Fairness-oriented selection practices		% of Variance : 67.190 %		
<b>KMO measure of sample adequacy = 0.862</b>		<b>Cronbach- alpha : 0.873</b>		
<b>Bartlett's Test of Sphericity Sig. = .000 (&lt; 0.05)</b>				
Item	Question	Factor Loading	Item-total Correlated	Cronbach – alpha after deletion
<b>HR2</b>	Equal job opportunities are given to all candidates for all internal job postings	<b>0.758</b>	<b>0.549</b>	<b>0.868</b>
<b>HS1</b>	Scoring system remains same for all candidates in Selection process	<b>0.777</b>	<b>0.683</b>	<b>0.851</b>
<b>HS2</b>	A candidate gets chance to show ones knowledge and skills in selection process	<b>0.784</b>	<b>0.686</b>	<b>0.851</b>
<b>HS3</b>	A candidate gets chance to ask his/her queries during selection process	<b>0.777</b>	<b>0.679</b>	<b>0.852</b>

<b>HS4</b>	Interviewers are warm, sympathetic and give respect to candidates during selection	<b>0.788</b>	<b>0.689</b>	<b>0.850</b>
<b>HS5</b>	Interviewers are correct, sincere and believable	<b>0.804</b>	<b>0.709</b>	<b>0.849</b>
<b>HS6</b>	Feedback about the selection result is honest	<b>0.795</b>	<b>0.583</b>	<b>0.864</b>

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**Dimension 2: Fairness-oriented performance evaluation practices**      **% of Variance : 65.099 %**  
**Cronbach- alpha : 0.831**

**KMO measure of sample adequacy = 0.842**  
**Bartlett's Test of Sphericity Sig. = .000 (< 0.05)**

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<b>Item</b>	<b>Question</b>	<b>Factor Loading</b>	<b>Item-total Correlated</b>	<b>Cronbach – alpha after deletion</b>
<b>HP1</b>	The objectives and criteria's of performance appraisal are known and clear	<b>0.822</b>	<b>0.692</b>	<b>0.785</b>
<b>HP2</b>	The criteria's of performance measurement are acceptable and believable	<b>0.836</b>	<b>0.718</b>	<b>0.782</b>
<b>HP3</b>	An employee gets regular feedback about his/her performance	<b>0.766</b>	<b>0.640</b>	<b>0.797</b>
<b>HP4</b>	The criteria's for measuring performance are same for	<b>0.737</b>	<b>0.603</b>	<b>0.804</b>

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Employees for a similar job profile

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**Dimension 3: Training oriented practices**      **% of Variance : 69.222 %**  
**Cronbach- alpha : 0.887**

**KMO measure of sample adequacy = 0.802**  
**Bartlett's Test of Sphericity Sig. = .000 (< 0.05)**

---

<b>Item</b>	<b>Question</b>	<b>Factor Loading</b>	<b>Item-total Correlated</b>	<b>Cronbach – alpha after deletion</b>
<b>HT2</b>	Employees are given opportunity to increase	<b>0.852</b>	<b>0.763</b>	<b>0.853</b>

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	About other cultural groups, their values, behaviour			
	Tendencies and lifestyles			
<b>HT3</b>	Employees are provided with necessary skills to work with Different backgrounds	<b>0.864</b>	<b>0.776</b>	<b>0.851</b>
<b>HT4</b>	Employees are educated about laws & policies for Different group of people	<b>0.817</b>	<b>0.699</b>	<b>0.868</b>
<b>HT5</b>	Employees are educated about differences among people at Workplace and its importance	<b>0.836</b>	<b>0.730</b>	<b>0.861</b>

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**Dimension 4: Identity- oriented practices**
**% of Variance : 84.23%**
**Cronbach- alpha : 0.963**
**KMO measure of sample adequacy = 0.842**
**Bartlett's Test of Sphericity Sig. = .000 (< 0.05)**


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<b>Item</b>	<b>Question</b>	<b>Factor Loading</b>	<b>Item-total Correlated</b>	<b>Cronbach – alpha after deletion</b>
<b>HS8</b>	The state/region a candidate belongs to is asked during selection	<b>0.700</b>	<b>0.554</b>	<b>0.853</b>
<b>HS9</b>	A candidate is selected if he/she belongs to same state/ Region as interviewer	<b>0.858</b>	<b>0.752</b>	<b>0.801</b>
<b>HS10</b>	Interviewer's behaviour towards a candidate during Selection is effected by the state/region a candidate Belongs to	<b>0.855</b>	<b>0.749</b>	<b>0.803</b>
<b>HS11</b>	Compensation package decided for a candidate during Selection is effected by the state/region a candidate	<b>0.826</b>	<b>0.708</b>	<b>0.815</b>

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Belongs to

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**Dimension 5: Team –oriented practices**                      **% of Variance : 82.465 %**  
**Cronbach- alpha : 0.787**

**KMO measure of sample adequacy = 0.600**  
**Bartlett's Test of Sphericity Sig. = .000 (< 0.05)**

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<b>Item</b>	<b>Question</b>	<b>Factor Loading</b>	<b>Item-total Correlated</b>	<b>Cronbach – alpha after deletion</b>
<b>HP5</b>	The performance is measured at both individual and team level	<b>0.908</b>	<b>.649</b>	<b>.</b>
<b>HC3</b>	An employees is rewarded for his/her performance at	<b>0.908</b>	<b>.649</b>	<b>.</b>

Individual and team level

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**Dimension 6 : Control-oriented practices**                      **% of Variance : 88.792 %**  
**Cronbach- alpha : 0.873**

**KMO measure of sample adequacy = 0.621**  
**Bartlett's Test of Sphericity Sig. = .000 (< 0.05)**

---

<b>Item</b>	<b>Question</b>	<b>Factor Loading</b>	<b>Item-total Correlated</b>	<b>Cronbach – alpha after deletion</b>
<b>HP6</b>	An employee himself can give feedback or views and	<b>0.942</b>	<b>.776</b>	<b>0.834</b>

Regarding his /her own performance				
<b>HP7</b>	Employees can express their doubts about performance	<b>0.942</b>	<b>.766</b>	<b>0.862</b>
	Appraisal results they get to their boss			
<b>HP8</b>	The criteria's for measuring performance of employee are developed jointly by employee and supervisor	<b>0.895</b>	<b>0.725</b>	<b>0.870</b>
<hr/>				
<b>Dimension 7: Fairness-oriented compensation practices</b>		<b>% of Variance : 73.113 %</b>		
		<b>Cronbach- alpha : 0.963</b>		
<b>KMO measure of sample adequacy = 0.651</b>				
<b>Bartlett's Test of Sphericity Sig. = .000 (&lt; 0.05)</b>				
<b>Item</b>	<b>Question</b>	<b>Factor Loading</b>	<b>Item-total Correlated</b>	<b>Cronbach – alpha after deletion</b>
<b>HC4</b>	Few employees get paid higher by influencing through Organization politics	<b>0.855</b>	<b>.662</b>	<b>.</b>
<b>HC5</b>	The benefit plans are in favor of only a group of employees	<b>0.855</b>	<b>.662</b>	<b>.</b>

## Annexure 11

## Three factor and seven factor structure of Diversity –oriented HRM practices

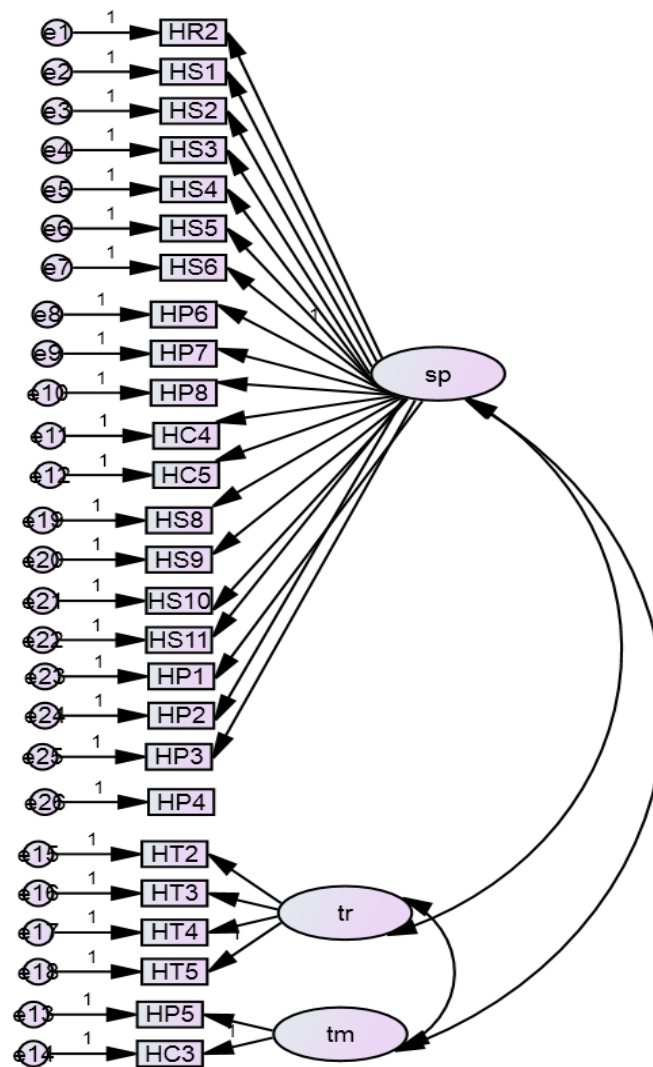


Fig 1. Three factor structure of DHRM practices

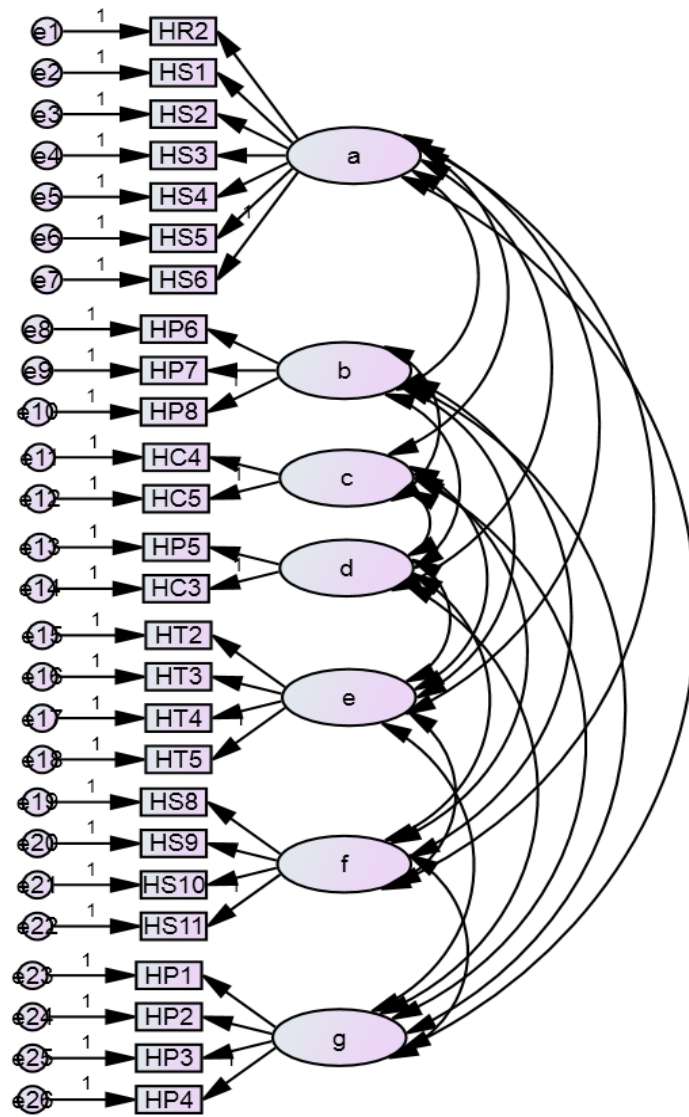


Fig 2. Seven factor structure of DHRM practices