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Gordana Abramovic

Effective Diversity Management on the Line – Who and How? On the role of line managers in organisations with a diverse workforce

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Paper 1

Support for Diversity Practices: Depends on Who You Are and Whom You Have Met

Abramovic, G. and Traavik, L. E. M.

Paper 2

Who is an Inclusive Leader? – The Relationship between Line Managers' Experiences, Traits, and Employees' Perceived Inclusion

Abramovic, G., Traavik, L. E. M. and Valaker, S.

Paper 3

Inclusive Leadership in Male-Dominated Occupations – Do Line Managers' Experiences and Traits Matter?

Abramovic, G.

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Effective Diversity Management on the Line – Who and How?

On the role of line managers in organisations with
a diverse workforce

by

Gordana Abramovic

A dissertation submitted to BI Norwegian Business School
for the degree of PhD

PhD specialisation: Leadership and Organisational Behaviour

Series of Dissertations 8/2016
BI Norwegian Business School

Gordana Abramovic

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Series of Dissertations 8/2016

ISBN: 978-82-8247-114-5
ISSN: 1502-2099

BI Norwegian Business School
N-0442 Oslo
Phone: +47 4641 0000
www.bi.no

Printing: Allkopi

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Dedication

This dissertation is dedicated to my parents, Dr. Biljana and Dr. Borislav Abramovic,
and
Ola Elvestuen – The wind beneath my wings

Acknowledgments

The journey of becoming a Doctoral Scholar was an ultimately enriching and exciting chapter of my life, accompanied by many outstanding individuals. It is my utmost pleasure to express gratitude to those who contributed to this dissertation in many different ways. First and foremost, I would like to thank my supervisor and co-supervisor, Dr. Laura Elizabeth Mercer Traavik and Dr. Anders Dysvik, for their invaluable advice, guidance and support. Laura, thank you for your feedback, inspiration, encouragement and belief in me; your untiring and dedicated efforts have made this dissertation possible. I am also thankful to the committee members for my pre-doctoral defence, Dr. Jan Ketil Arnulf and Dr. Karin Sanders, for their constructive feedback and valuable advice.

I am highly grateful to the BI Norwegian Business School and especially the Department of Leadership and Organisational Behaviour for providing me with this amazing opportunity that has opened completely new horizons in my life. Many thanks go to the past Head of Department, Dr. Astrid Richardson, and the present, Dr. Øyvind Martinsen, as well as to the Department's Head of Administration, Anders Gautvik-Minker, and the Consultant, Tove Aksnes, for your support and investment in me throughout the process, both as an academic and as an individual.

There are several persons who deserve special thanks for their help and support throughout the data collection phase of this dissertation. I am greatly indebted to Frank Steder, Birgitte Skar and Johan Wroldsen, who invested much of their time and thought in order to facilitate the data collection. Similarly, I thank the employees at a national Norwegian research institute that participated in this project. Moreover, I would like to send my sincere gratitude to Gunnar Lien Holsten, Ida Stavnes Wennevik and Grethe Solberg Larsen, as well as employees at Oslo Police District for supporting my thesis. Furthermore, I am grateful for the help and support Hilde Solheim and Terje Wolden have provided, as well as employees at The Norwegian Armed Forces who supported the present dissertation. In addition, I sincerely thank Hallbjørg Lien for approving and facilitating data collection and employees at a Norwegian branch of an international facility services company for participating in the project. Together, this dissertation would not have been possible without your help.

Moreover, I extend my deepest appreciation to my colleagues at the Department for their continuous encouragement and support. To my fellow Doctoral Scholars, Sigmund, Ingvild, Mirha and Prosper, thank you for sharing your ideas, sincere advice, support, encouragement and simply for being there for me throughout this journey. In addition, I would especially like to extend my gratitude to Dr. Øyvind Kvalnes, Stig Ytterstad, Dr. Hallvard Føllesdal and Dr. Svein S. Andersen for the countless inspiring discussions and advice. Besides being wonderful colleagues, I will never forget the openhearted invitations for Christmas Eves from some of you, which made my Decembers so bright on the path of establishing my new life in Norway.

Furthermore, I am highly grateful to my new employer, Starcom, and my new colleagues for all the support and belief in me throughout the final phase of this dissertation. I am greatly indebted to the Director of Data & Insight team, Alexander Rustad, and the Data & Insight

team members, Helene, Thea, Rohit and Christian, for their patience and encouragement, as well as for allowing me flexible working hours that made this last phase of the dissertation possible.

Besides the invaluable support throughout this journey on the professional side, I am utmost grateful to my family. To my grandfather, Franja, for teaching me the power of persistence and optimism. It is impossible to tell which one of them has contributed more to this journey. The loving memory of you will never fade in my heart. To my grandmother, Zorka, for nurturing my emotional and romantic side throughout this process and always reminding me of what truly matters in life. To my father, Borislav, for teaching me the beauty of being both a nerd and a lady. Finally, to my mother, Biljana, for most of the above. Thank you for being a remarkable role model from my very first days and teaching me the beauty of science and knowledge. Thank you for supporting every step I take (even when you disagree), for lifting me up faster than I fall and for nurturing my passion for life. This dissertation would not have been possible without you. I am very lucky and proud of being your daughter.

At the very beginning of this journey, I have heard at one of the lectures by Dr. Andrew Pettigrew that the process of earning a doctorate is like a roller coaster ride, with ups- and downs. Standing at the very end of it, I could not agree more. Besides being an exceptional academic experience, the very best up-turn of this journey was meeting my Ola, who inspired some of the main tenets of this dissertation. It is probably impossible to put into words what you and your support has meant for me throughout this process. I am deeply grateful for your tireless encouragement, belief in me and my work, greatest patience, inspiration and challenges only to make me grow, all the laughs and experiences that made casual days unique memories and, most of all, for showing me what a wonderful privilege this life is. Being utmost lucky must be the only explanation of having you by my side.

March 2016

Gordana Abramovic

List of articles

- Article 1** **Support for Diversity Practices: Depends on Who You Are and Whom You Have Met**
Abramovic, G. and Traavik, L. E. M.
An earlier version of this article was presented at the 75th Annual Meeting of the Academy of Management, Vancouver, British Columbia, Canada, 2015
- Article 2** **Who is an Inclusive Leader? – The Relationship between Line Managers’ Experiences, Traits, and Employees’ Perceived Inclusion**
Abramovic, G., Traavik, L. E. M. and Valaker, S.
An earlier version of this article was presented at the 17th European Congress of Work and Organizational Psychology, Oslo, Norway, 2015
- Article 3** **Inclusive Leadership in Male-Dominated Occupations – Do Line Managers’ Experiences and Traits Matter?**
Abramovic, G.
An earlier version of this article is accepted for presentation at the Gender, Work and Organisation: 9th Biennial International Interdisciplinary Conference, Keele University, England, 2016

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“All animals are equal, but some animals are more equal than others.”

– George Orwell, 1945

Summary

Using three separate studies in the context of ethnic and gender diversity, this dissertation will contribute to theory and research on diversity and human resource management by extending knowledge of how line managers' experiences, values and orientations may predict their effectiveness in diversity management on the line.

These three independent, yet connected, studies aim to answer three questions emerging from the literature and practice: Do line managers' (LMs) experiences with different others, values and orientations affect their willingness to implement human resource (HR) diversity practices? Do these LMs' experiences and traits relate to subordinates' outcomes in a multicultural workplace? Are these LMs' experiences and traits associated with subordinates' outcomes in male-dominated settings? With these three papers, this dissertation contributes to theory and research on the role of LMs in effective diversity management (DM) on the line. The current literature emphasises that LMs are pivotal in the implementation of HR practices (Purcell & Hutchinson, 2007) and in managing diversity on lower organisational levels (Nishii & Mayer, 2009). However, research is needed on how their individual-level factors may predict willingness to implement a practice and translate into DM in multicultural and gender-diverse settings. Hence, this dissertation identifies and addresses three gaps in the existing literature: The role of LMs' experiences and traits in willingness to implement HR diversity practices (Gap 1); the role of LMs' experiences and traits in employee outcomes within multicultural settings (Gap 2); the role of LMs' experiences and traits in employee outcomes within male-dominated occupations (Gap 3).

The first study, "Support for diversity practices: Depends on who you are and whom you have met", demonstrates that contact experiences with diverse others, diversity values and orientation towards other's interests are associated with willingness to support HR diversity practices. More specifically, findings of this study showed that individuals with stated higher quality of contact with people from an immigrant background, higher diversity values and higher other-orientation are more supportive towards implementing HR diversity practices. In addition, the results suggest that demographic background matters. Females and older individuals may also be more likely to engage in the process of implementation.

The second study, "Who is an inclusive leader? – The relationship between line managers' experiences and traits, and employees' perceived inclusion", complements the first study by showing that LMs' contact experiences with different others and orientation matter for effective DM on the line. In particular, the results of this field study conducted in a highly multicultural, labour-intensive setting using LM-subordinate dyads revealed a positive relationship between LMs' high quality of contact experiences with people from an immigrant background and other-orientation on the one hand, and subordinates' perceptions of inclusion on the other. Moreover, findings of this study also revealed that the relationship between support subordinates perceive from the immediate supervisor and their job embeddedness, as one of the most solid predictors of turnover, is mediated by perceptions of inclusion. Together, these two studies showed that favourable contact with people from an immigrant background and other-orientation are

positively associated with willingness to implement HR diversity practices and effective management of multicultural workgroups.

The third study, “Inclusive leadership in male-dominated occupations – Do line managers’ experiences and traits matter?”, continues the investigation of LMs’ experiences and traits, which may be important for DM on the line. In this study, another dimension of diversity was investigated – gender. Due to gender imbalance, gender differences are especially salient and psychologically the most meaningful diversity dimension in male-dominated and high-technology occupations (Joshi & Roh, 2009). Hence, this field study, conducted at a highly technical and male-dominated research institute using LM-subordinate dyads, showed that none of the investigated male LMs’ experiences and traits were related to perceptions of supportive and/or inclusive leader for female subordinates, which might imply that perceptions of LMs and their support is more important in such a context than *who* they are. Moreover, the findings indicated that both perceived supervisor and co-worker support contribute to feelings of inclusion of male employees, while only supervisor support seems relevant for their female counterparts. In addition, the study demonstrated that both kinds of support appear to contribute to job embeddedness of male employees, through the perception of inclusion. From this study, there are indications that other factors from the social environment at work contribute to strong bonds that highly skilled female employees build with their job and organisation in male-dominated settings. Accordingly, the study implies that LMs’ traits may be less relevant in the context of male-dominated occupations and highly skilled workforce, implying that other mechanisms may operate. However, it supports findings from Study 2 by showing the importance of being perceived as a supportive LM for effective DM on the line.

Together, these three studies, conducted as a vignette study (Study 1), field study in a highly multicultural, labour-intensive setting (Study 2) and field study in a male-dominated, highly technical setting (Study 3), provide two main contributions to the DM and HR management (HRM) literature. First, they revealed that quality of contact with different others and other-orientation are associated with willingness to implement HR diversity practices and LMs’ fostering of inclusion in the multicultural workgroup they supervise. These findings showed that individuals who had more positive contact experiences with people from an immigrant background and are oriented towards others’ interests are more willing to implement a diversity practice and, as LMs, foster more inclusion. This implies that *who* the LM is may be important for their effectiveness in DM on the line. The present findings also shed light on theoretical considerations of how the gap between intended and implemented HR diversity practices develops. By applying contact theory to the context of DM and HR, these results showed that intergroup contact experiences are associated with willingness to implement HR diversity practices. Moreover, by revealing the uniqueness of the diversity type of HR practices, indicating that they are different from other HR practices and enhancing the importance of LMs’ individual characteristics for their successful implementation, this dissertation also contributes to the HRM literature. Hence, since personal experiences and traits are likely to affect our interpretation of HR diversity practices aiming to benefit different others, the present dissertation shows that these practices may be challenging (in a unique way). Thus, they may

require special attention within HRM programmes, as intergroup contact experiences, diversity values and other-orientation of LMs might be pivotal for their engagement in the implementation process.

Second, this dissertation empirically tested a two-dimensional inclusion framework by Shore, Randel, Chung, Dean, Ehrhart, & Singhto (2011) shedding light on antecedents and an outcome of inclusion in multicultural and male-dominated settings. Hence, by conducting research within the required area of what leads to inclusion and why it matters in organisations with a diverse workforce, and empirically testing the suggested framework, this dissertation also provides empirical contributions to the inclusion literature. It reveals that subordinates who feel supported by the immediate supervisor also feel more included in the workgroup across diversity dimensions. In turn, they may report stronger bonds to their job. Moreover, LMs who have high contact quality with diverse others and are oriented towards others' interests were found to foster more inclusive environments in multicultural workgroups. However, their experiences and traits appeared to matter less for female employees in male-dominated settings, emphasising the significance of being perceived as a supportive leader. In this respect, the three studies underline the importance of LMs in employee outcomes in organisations with a diverse workforce, due to their own experiences and orientations and/or employee perceptions of their supportive behaviour. By examining two different dimensions of diversity – ethnic background and gender – the present dissertation suggests that LMs, and their experiences and traits, may have an important role in delivering DM on the line, across diversity dimensions and contexts.

Consequently, the three studies unite to demonstrate that more comprehensive research within the area of effective DM on the line may be achieved by acknowledging the uniqueness of HR diversity practices and taking into account LMs' individual experiences and traits, as well as employees' perceptions of their supportive behaviour. While research has broadly recognised the importance of LMs in both HR practice implementation and with respect to employee outcomes in diverse settings, it provided little knowledge on *who* these individuals are. Thus, whether their individual factors play a role in willingness to implement HR diversity practices and management of workgroups in multicultural and male-dominated settings has remained unclear. Hence, the findings of this dissertation highlight that explicitly recognising and taking into account LMs' intergroup contact quality, other-orientation and how supportive they are perceived by subordinates would improve our ability to predict effectiveness of DM on the line across settings and diversity dimensions. Accordingly, this dissertation broadens and supplements existing literatures on DM and HRM by disentangling *who* delivers effective DM and *how* they do it on the line.

Chapter 1 – Introduction and Purpose

Both diversity research and general human resource (HR) management literature have highlighted that organisational leaders (Kalev, Dobbin, & Kelly, 2006; Ng & Sears, 2012) and line managers (LMs) (Nishii & Mayer, 2009; Purcell & Hutchinson, 2007) are crucial for effective diversity management (DM) and policy implementation to be successful. Namely, evidence over the last two decades has demonstrated that there are certain and rather significant differences between intended and enacted HR programmes (e.g., Harris, 2001; Khilji & Wang, 2006; McGovern, Gratton, Hope-Hailey, Stiles, & Truss, 1997). This gap is often explained by LMs' lacking interest, training, time, credibility, their overwork, conflict of priorities and self-oriented behaviour (Fenton-O'Creevy, 2001; Hall & Torrington, 1998; Harris, 2001; McGovern et al., 1997; Purcell & Hutchinson, 2007; Renwick, 2003; Whittaker & Marchington, 2003). Practices implemented by LMs and the manner of their implementation are the actual object of employees' perceptions and, thus, HR practices experienced by employees are the ones implemented by their closest LM (Purcell & Hutchinson, 2007). For the purpose of this dissertation, LMs are defined as lower-level managers with direct supervisory responsibility. Hence, immediate LMs are closer to the subordinates on a day-to-day basis than the organisation itself (Kuvaas & Dysvik, 2010), entailing that their engagement in the implementation process of HR diversity practices and, thus, DM on the line is crucial.

Due to changing workforce demographics, effective DM is often presented as one of the main strategic challenges in modern organisations (Chrobot-Mason & Aramovich, 2013; Mor Barak, 2014, 2015; Nishii & Mayer, 2009; Roberson, 2006; Sabharwal, 2014; Shen, Chanda, D'Netto, & Monga, 2009). In organisational settings, workforce diversity can be defined as “the division of the workforce into distinction categories that (a) have a perceived commonality within a given cultural or national context and that (b) impact potentially harmful or beneficial employment outcomes such as job opportunities, treatment in the workplace, and promotion prospects – irrespective of job-related skills and qualifications” (Mor Barak, 2014, p. 136). Hence, DM emphasises valuing and building on the individual differences in order for all employees to reach their maximum potential and represents an important step away from the legal compliance-oriented equal employment opportunity (EEO) (Shen et al., 2009). The term refers to the process of creating and maintaining a workplace without discrimination, where stakeholders (e.g., employees, customers, investors, suppliers and individuals from the local or global community) feel supported and included regardless of their differences (such as gender, religion, culture, personality, expertise etc.) (Roberge, Lewicki, Hietapelto, & Abdyldaeva, 2011).

There are a range of objectives organisations aim to achieve through effective HR DM (Shen et al., 2009). As elaborated in the theoretical article by Shen et al. (2009), the primary goal is often compliance with legal EEO and affirmative action (AA) requirements, while other objectives mainly include creativity, flexibility, employee attraction, employee retention, as well as better marketing capabilities. Although increasing diverse representation has been a

frequent goal of effective DM (Konrad & Linnehan, 1995; Shore et al., 2011), increase in numbers *per se* does not lead to the benefits of diversity (Shen et al., 2009). Hence, despite a number of HR DM programmes and initiatives throughout the years, discrimination that is based on race, age, ethnicity and gender of employees is still alive and well (Germain, Herzog, & Hamilton, 2012; Harcourt, Lam, Harcourt, & Flynn, 2008; King, Dawson, Kravitz, & Gulick, 2012; Mor Barak, Cherin, & Berkman, 1998; Shen et al., 2009). Especially being a racial minority and/or female has been shown to have negative consequences on career, such as tokenism and many other forms of disadvantages at the workplace (Nkomo & Cox, 1996). Thus, it is necessary to find appropriate solutions to the obstacles a diverse workforce is facing (Roberge et al., 2011). Accordingly, for the purpose of this dissertation, effective DM on the line is defined as LMs' support of HR diversity practices (Shore et al., 2011) and an environment where "employees from all demographic backgrounds feel included" (Chrobot-Mason & Aramovich, 2013, p. 660) and supported and, in turn, form strong ties to the job and organisation.

What is specific regarding DM and HR diversity practices is their tendency to trigger social group categorisation, thus often resulting in backlash (Kalev et al, 2006; Kaplan, 2006; Kidder, Lankau, Chrobot-Mason, Mollica, & Friedman, 2004). Hence, due to LMs' propensity to engage in the implementation only when they perceive HR programmes and practices to be aligned with their own values, beliefs and self-interest, there are often discrepancies in the quality of implementation (Harris, 2001; Harrison, Kravitz, Mayer, Leslie, & Lev-Arey, 2006; Kuvaas & Dysvik, 2010; Purcell & Hutchinson, 2007), as these characteristics are likely to vary between LMs. In order to tackle these concerns, factors that may predict LMs' willingness to implement HR diversity practices, and ability to foster inclusion and support in multicultural and gender imbalanced workgroups, are conceptualised in this dissertation. By examining important experiences, values and orientations of these individuals, conceptual models depict the conditions which can facilitate the implementation of HR diversity practices and management of diverse workgroups. Since the current literature reveals that these practices often result in backlash (Kidder et al., 2004) and that minority employees tend to feel excluded at the workplace (Mor Barak & Levin, 2002), a necessity emerges to investigate individual-level factors of LMs that may influence these processes (Nishii, 2013). Hence, the present models aim to provide a theoretical and empirical contribution to the research on DM and HR by broadening our understanding of how LMs' experiences and traits may play a pivotal role in effective DM on the line. Accordingly, the main focus of this dissertation is the association between LMs' experiences and traits, and their effective DM on the line, observed through support for HR diversity practices and fostering inclusive and supportive environments within a diverse workforce, where employees feel embedded in their job and organisation.

This dissertation includes six chapters. It begins with the present introduction as Chapter One, which introduces the main topic and structure of the dissertation. Next, Chapter Two presents the review of current DM and HR management (HRM) literature, positioning the contributions of this dissertation. This chapter provides a theoretical background in order to deduct the research questions emerging from the existing literature and practice. Then, in

Chapters Three, Four and Five the three independent empirical studies are presented. Finally, Chapter Six consists of general discussion, limitations and research directions, implications for practice and the overall conclusion.

Chapter 2 – Theoretical Framework

The topic of workplace diversity has drawn considerable attention in the academic and business world from the beginning of the 1990s until today (De Meuse & Hostager, 2001; Jansen, Otten, & van der Zee, 2016). A diverse workforce reflects a multitude of beliefs, understandings, values, views of the world and unique information (Guillaume, Dawson, Otaye-Ebede, Woods, & West, 2015; Harrison, Price, & Bell, 1998; Repeckiene, Kvedaraite, & Jankauskiene, 2011; Shen et al., 2009). While rapid internationalization, globalization and growing self-expression have increased the importance of workforce diversity, a large number of organisations are still reluctant to hire and promote ethnic minority and female employees, especially to higher positions (Shen et al., 2009). On the other hand, some organisations design HR diversity programmes either to comply with legal requirements or to achieve flexibility, better marketing capabilities and employee retention; however, not all of these programmes manage to increase diversity (Kulik, 2014; Shen et al., 2009). Some diversity practices are focused on recruitment and higher representation of diversity in numbers, while others target management of a diverse workforce and efforts to ensure retention of minority employees (Groeneveld & Verbeek, 2012; Kulik, 2014). Although many organisations have experimented with various approaches and attempted to implement a number of practices in order to promote diversity and decrease inequality at the workplace, individual-level factors that may influence this process of leaders responsible for the implementation remain unknown, as results appear to vary to a rather large degree (Kalev et al., 2006). For instance, organisations steadily use large financial resources for diversity training which has gained a lot of attention and popularity, with perceived high potential, despite the fact that such training has a tendency to either provide no results or give outcomes below the desired level (Bezrukova, Jehn, & Spell, 2012; Chavez & Weisinger, 2008; Kaplan, 2006; Kulik, Pepper, Roberson, & Parker, 2007). Hence, DM appears to be a rather complex and delicate process, since it aims to remedy or diminish historical forms of discrimination based on demographic differences between employees, at the same time as these actions tend to trigger social categorisations (Harrison et al., 2006).

A large body of research has acknowledged that effective DM requires appropriate HR policies and practices (Dass & Parker, 1999; Roberge et al., 2011; Shen et al., 2009). Namely, through effective HR practices and procedures, DM leads to positive outcomes (Shen et al., 2009). Strategic managerial and HR practices are also regarded as important moderators of the relationship between diversity and organisational performance (Roberge et al., 2011). Similarly, Chrobot-Mason and Aramovich (2013) revealed that organisations acquire valuable benefits when they effectively manage diversity by engaging in HR practices perceived as fair towards diverse workforce. There are different types of HR diversity practices in organisations, while perceptions of these practices often vary within the same organisation (Fink, Pastore, & Riemer, 2003), jeopardising their effectiveness. For instance, in a comparison of diversity programmes, the most effective AA plans are those that establish organisational responsibility, either through an office, a person or through a group (Kalev et al., 2006). However, they explained that top

management often only uses these programmes in order to comply with legal EEO and AA requirements, defend themselves in court, immunise against liability or improve morale, implying that such practices are sometimes adopted solely in the function of window dressing, rather than to increase organisational diversity. Thus, organisations and, consequently, their managers need to see value in diversity for HR diversity practices to be successfully implemented, or strongly believe in diversity's positive business outcomes (Fink et al., 2003).

Within the implementation of HR practices, LMs receive a set of HR practices from the HR department to implement, and it is these enacted HR practices employees perceive and react to (Purcell & Hutchinson, 2007). However, there is large variation between individual LMs regarding the quality and consistency of implemented practices, implying that they are often seen as gatekeepers of organisational HR practices (e.g., Kuvaas, Dysvik, & Buch, 2014; McGovern et al., 1997). Therefore, this process requires complete attention and dedication of LMs toward the implementation (Kuvaas et al., 2014; McConville, 2006) that should increase organisational performance over time and provide a number of positive diversity outcomes. Theoretical conceptualisation of LMs' role as gatekeepers in the implementation of HR practices has been scarce in previous research, which is based mostly on available resources and self-interest (Fenton-O'Creevy, 2001; McGovern et al., 1997). Thus, there is an emerging necessity to shed light on their individual-level factors from several theoretical perspectives that may predict their engagement in the process. Hence, while there is no unified theoretical framework of LMs' gatekeeper role, the theory of self-concern (Miller, 1999), social identity (Tajfel, 1982) and perceived fairness (Grover, 1991) may be applied in order to advance the concept of LMs' role in the implementation process of HR diversity practices.

The theory of self-concern, as explained by Miller (1999), implies that people pursue their self-interest through actions conforming to the structures of neoclassical economic theory. Namely, it entails that individuals who would benefit materially from the implementation of a certain practice will be more likely to have positive attitudes towards that practice than individuals who would not (Miller, 1999). Both scholars and people in general often assume that self-concern is an extremely important, if not the only, motivator of behaviour (Gerbası & Prentice, 2013). Classic models of motivation and behaviour suggest that people will engage in deliberative cognitive processing with the aim to maximise their own self-interests or outcomes (Meglino & Korsgaard, 2004). It is even assumed that humans may be born with an unconditional tendency to be concerned with self-interests, where the primary motive that is underlying behaviour is to protect and develop self-interest (De Dreu & Nauta, 2009). However, De Dreu and Nauta (2009) also explained that the more individuals find their identity within a certain group, such as workgroup or department, the more they are inclined to perceive interdependency with others and act with concern for the other, emphasising the importance of paying closer attention to the other-orientation concept that may have equally strong implications for behaviour.

Moreover, social identity theory (Tajfel, 1982) suggests that a social category to which an individual belongs and perceives to belong provides a definition of their identity in terms of the defining characteristics of the specific category. This social categorisation leads to

accentuation of intracategory similarities, implying that one of the principal attributes of intergroup behaviour and attitudes is the tendency for members of an in-group to consider members of the out-group in a relatively uniform manner – “undifferentiated items in a unified social category” (Tajfel, 1982, p. 21). As he emphasised, this process has a tendency to lead to in-group favouritism, thus generating bias towards HR diversity practices.

Finally, the theory of perceived fairness (Deutsch, 1975) proposes that there are three specific principles determining perceptions of resource allocation situations – equity, equality and need. More specifically, equity concerns whether resources are allocated proportionally to inputs or contributions; equality concerns whether people are rewarded equally, implying that everybody should receive the same or have the same opportunity to benefit, while need concerns whether people are rewarded based on their level of need or deprivation (Conlon, Porter, & Parks, 2004). The reason for focusing on the distributive (the outcome) and not the procedural justice (the process) in this dissertation, is that most of the organisational practices have a tendency to be perceived as procedurally fair (Grover, 1991), as they are neutral, explicitly stated and organisations may be trusted to act on the promise (Lind & Tyler, 1988). It is especially relevant that these practices appear as fair to LMs, as they are the ones responsible for the implementation process. However, Messick and Sentis (1979) demonstrated that perceived fairness is often biased in favour of self-interest. This entails that perceived fairness is high when people evaluate resource distribution schemes to benefit the self, regardless of the objective fairness of the procedure or mechanism (Grover, 1991). In addition, a person’s relation to the object of distribution is likely to represent a dominant consideration in evaluating the fairness of different justice principles (Grover, 1991). Accordingly, perceived fairness is likely to be influenced by the extent to which an individual regards personal benefit from a certain diversity practice and/or has positive relations with the group targeted by it.

Furthermore, concerning the perceptions of HR diversity practices and their implementation, it is necessary to distinguish between different types of diversity. As a term, diversity has the possibility of referring to nearly any dimension of difference, from nationality to age, functional background, to religious affiliation, task to relational skills and sexual to political preference (van Knippenberg, De Dreu, & Homan, 2004). Yet, most diversity approaches are concentrated on differences in demographic characteristics (social identity) (e.g., Kalev et al., 2006), such as race, ethnicity, gender and age (Olsen & Martins, 2012). However, as diversity occurs in specific work settings, salience of different diversity dimensions is dependent on the context. Hence, in Western countries, multiculturalism is the most important dimension of diversity, since there is a high number of international migrants from different cultural backgrounds (Groeneveld & Verbeek, 2012). On the other hand, gender equality has made impressive progress in these countries, while women still face large career barriers. Accordingly, for the purpose of this dissertation, two demographic dimensions of diversity are investigated in the three studies – ethnic background and gender. Besides their importance broadly recognised in the literature (Mor Barak & Levin, 2002) and being aware that major diversity issues vary from country to country (Shen et al., 2009) and between occupations (Joshi

& Roh, 2009), ethnic and gender disparities tend to be the most salient ones in Norway, where the three studies of this dissertation were conducted.

As the workforce in Norway is becoming increasingly multicultural, issues regarding integration of different ethnic groups arise (e.g., Groeneveld & Verbeek, 2012). Thus, organisations are using various HR diversity programmes in an attempt to integrate these individuals, while the final responsibility for implementation of these programmes relies on LMs (e.g., Konrad & Linnehan, 1995; Purcell & Hutchinson, 2007). On the other hand, while there is a large increase in the representation of women in higher-level positions, boards and top-management in Norway, they still earn less and work less than men, while staying in traditionally female occupations (Statistics Norway, 2016). Hence, it is crucial that organisations increase their efforts in recruiting and promoting women with the aim to achieve a gender balance (Traavik & Richardsen, 2010). Accordingly, ethnic and gender differences tend to be particularly salient and psychologically meaningful diversity dimensions in the Norwegian context, requiring further investigation.

Emerging from the preceding discussion, one of the main aims of effective DM in Norway is to overcome challenges posed by cultural and gender dissimilarities among employees. For this reason, many organisations experiment with different approaches and try to implement a number of programmes and practices in order to promote diversity and attenuate inequality, while the extent to which these practices become properly implemented varies to a large extent. On the other hand, several studies have indicated that LMs' complete attention and dedication toward DM and implementation of such practices may be a prerequisite for success (e.g., Sabharwal, 2014; Shen et al., 2009; Shore et al., 2011). Accordingly, in the next paragraphs, an overview of the DM and HRM literature is presented. First, it is argued that HR diversity practices are different from other HR practices and necessary requirements for their implementation are elaborated. Second, due to ability of intergroup contact to overcome challenges postulated by social identity theory (Tajfel, 1982), such as prejudice, social categorisation, in-group favouritism and intergroup bias, intergroup contact theory is reviewed, as one of the main theoretical frameworks in this dissertation, followed by the role of diversity values in effective DM on the line. Third, LMs' orientations are elaborated as one of the crucial factors for successful HR diversity practices' implementation and effective management of diverse workgroups. Fourth, challenges faced by individuals from an immigrant background and women at the workplace are elaborated. Fifth, employee outcomes reflecting effective DM on the line are discussed. Sixth, research questions of this dissertation are presented, identifying three gaps in the existing DM and HRM literature addressed in the studies. Hence, the main purpose of present dissertation is to contribute to an increased understanding of the role of LMs' experiences and traits in effective DM on the line.

2.1. Implementation of HR Diversity Practices

Diversity represents a fact in today's organisations (Mor Barak, 2014), creating a challenge for HR managers regarding effective management of the emerging differences among employees (Shen et al., 2009). Hence, HRM requires adequate programmes and practices in order to successfully manage a diverse workforce (Roberge et al., 2011). Strategic thinking and people-centred practices are the key to DM, since DM is an approach that revolves around employees (Shen et al., 2009). LMs play a crucial role in linking organisational strategy and operations, as they are much closer to the organisation's operational activities compared to top management and this position makes them pivotal in organisational strategy implementation (DeChurch, Hiller, Murase, Doty, & Salas, 2010).

Within HRM strategy, LMs are given HR practices to implement and it is these enacted HR practices that employees perceive and react to (Purcell & Hutchinson, 2007). The manner in which the purpose of such practices is communicated is one of the very important factors for success of this implementation process (Guest, 2011). From the HR literature, there is large variation between individual LMs regarding the quality and consistency of implemented practices (Kuvaas et al., 2014; McGovern et al., 1997; Purcell & Hutchinson, 2007). Several studies have emphasised that LMs' values and beliefs are pivotal for these practices to become properly implemented (Guest, 2011; Herdman & McMillan-Capehart, 2010). Similarly, a large body of research has underlined that LMs are far more engaged in the implementation process when they perceive such practices to be in accordance with their own interests and values (Harris, 2001; Harrison et al., 2006; Kuvaas & Dysvik, 2010; Purcell & Hutchinson, 2007). However, some practices may be more challenging to implement than others, such as HR diversity practices, since individuals develop attitudes toward diversity and specific groups during their work life (Bouncken, Ratzmann, & Winkler, 2008). On the other hand, these HR practices attempt to redress or reduce historical forms of discrimination based on demographic differences between employees, while at the same time triggering social categorisations based on particularly those differences (Harrison et al., 2006). Hence, LMs' values and interest in HR diversity practices they implement may be the prerequisites of success in the implementation process and, thus, effective DM on the line (e.g., Harrison et al., 2006; Herdman & McMillan-Capehart, 2010; Konrad & Linnehan, 1995).

The necessity to investigate the conditions under which diversity is effectively managed and HR diversity practices successfully implemented emerges from two streams of research. Namely, one stream shows that the overall impact of diversity is beneficial (Cox & Blake, 1991; Ely, 2004; Ely & Thomas, 2001; Richard, 2000), while the other indicates that it may be detrimental (Chatman & Flynn, 2001; Foldy, 2004; Pelled, Ledford, & Mohrman, 1999). Thus, academics generally agree that it may be both (Gonzalez & Denisi, 2009; Kulik, 2014), emphasising the important role of DM in determining its outcomes. For instance, there is a wide recognition of the value workforce diversity provides, such as information sharing and constructive task-based conflict management (Shen et al., 2009). Observing the impact of diversity on organisational outcomes, strategic managerial and HR practices are seen as crucial

moderators of this relationship (Roberge et al., 2011), where the primary aim of most diversity practices is to recruit, promote and retain diverse employees (Esen, 2005). On the other hand, if organisations lack effective DM practices, inequalities and discrimination among employees are likely to emerge, since managers are inclined to promote or highly rate subordinates with similar cultural background and experiences to themselves (Shen et al., 2009), due to in-group favouritism (Tajfel, 1982). Thus, knowing that employees outside of the corporate mainstream very often face exclusion and are not given equal opportunities and promotions, effective and specifically tailored HR diversity programmes are very important in order to achieve positive outcomes of workforce diversity in organisations (Mor Barak & Levin, 2002).

For instance, diversity programmes may be divided into three main types: those designed to analyse minority representation, improve the influx of minorities through recruitment practices and those aimed at managing and retaining the existing diversity in the organisations through an inclusive culture (Groeneveld & Verbeek, 2012). This study, which empirically compared diversity practices and their effectiveness in Dutch public and private sector organisations, showed that diversity practices aiming to manage diversity appear more effective than “hard” diversity practices targeted at increasing representation of minorities in numbers, hence gaining growing popularity in organisations today. Thus, “soft” diversity practices, with the aim to manage existing diversity and foster inclusion for both minority and majority individuals, are the focus of this dissertation situated in a similar, Western European, context. However, despite increasing popularity some diversity practices are acquiring in organisations, if they become superficially managed they may backlash, decreasing organisational performance, as often occurs with diversity practices (Roberge et al., 2011).

What makes HR diversity practices different from other HR practices is their historical origin in compliance with EEO and AA legislation, implying their tendency to trigger LMs’ self-interest, values and beliefs (Konrad & Linnehan, 1995). In fact, most of the diversity practices are still based on compliance (Shen et al., 2009), indicating that they were not established in order to enhance business results, but to avoid lawsuits, secure defence in court, comply with legislation, demonstrate social responsibility or improve morale within the organisation (Kalev et al., 2006). Therefore, when responsibility for these practices is not assigned to a certain office, group or a person, diversity goals tend to become neglected, since LMs need to satisfy competing demands in order to meet production quotas, financial targets, etc. (Edelman, 1990; Meyer & Rowan, 1977). Poorer diversity results then also become a likely outcome (Kalev et al., 2006). Even in situations when responsibility is assigned, some LMs may not consider it their responsibility to communicate the importance of equality and diversity to their subordinates (Godwin, 2005). Thus, HR manager might believe that many employees are covered by a certain HR programme, while these employees may not even be aware of its existence, indicating that HR practices can pass unnoticed if not well communicated across the organisation and supported by LMs (Arthur & Boyles, 2007). Accordingly, actual quality of HR practices may vary to a large extent, and their uneven implementation might distort or suppress supposed contribution of such practices to the organisational results (McGovern et al., 1997). We know from Kuvaas et al. (2014) that providing LMs with autonomy and flexibility

to take local and individual needs into account within the HR implementation process leads to higher employee perceived supervisor support and, in turn, higher intrinsic motivation, affective commitment and lower turnover intention. Thus, knowing that HR practices are most effective when LMs have certain degrees of freedom regarding their implementation, these individuals' decisions and actions of support may be referred to as primary antecedents of employees' attitudes and behaviours (Kuvaas et al., 2014; Sanders, Moorkamp, Torka, Groeneveld, & Groeneveld, 2010).

Accordingly, research within HR practices' implementation shows an important gap between intended and enacted practices (Fenton-O'Creevy, 2001; Hall & Torrington, 1998; Harris, 2001; McGovern et al., 1997; Purcell & Hutchinson, 2007; Renwick, 2003; Whittaker & Marchington, 2003). Similarly, in the context of HR diversity practices, several studies have found large variations in perceptions of diversity practices across the same organisation and its levels (Allen, Dawson, Wheatley, & White, 2004; Harrison et al., 2006; Kidder et al., 2004). Moreover, Snape and Redman (2003) found that diversity practices seldom become implemented and serve rather as window dressing. Thus, in an attempt to assess whether some practices are more effective than others, Kalev et al. (2006) provided a categorisation of AA and diversity practices, rooted in different social sciences literature. According to their work, there are three core types of diversity programmes – creation of specialised positions in order to achieve new goals, training and feedback in order to eliminate managerial bias and inequality, and programmes that target isolation of women and minorities in order to improve their career prospects. By analysing their efficacy in a systematic, longitudinal study, Kalev et al. (2006) found that programmes which assign organisational responsibility for change (such as AA plans, diversity committees and taskforces, diversity managers and departments) had the best results.

Distinguishing between AA and diversity practices, Kidder et al. (2004) elaborated that while the underlying rationale for AA is to remedy historical discrimination of disadvantaged groups, diversity practices are focused on business needs with the aim to increase organisational efficiency and profitability. Thus, AA has a higher tendency to evoke negative attitudes and reactions than diversity practices do, since these practices may be positively perceived by implying gains for the organisation, as supported by Kidder et al. (2004). Moreover, according to the literature review by Shen et al. (2009), there are three organisational levels at which HR diversity practices need to emerge – strategic, tactical and operational. As they explained, at each of these levels DM needs to be a prioritised part of HR practices in order to reach its objectives, such as culture of inclusion, while active involvement and engagement of LMs are necessary in the process. Their study underlined the centrality of HRM function, referring to it as the custodian of the people's management processes, even though DM revolves around employees. However, their review, as well as most past studies, has focused on Western countries, such as USA, Australia and EU nations, while diversity issues may vary across national contexts and especially between Western and Eastern cultures (Shen et al., 2009).

We know from Roberge et al. (2011), Dass and Parker (1999) and Shen et al. (2009) that effective DM requires adequate HR policies and practices, since these strategic managerial and HR practices are important moderators of the relationship between diversity and organisational

performance (Roberge et al., 2011). Due to the scant attention DM has received within HR in previous research, since EEO and AA have often been investigated as HRM practices, although literature has acknowledged important differences between DM on the one hand, and EEO and AA on the other (Kidder et al., 2004); Shen et al. (2009) called for future studies on DM through HR practices beyond EEO and AA. In order for such HR practices to become properly implemented, research has shown that LMs need to be motivated to implement them, either by organisational incentives and/or by these practices corresponding with LMs' own values, beliefs and attitudes (Harrison et al., 2006; Kuvaas & Dysvik, 2010; Purcell & Hutchinson, 2007). Similarly, regarding HR diversity practices, Ng and Sears (2012) found that even transactional leaders successfully implemented such practices when their social values and age were higher. Moreover, Reskin (2000) also argued that LMs' values play an important role for HR practices to become properly implemented aiming to promote workplace inclusion. However, the extent to which LMs believe that diversity and diverse viewpoints add value to organisations is likely to vary (e.g., Mor Barak et al., 1998), since LMs create certain attitudes toward different others throughout their life (Bouncken et al., 2008) permeated by diverse experiences with various groups. On the other hand, Mor Barak et al. (1998) found that demographic variables such as gender and ethnic background may also be related to diversity values individuals hold. Specifically, they found that women and individuals with minority status are more likely to see value in organisational diversity. Accordingly, it appears that LMs' experiences, values and individual traits may be important factors for success in the implementation process of HR diversity practices and, thus, effective DM on the line, as elaborated in more detail in the next sections.

2.2. The Role of LMs' Intergroup Contact Experiences in Effective Diversity Management on the Line

HR diversity practices aim to reduce historical forms of discrimination based on demographic differences between employees, while at the same time having a tendency to increase social categorisations (Harrison et al., 2006) by accentuating the distinction between "us" and "them" – in-group and out-group. Hence, these practices may directly relate to *who* a LM is, in terms of personal experiences and traits, thus affecting willingness to implement them. However, studies that have investigated effectiveness of HR diversity practices are predominantly focused on their design and organisational factors (Cunningham, 2009; Fink et al., 2003; Groeneveld & Verbeek, 2012; Kidder et al., 2004; King et al., 2012), providing little information on the role of LMs' experiences and traits in the process. Accordingly, whether LMs' contact experiences with different others and their personal characteristics may affect their willingness to implement HR diversity practices remains unclear, pointing at Gap 1 of this dissertation.

In particular, HR diversity practices have the ability to highlight clear links to LMs' membership in different demographic groups, thus triggering their social identity (e.g., Tajfel, 1982) which may result in intergroup bias and prejudice. It has often been emphasised in the literature that individuals' attitudes toward different others frequently originate from intergroup

bias, prejudice, social categorisation and stereotypes (Bouncken et al., 2008; Goff, Steele, & Davies, 2008; Hewstone, Rubin, & Willis, 2002; Mor Barak, 2014; Pettigrew & Tropp, 2006). According to the social identity theory (Tajfel, 1982), a social category to which an individual belongs and perceives to belong provides a definition of their identity in terms of the defining characteristics of the specific category – a self-definition as a part of the self-concept (Hogg, Terry, & White, 1995). This social categorisation leads to accentuation of intracategory similarities (Tajfel, 1982). According to Tajfel (1982), one of the principal attributes of intergroup behaviour and attitudes is the tendency for members of an in-group to consider members of out-groups in a relatively uniform manner – “undifferentiated items in a unified social category” (p. 21). As he noted, this process may lead to in-group favouritism and intergroup bias. Shedding light on the remedy, contact theory (Allport, 1954) proposed that, under optimal conditions, contact between different social identity groups might reduce prejudice. More precisely, Allport (1954) argued that four specific conditions need to be present in order for intergroup contact to decrease prejudice: individuals engaged in contact need to have equal status, to be working towards common goals, their work needs to be cooperative without competition and the contact needs to be supported by authorities, law or custom.

However, several decades of research have indicated that intergroup contact leads to reduced prejudice, even when no conditions of Allport’s model are met (Pettigrew & Tropp, 2006). More precisely, Pettigrew (1997), found support for the intergroup contact hypothesis among national probability samples of France, Great Britain, the Netherlands and West Germany. In addition, empathy and identification with the out-group, as well as reappraisal of the in-group (deprovincialisation), acted as mediators of the hypothesised relationship. Furthermore, shedding light on the process of attenuating prejudice, Pettigrew (1998) indicated that it is beneficial not to emphasise group membership in the initial stages of intergroup contact in order to achieve similarity attraction. As Pettigrew (1998) noted, in the later stages when anxiety and threat subside, group membership needs to become salient in order to maximise the generalisation of the positive effects beyond the immediate situation. However, results of a consequent meta-analytic study by Pettigrew and Tropp (2006) indicated that intergroup contact typically reduces intergroup prejudice and these effects usually generalise beyond participants in the particular contact situation to the entire out-group and out-group members in completely different situations. Applying these findings to the present context, they imply that LMs who have experienced contact situations with members of the out-group would be more positive towards the out-group members in general, thus also towards HR practices aiming to benefit them and the subordinates belonging to the same out-group. However, subsequent studies have argued that this approach neglects large variation in the intergroup contact situations, requiring a distinction between contacts of different valence.

A pioneering study by Barlow, Paolini, Pedersen, Hornsey, Radke, Harwood, Rubin, and Sibley (2012) emphasised the importance of dividing intergroup contact by its valence: on positive and negative. Consequently, several studies have explored the effects of positive and negative intergroup contact on prejudice. Regarding positive contact, Dhont, Hiel, and Hewstone (2014) investigated its influence on social dominance orientation (SDO),

demonstrating that positive intergroup contact is able to decrease SDO, as well as over time. Moreover, Paolini, Harwood, Rubin, Husnu, Joyce, and Hewstone (2014), where the moderation of valence-salience effects by individuals' histories of out-group contact was investigated, showed that positive and extensive intergroup contact in the past buffers the impact of negative contact in the present. Similarly, Turner, Hewstone, Voci, and Vonofakou (2008) tested an extended contact hypothesis (Wright, Aron, McLaughlin-Volpe, & Ropp, 1997), finding that extended contact was associated with more positive out-group attitudes. This relationship was mediated by reduced intergroup anxiety, more positive perceptions of in-group and out-group norms regarding the other group, as well as greater inclusion of the out-group in the self. Together, these studies imply that LMs with favourable or extensive intergroup contact would be more positive towards HR diversity practices and inclusive towards the out-group members, such as their subordinates belonging to the out-group. For the purpose of this dissertation, positive contact, referred to as high contact quality (high CQ), is defined as the degree to which a LM's contact with different others is frequently typified as pleasant, on equal footing, nice and friendly.

Another stream of studies has emphasised the importance of focusing more on the negative factors that may hinder intergroup contact from diminishing prejudice. In this sense, Barlow et al. (2012) investigated the potential for negative contact to increase prejudice, finding that negative contact was more strongly associated with increased racism and discrimination than positive contact was with its reduction. Moreover, Graf, Paolini, and Rubin (2014), examining whether ecological influence of intergroup contact on out-group attitudes may be understood completely only when relative frequency and impact of positive and negative contact are observed simultaneously, found that positive intergroup contact occurs more frequently, while negative contact was comparatively more influential in shaping out-group attitudes. This was especially the case in situations where negativity was reported around the contact person, instead of the contact situation. Further, Paolini et al. (2014), who investigated moderation of valence-salience effects by individuals' histories of intergroup contact, found that people with negative expectations for intergroup contact would to a higher extent experience valence-salience effects in new contact situations, which will most likely result in continuous negative expectations and a vicious cycle of persisting prejudice. Thus, their study highlighted the risks of contact settings where there is limited or difficult control over contact valence. Accordingly, findings from these studies imply that LMs' negative contact experiences could lead to negative attitudes towards the out-group members and negatively shape their out-group attitudes in general, thus also towards their subordinates belonging to the out-group, and decrease their willingness to implement HR diversity practices. In this dissertation, negative contact, referred to as low contact quality (low CQ), is defined as the degree to which a LM's contact with different others is frequently typified as annoying, distant, forced and hostile.

Taken together, studies on intergroup contact have indicated that previous contact experiences with different others may have a large impact on the manner in which these individuals perceive and want to behave towards members of the out-group today (Aberson, 2015; Barlow et al, 2012; Graf et al., 2014; Paolini et al, 2014; Pettigrew, 1998; Pettigrew &

Tropp, 2006; Swart, Hewstone, Christ, & Voci, 2011; Tropp & Pettigrew, 2005). While high CQ leads to reduced prejudice and positive perceptions of diversity (Dhont et al., 2014; Paolini et al., 2014; Pettigrew & Tropp, 2006; Turner, Hewstone, & Voci, 2007), low CQ does the opposite, with an even stronger impact (Aberson, 2015; Barlow et al., 2012; Graf et al., 2014). Accordingly, it is likely that past intergroup contact experiences may be related to LMs' perceptions of and attitudes toward HR diversity practices and their subordinates who represent different others.

While a large body of research has emphasised LMs' importance in fostering inclusive environments where employees feel well-accepted and valued (Douglas, Ferris, Buckley, & Gundlach, 2003; Nembhard & Edmondson, 2006; Nishii & Mayer, 2009; Shore et al., 2011), studies that have investigated and elaborated on LMs' management of diverse workgroups are predominantly focused on their behaviour (Nembhard & Edmondson, 2006; Nishii & Mayer, 2009; Sabharwal., 2014; Shore et al., 2011). Hence, they provide little information on what makes them behave in a manner that is perceived as inclusive and supportive. Accordingly, whether their contact experiences with different others may play a role in how inclusive and supportive subordinates in multicultural and male-dominated settings perceive them remains unclear, pointing at Gaps 2 and 3 of this dissertation. In the present dissertation, individuals referred to as "different others" vary between the studies. Hence, in the first study the term refers to individuals from a non-Western immigrant background, in the second to individuals from an immigrant background in general, and in the third to female colleagues in male-dominated occupations, in line with the most salient diversity dimension in each of the contexts.

Accordingly, this dissertation proposes that understanding the history of contact with certain out-groups could be a pivotal underlying mechanism explaining LMs' willingness to implement HR diversity practices aimed at that specific group, as well as their supportive and inclusive behaviour towards subordinates belonging to the same group. Thus, inspired by intergroup contact theory, it is likely that LM's contact experiences with different others may decrease their negative judgements of the out-group and positively influence their perceptions and attitudes towards these individuals. In turn, this may increase their engagement in the implementation of HR diversity practices aiming to benefit this group and fostering inclusive environments. Hence, if LMs did not experience any or experienced negative contact with different others, they might have no interest in effectively implementing such practices, nor in fostering a supportive and inclusive environment, since they may be more prejudiced and see lower value in diversity at the workplace. On the other hand, LMs who had positive contact experiences should be more likely to engage in the implementation process, as well as to promote a supportive and inclusive environment. This line of thought is elaborated in detail and investigated in all three studies of this dissertation.

2.3. LMs' Diversity Values and Effective Diversity Management on the Line

Several studies have underlined that LMs' values and beliefs are crucial for HR diversity practices to become properly implemented (e.g., Guest, 2011; Herdman & McMillan-Capehart, 2010). More specifically, there is evidence that LMs are more inclined to engage in the

implementation process when they perceive such practices to be in line with their own interests and values (Harris, 2001; Harrison et al., 2006; Kuvaas & Dysvik, 2010; Purcell & Hutchinson, 2007). However, the extent to which LMs value diversity, believe that diverse viewpoints add value and in diversity's positive business outcomes is likely to vary (Fink et al., 2003; Mor Barak et al., 1998), which may also have implications for how they manage diverse workgroups. For instance, individuals who are motivated by the enchantment of diversity are likely to have higher motivation when working in multicultural environments (Bouncken et al., 2008). According to their findings, negative attitudes toward diversity, on the other hand, may lead to more conflicts, more process losses and, thus, lower project evaluations and innovation performance. Moreover, positive beliefs about affective diversity outcomes imply not only favourable psychological reactions to being a part of a diverse group, but also leads to a creation of a homogeneous group (Nakui, Paulus, & van der Zee, 2011). Similarly, we know from Bouncken et al. (2008) that knowledge of cultural differences influences appreciation of cultural diversity, beside its pure recognition. Individuals who highly value diversity are found to be more motivated to listen to ideas of diverse employees, as well as to include them in the decision-making processes (Homan, van Knippenberg, Van Kleef, & De Dreu, 2007). Hence, those who see value in diversity should be more likely to include members of minority groups as their colleagues, as well as to be more positive towards hiring minorities (Bouncken et al., 2008).

Values as an overall concept may be defined as “general beliefs about the importance of normatively desirable behaviors or end states” (Edwards & Cable, 2009, p. 655). They direct an individual's ideologies, social attitudes, decisions and actions; implying that awareness of an individual's values may provide more reliable predictions of how the specific individual will behave in different situations in life (Ng & Sears, 2012). Narrowing to the subset of diversity values, they may be referred to as “individuals' views and prejudices toward people who are different from themselves that can affect attitudes and behaviours toward others in the organisation” (Mor Barak et al., 1998, p. 85). In addition to their importance for LMs' engagement in the implementation process of HR diversity practices, a large body of research has emphasised the pivotal role diversity values also hold in the relationship between diversity and group outcomes (Bouncken et al., 2008; De Meuse & Hostager, 2001; Nakui et al., 2011; van Oudenhoven-van der Zee, Paulus, Vos, & Parthasarathy, 2009). These findings imply that low diversity values may lead to reduced performance of a diverse group, reduced acceptance of diverse individuals' ideas and knowledge, as well as cause a degradation of individuals perceived as different, while work morale and team members' motivation may be low and decline.

Furthermore, knowing a leader's values provides strong prediction of leader's behaviour in a number of real-life situations (Ng & Sears, 2012). In Ng and Sears' (2012) investigation of CEO leadership styles and implementation of organisational diversity practices, findings showed that leaders' social values were an important predictor of the extent to which leaders with transactional leadership style will implement DM practices. As they explained, transactional leaders might be less inclined to implement DM out of societal concerns, while

their social values may diminish the impact of transactional leadership style in the implementation process. Moreover, while many executives aim to develop a workforce that values diversity (Harrison et al., 2006), this is hardly the case across different identity groups. Group membership is a powerful variable that affects attitudes toward the value of diversity for the organisation (Mor Barak et al., 1998). According to Mor Barak et al. (1998), where gender and racial/ethnic differences in the diversity perceptions were investigated, findings indicated that women perceived more value in the diversity programmes than men did. This was explained by personal experiences, since women might feel that organisations create or tolerate barriers that prevent them from getting a promotion or feeling included.

Moreover, Herdman and McMillan-Capehart (2010), studying determinants of employees' perceptions of diversity climate, demonstrated that compatibility between values and diversity programmes may be an important moderating factor between the existence of such programmes and their actual implementation by the higher-level managers and LMs assigned with responsibility. Similarly, a large body of research has emphasised a gap between intended and implemented practices, usually explained by LMs' obstruction of the process (Fenton-O'Creevy, 2001; Hall & Torrington, 1998; Harris, 2001; McGovern et al., 1997; Purcell & Hutchinson, 2007; Renwick, 2003; Whittaker & Marchington, 2003). While a large body of research has emphasised the importance of LMs' values being in line with organisational HR diversity practices in order for the implementation process to be successful (Harris, 2001; Harrison et al., 2006; Herdman & McMillan-Capehart, 2010; Kuvaas & Dysvik, 2010; Purcell & Hutchinson, 2007), as well as valuing diversity in order to successfully manage diverse workgroups (Bouncken et al., 2008; De Meuse & Hostager, 2001; Nakui et al., 2011; van Oudenhoven-van der Zee et al., 2009), these studies provided little information on the role of LMs' diversity values in effective DM on the line. Accordingly, whether LMs' diversity values predict their willingness to implement HR diversity practices and the extent to which subordinates in multicultural workgroups perceive them as inclusive is still unclear, pointing at Gaps 1 and 2 of this dissertation.

Accordingly, LMs who highly value diversity are expected to be more inclined to invest time and effort in order to implement HR diversity practices. Similarly, they should also be more likely to manage diverse workgroups effectively by fostering inclusive and supportive environments, since they would be motivated by multicultural composition of the workforce (e.g., Bouncken et al., 2008). On the other hand, LMs who do not perceive diversity as an added value at the workplace are expected to be less interested in implementing HR diversity practices and behaving inclusively and supportively towards their subordinates in multicultural workgroups. These arguments are discussed in detail and tested in Studies 1 and 2 of this dissertation.

2.4. Self-concern and Other-orientation in Effective Diversity Management on the Line

Beyond the quality of intergroup contact and diversity values LMs hold, previous research has indicated the importance of their orientation and interests in order for DM to be effective and HR diversity practices successfully implemented (e.g., Kidder et al., 2004; Nishii, 2013). Among both scholars and people in general, it is often assumed that self-concern is an extremely important, if not the only, motivator of behaviour, where other motives, such as altruism or conformity, are taken into consideration only if they account for additional variance in behaviour beyond self-concern (Gerbası & Prentice, 2013). Classic models of motivation and behaviour propose that individuals will engage in deliberative cognitive processing with the aim of maximising their own self-interests or outcomes (Meglıno & Korsgaard, 2004), implying that LMs would put effort into DM only if they believe it will provide them with personal benefits. Namely, some assume that humans may be born with an unconditional tendency to be concerned with their self-interests, where their primary motive underlying behaviour is to protect and develop self-interest (De Dreu & Nauta, 2009). However, Miller (1999) took a different perspective and argued that the assumption about human self-concern becomes a self-fulfilling prophecy, since the image of humans as being self-concerned leads to the establishment of social institutions that bring this image into reality.

From a historical perspective, already from the 18th century, self-interest has been prized for its tendency to bond people together into a “social fabric based on mutual need, exchange, and reciprocity” (Gerbası & Prentice, 2013, p. 495). Mutually dependent relationships founded through the pursuit of self-interest were expected to decrease prejudice and lead to a well-functioning society, whose members seek to maximise their own benefit within set limits (Gerbası & Prentice, 2013). This tendency to be concerned with the self is often assumed as habitual, automatic and occurring without conscious thought (De Dreu & Nauta, 2009). While the concept of self-concern has historically attracted broad attention, orientation towards others’ goals and interests has recently gained both theoretical and practical interest among researchers. This should not be surprising, knowing that religious writings of different origins underline the value of taking into account others’ needs and interests, at the same time people worldwide are teaching each other about this, implying that other-orientation may be just as equally habitual, automatic and unconscious (De Dreu & Nauta, 2009).

In their theoretical article and review on rational self-interest, Meglıno and Korsgaard (2004) argued for a relationship between other-orientation and self-interest, proposing that variation in other-orientation influences the degree to which attitudes and behaviour reflect calculations of self-interest. According to them, self-concern and other-orientation represent opposite sides of a continuum. However, in a critical appraisal and extension of their theoretical model, De Dreu (2006) proposed that self-concern and other-orientation are orthogonal and unipolar. In a consequent empirical study by De Dreu and Nauta (2009), where these propositions were tested, and implications of self-concern and other-orientation on task performance, prosocial behaviour and personal initiative were investigated, the results indicated

that self-concern and other-orientation were moderately and positively correlated. These findings clarified that both of the constructs play a role, though to different degrees across individuals and situations. Regarding conceptualisations of self-concern and other-orientation, definitions by De Dreu and Nauta (2009) and Meglino and Korsgaard (2004) are adopted in this dissertation. Thus, self-concern is defined as an orientation towards self-interest, stimulating information search and processing of individual-level attributes and self-relevant consequences (De Dreu & Nauta, 2009), while other-orientation is defined as the dispositional tendency to be concerned with, and helpful to, other persons (Meglino & Korsgaard, 2004).

In organisations, LMs need to choose on a daily basis between serving their own interests, their workgroup's interests or some higher organisational goals (De Dreu, 2006; Fenton-O'Creevy, 2001; Harris, 2001). However, the extent to which they are oriented towards own and/or others' interest is not equal between individuals, implying variation in their behaviour (Bobocel, 2013; De Dreu, 2006; De Dreu & Nauta, 2009; Gerbasi & Prentice, 2013; Meglino & Korsgaard, 2004). Empirical studies have shown that self-concerned individuals are less helpful (Aderman & Berkowitz, 1983), more affected by individual-level job attributes (De Dreu & Nauta, 2009) and more often older men (Gerbasi & Prentice, 2013). Regarding other-orientation, research findings indicated that other-oriented individuals reach greater agreement between self-ratings and ratings provided by supervisors (Korsgaard, Meglino, & Lester, 2004), are more influenced by group-level job attributes (De Dreu & Nauta, 2009), place less importance on personal outcomes in decision-making processes (Korsgaard, Meglino, & Lester, 1996), are more empathetic (Batson, 1998), perspective taking (Davis, 1983) and more often older women (Gerbasi & Prentice, 2013).

Accordingly, while the importance of LMs' interests and priorities for successful implementation of HR practices is widely recognised (McConville, 2006; McGovern et al., 1997; Purcell & Hutchinson, 2007; Renwick, 2003; Whittaker & Marchington, 2003), these studies provided little information on the role of LMs' self-concern and other-orientation in the implementation of HR diversity practices. Hence, whether LMs' self-concern and other-orientation may predict their effectiveness in DM on the line remains unclear, pointing at Gaps 1, 2 and 3 of this dissertation. Namely, LMs who are self-concerned and highly oriented towards their own interest should be less inclined to put time and effort in the implementation process and actions towards inclusion and support that will not provide them with any personal benefit. On the other hand, LMs who are other-oriented and concerned about others' interests should be more likely to invest energy and resources in order to implement these practices and foster inclusive and supportive environment, since such actions would be in line with their empathetic considerations and concern for others' well-being. Presented propositions are elaborated in more detail and empirically investigated in all three studies of this dissertation, across the contexts of ethnic and gender diversity. Hence, the three gaps of this dissertation build on the existing research, which indicates that LMs matter in DM and implementation of HR practices, by investigating experiences and traits of these individuals that may play an important role in *how* they manage diversity on the line.

2.5. Challenges of Individuals from an Immigrant Background and Women at the Workplace

Diversity as a term may refer to almost any dimension of difference (van Knippenberg et al., 2004), while diversity approaches are mostly focused on differences in demographic characteristics, such as ethnicity, gender, race and age (Olsen & Martins, 2012). However, as diversity occurs in specific work settings, salience of different diversity dimensions is determined by the context. In Western countries, multiculturalism tends to be the most important dimension of diversity, due to a large number of immigrants from different cultural backgrounds (Groeneveld & Verbeek, 2012), while gender diversity also draws broad attention, as impressive progress of gender equality in these countries has been made at the same time as women keep encountering career barriers. Hence, as previously mentioned, ethnic background and gender are the two dimensions of diversity of focus in this dissertation. Namely, simple terms such as “women and minorities” in organisations illuminate that “race and gender are positioned as mutually exclusive categories” (Nkomo & Cox, 1996). According to Nkomo and Cox (1996), White males are never represented as a group, but as individuals, while for minorities, gender is never mentioned, as well as whether women are White or not, depicting that the phrase itself has a labelling effect considering these groups of employees. Likewise, both female and racial minority employees face discrimination considering access and treatment in organisations (Bowes-Sperry & O’Leary-Kelly, 2005; Elvira & Zatzick, 2002). Being a racial minority and/or female has been shown to have negative consequences on career, including tokenism and many other forms of drawbacks at the workplace (Nkomo & Cox, 1996). According to Nkomo and Cox (1996), racioethnicity and gender represent important forms of social differentiation strongly influencing the manner in which employees perceive organisations. Research has also been done in order to discover how support for AA is perceived in organisations, concluding that no negative attitudinal consequences have been noticed for White male employees, while they were very positive for Blacks/Hispanics (Parker, Baltes, & Christiansen, 1997).

Even though gender and race composition of the workplace have not been found to be associated with productivity, the wage gap is persistent among men, women and minorities in organisations, indicating stereotyping and social closure by advantaged employees (White males) (Tomaskovic-Devey & Skaggs, 1999). Organisations often have certain roles creating characteristic images of what kind of employees should occupy them, while also encouraging present employees to fit these roles, while this process is strongly supported by structures of rewards that channel employees’ behaviour directing it more strictly in a desirable manner in order to better fit predefined roles (Kanter, 1977). Therefore, it is very important what kind of behaviour is being rewarded in the organisation. In case that employees perceive conforming behaviour as more rewarded than risk taking, it is very likely that innovations in the company would be reduced (Harris, 2001).

There are two types of groups found in organisations: identity groups – members share common biological characteristics; and organisation groups – members share common

organisation positions, while some organisation groups tend to sustain of members that belong to certain identity groups (Alderfer & Smith, 1982). In organisations where most prestigious and powerful positions are filled by male employees, it is likely that organisational members perceive workgroups that are predominantly male more favourably (Hassard, 1996). According to Hassard (1996), in this type of organisation, males placed in groups consisting mostly of women are likely to perceive these groups as lacking power and status. Similar results have been found regarding race, where race diversity negatively influenced organisation-based self-esteem and relations with co-workers for White employees in minority-dominated groups, but not for minority employees in White-dominated groups (Chattopadhyay, 1999). Regarding dynamics of tokenism, women who do enter “men’s worlds” work at a disadvantage resulting from uncertainty pressures in management groups (Kanter, 1977). Kanter (1977) also suggested that men’s opinion about female leaders is often based on women closest to them that they know best (wives, secretaries...), even though their behaviour might be constrained by their own roles. Considering masculinities in organisations and occupations, Cheng (1996) emphasised that masculinities are not necessarily referring to men, but a kind of gender that is socially constructed. In this sense, Cheng (1996) defined sex as biological and gender as socially performed, arguing that they are not necessarily synonymous, which is most obvious when race, class, sexual identity, colonialism, religion, etc. are taken into consideration.

Moreover, a range of differences between women, as well as great overlap among men and women in their attitudes and work behaviour are often neglected (Tresemer, 1975). “Sex differences” have a tendency to emerge as responses to work circumstances regarding a certain position in a company; thus instead of developing a theory on how common situations influence common attitudes, people are seen as predisposed to react in a certain manner to a certain situation where gender is cited as one of the crucial components (Kanter, 1977). Employees are “set up” in work positions in order to make the predictions come true, since organisations have predefined systems in which employees are supposed to fit based on stereotypes (Kanter, 1977). Once someone is recognised as male or female, human perception becomes coloured by gender stereotypes (“women should be gentle”), implying that when job qualifications include stereotypically male qualities, it would create a disadvantage for women (Fine, 2010).

Consequently, women have faced and keep facing a number of challenges in the long process of implementation of equal treatment for both genders at work, since insurmountable differences are usually assumed between men and women as individuals (Kanter, 1977). Their different training for the world and the nature of sexual relationships make women unable to compete with men, and, on the other hand, men unable to aggress against women, as learned from the earliest age and explained as a “natural” disposition of genders, suggesting that factors which create inequities at the workplace exist inside the individual person (Kanter, 1977). Women “who behave in an agentic fashion” (p. 58) experience drawbacks by being rated as less socially skilled and, therefore, less adequate for jobs that require social skills and competence, compared to men who behave in an identical manner (Fine, 2010). On the other hand, if women do not show confidence, ambition and competitiveness, they can often be evaluated by gender stereotypes, assuming that these are important qualities they lack (Fine,

2010). There are certain repair programmes created for women who recognise their personal “deficiencies” in the job-market, but none of them actually guarantees anyone a job, while some of them even make women less satisfied by being aware of possibilities and still working at very low positions in organisations (Kanter, 1977).

Accordingly, the benefits of diversity will not be reached as a result of increased representation in numbers *per se* in organisations (Shen et al., 2009) or because of pure existence of HR diversity practices (Herdman & McMillian-Capehart, 2010). Knowing that establishing diversity programmes is not enough (Herdman & McMillian-Capehart, 2010), Sabharwal (2014) demonstrated that inclusion improves performance beyond DM and formally stated HR diversity policies. Hence, inclusive forms of leadership are pivotal in order to successfully manage a diverse workforce, while inclusive leaders may as well help the bottom line (Nishii & Mayer, 2009). In addition, climate and successfully implemented HR practices will also contribute to employees’ perceived inclusion (Nishii, 2013; Shore et al., 2011). Similarly, a theoretical article by Shore et al. (2011) supported this view, emphasising inclusive climate, inclusive leadership and inclusive practices as contextual antecedents of employees’ perceived inclusion in the workgroup. The direct supervisor often represents the key organisational agent who determines access to rewards and opportunities for subordinates, and therefore it is crucial that he/she behaves in a manner that creates a sense of inclusion (Douglas et al., 2003). The importance of leader’s inclusiveness was also emphasised by Nembhard and Edmondson (2006), who investigated the relationship between inclusiveness on the one hand, and professional status and employees’ psychological safety on the other. Their findings indicated that leaders’ words and actions that invite and appreciate employees’ contributions may help overcome hindering effects of status on psychological safety. The pattern of inclusion that managers create through the relationships they develop with their subordinates also has an essential influence on the relationship between diversity and turnover (Nishii & Mayer, 2009). In addition, diversity appears to be highly contextual, as seen through the effects of level of diversity, industry, occupation (Joshi & Roh, 2009), faultlines (van Oudenhoven-van der Zee et al., 2009) and cultural context (Schneid, Isidor, Li, & Kabst, 2014) on anticipated outcomes and actual team performance, implying that a one-size-fits-all approach to DM is inadequate, but it is highly dependent on LMs’ decisions tailored to specific contexts. Hence, the question is not of accepting that the workforce is diverse, but creating an atmosphere of inclusion and making a commitment to valuing diversity (Shen et al., 2009).

2.6. Employee Outcomes Reflecting Effective DM on the Line

In line with the definition of effective DM on the line employed in this dissertation, besides LMs’ support for HR diversity practices, effective DM on the line entails an environment where employees from all demographic backgrounds feel included and supported and, in turn, form strong ties to the job and organisation. While a large body of research has emphasised LMs’ importance in order for DM to be effective (Douglas et al., 2003; Kidder et al., 2004; Kulik, 2014; Nishii & Mayer, 2009; Sabharwal, 2014), they provided little information on the role of their experiences and traits in fostering inclusive and supportive

environments. Accordingly, whether, LMs' contact experiences with different others, values and orientations may predict the extent to which subordinates feel included and supported, and, thus, build strong bonds to their job and organisation remains unclear, pointing at Gaps 2 and 3 of this dissertation. As LMs' experiences and traits are discussed in previous sections, this section elaborates on three employee outcomes reflecting effective DM on the line – perceived inclusion, perceived supervisor support (PSS) and job embeddedness.

Emergence of a new rhetoric in the field of diversity often replaces the term diversity with the term inclusion due to different approaches to DM – from targeted recruitment initiatives to focus on inclusion (Roberson, 2006). While this indicates that these may be overlapping concepts, inclusion, as a construct, goes beyond DM (Sabharwal, 2014) by valuing the differences in individual employees and creating an environment where they feel supported and can perform their best (Pless & Maak, 2004). While DM represents an integral part of inclusion, it neglects the dynamics and outcomes of exclusion (Sabharwal, 2014). Moreover, diversity focus has lately shifted from DM to inclusion, since inclusion is argued to remedy the challenges of diverse workforce, such as conflict and turnover (Mor Barak, 2015; Nishii, 2013). While diversity often emphasises the benefits of similarity, the concept of inclusion represents added value in the sense that it promotes individuals' need to feel that they belong, as well as being valued for unique attributes (Shore et al., 2011).

Inclusion refers to the degree to which individuals feel a part of crucial organisational processes (Roberson, 2006). In particular, three practices may be named as indicators of inclusion – decision-making influence, access to sensitive work information and job security (Pelled et al., 1999). While this concept has received growing attention in recent years, there is little consensus on its nature and theoretical support (Shore et al., 2011). As a response, Shore et al. (2011) conceptualised inclusion as a two-facet construct containing both belongingness and uniqueness. Accordingly, they defined inclusion “as the degree to which an employee perceives that he or she is an esteemed member of the work group through experiencing treatment that satisfies his or her needs for belongingness and uniqueness” (p. 1265). In this sense, need for belongingness refers to “need to form and maintain strong, stable interpersonal relationships” (p. 497), as people form social attachments readily and under most conditions while resisting losing existing bonds (Baumeister & Leary, 1995). They explained that this need represents a need “for frequent, nonaversive interactions within an ongoing relational bond” (p. 497) and seems to have multiple strong effects on emotional patterns and cognitive processes.

In addition to emphasising the need for belongingness, and in contrast to previous research on exclusion focusing on social rejection, working with colleagues who treat unique characteristics as irrelevant or unimportant may to the same extent contribute to a feeling of exclusion, shedding light on the need for uniqueness (Shore et al., 2011). This is in line with two important dynamics in diverse groups (Polzer, Milton, & Swan, 2001). Namely, one is that group members are active in defining co-workers' appraisals of them (Flynn, Chatman, & Spataro, 2001) and the second that “interpersonal congruence” in the group allows its members to achieve effective and harmonious interpersonal relations, work processes and outcomes, rather by expressing than suppressing their unique characteristics (Polzer et al., 2001). However,

ethnic minorities are usually not comfortable with open expression of their opinions, since empowerment of a truly diverse workforce is still not a norm (Shen et al., 2009). Accordingly, the theme of uniqueness may be defined by key phrases such as “individual talents”, “contribute fully”, “valuing contributions from all employees” and “to have their voices heard and appreciated” (Shore et al., 2011, p. 1268). As they explained, value in uniqueness is consistent with the optimal distinctiveness model’s focus on satisfaction of need for uniqueness, with emphasis on individuals being valued for their unique points of view, and evidence from the stigma literature showing that devalued identities are concealed in order to avoid work groups’ rejection.

Taken together, Shore et al.’s (2011) concept of inclusion underlines that being a token does not have to emerge as a negative experience if those individuals feel they belong and are valued for their uniqueness, thus adding value to the attraction-selection-attrition and organisational fit models. This conceptualisation of inclusion also integrates differences into the sense of belongingness, as well as acknowledges these differences, while recognising their value, through the sense of uniqueness, hence building on and developing the integration-and-learning perspective by Ely and Thomas (2001). Accordingly, the present inclusion framework advances the diversity literature in several ways and, thus, adds value to the previously widely used concepts. However, beside its theoretical conception, this two-dimensional framework of inclusion has not been empirically tested yet, addressed within Gaps 2 and 3 of this dissertation.

On the other hand, when employees feel excluded at their workplace, they are likely to experience job dissatisfaction and lower sense of well-being (Mor Barak & Levin, 2002). As Mor Barak and Levin (2002) underlined, exclusion from organisational information networks and important decision-making processes represents one of the most important challenges for today’s diverse workforce, since it leads to missed job opportunities, as well as lower career advancement in organisations. Tendencies for people to form in-groups and out-groups may also affect job satisfaction, and influence supervisor-subordinate and co-worker relations (Shen et al., 2009). Similarly, organisational practices tend to give value to certain identities, valuing some and devaluing others, as shown by everyday racism, and as a result producing and reproducing diverse identities (Essed, 1991). Minority employees might feel undervalued at their workplace, which would lead to a decrease in organisational or workgroup attachment, since important aspects of their identities are perceived as non-welcome or unaccepted (Nkomo & Cox, 1996). If employees feel excluded, they are likely to leave, but if they stay in the organisation, they might feel they do not have the opportunity to reach their potential (Mor Barak & Levin, 2002).

While turnover represents one of the most important challenges in organisations with a diverse workforce (McKay, Avery, Tonidandel, Morris, Hernandez, & Hebl, 2007; Nishii, 2013; Nishii & Mayer, 2009; Smith, 2013), Nishii and Mayer (2009) showed that the quality of relationships LMs build with their subordinates is crucial regarding turnover intention. In addition, their findings demonstrated that differentiation in leader-member exchange (LMX) was more positively related to turnover than low quality of relationships across the workgroup, underlying detrimental effects of exclusion. Since employees are most often in contact with

their LM, they often perceive LMs' supportive behaviour as the attitude of the whole organisation (Maertz, Griffeth, Campbell, & Allen, 2007). When employees perceive high supervisor support, they are likely to also perceive high organisational support, which decreases their actual turnover and turnover intentions (Eisenberger, Stinglhamber, Vandenberghe, Sucharski, & Rhoades, 2002).

PSS may be referred to as employees' views regarding the extent to which their immediate supervisor values their contributions and cares about their wellbeing (Kottke & Sharafinski, 1988). Employees with high PSS have positive attitudes towards their supervisor, believing that he/she would act in their best interest, since they tend to trust this person (Brown, Hyatt, & Benson, 2010). They are also more likely to feel obligated to the organisation, which indicates their positive attitudes and behaviour together with organisational commitment, as well as positive perception of job characteristics (Kuvaas & Dysvik, 2010). Accordingly, subordinates who perceive their immediate supervisor as supportive should be more likely to feel included, since their unique contributions will be valued and accepted at the workplace. In addition, employees supported by their supervisor are also more committed to this individual, and, thus, less likely to leave the organisation (Stinglhamber & Vandenberghe, 2003).

Since organisations with a diverse workforce experience higher voluntary turnover due to enduring stereotypes among organisational members, lower quality of relationships at work and feeling of exclusion, (Germain et al., 2012; McKay et al., 2007; Mor Barak & Levin, 2002; Nishii, 2013; Nishii & Mayer, 2009; Shore et al., 2011; Smith, 2013), it is important to be able to predict such intentions in early stages of the process. Hence, research has emphasised that job embeddedness is one of the most, if not the absolute most, reliable predictors of turnover intention and actual turnover (Crossley, Bennett, Jex, & Burnfield, 2007; Gong, Chow, & Ahlstrom, 2011; Jiang, Liu, McKay, Lee, & Mitchell, 2012; Mallol, Holtom, & Lee, 2007; Mitchell & Lee, 2001). Employees who feel embedded in their job are those who feel attached to their immediate leader and/or organisation (Crossley et al., 2007; Gong et al., 2011). Since both support perceived from the closest supervisor and perception of inclusion at the workplace contribute to employees' feelings of attachment to this person and/or organisation (Kuvaas & Dysvik, 2010; Kuvaas et al., 2014; Shore et al., 2011), these employees should also be more inclined to build stronger bonds to their job, as well as feel tightly connected to it.

While there is indirect support of a relationship between PSS, perceived inclusion and job embeddedness in organisations with diverse workforce (e.g., Germain et al., 2012; Halvorsen, Treuren, & Kulik, 2015; Mitchell, Holtom, Lee, Sablinski, & Erez, 2001; Nishii, 2013; Nishii & Mayer, 2009; Tsui, Egan, & O'Reilly III, 1992), this relationship has not been investigated in previous research. In addition, Tsui et al. (1992) revealed the importance of examining job embeddedness of both minority and majority employees, as the bonds majority employees build with their job and organisation may be weakened as different others emerge in the workgroups. Similarly, the importance of focusing on perceptions of both majority and minority employees was demonstrated by McKay et al. (2007), who found that DM is relevant to all employees, and related to favourable worker attitudes and reduced turnover intentions. Hence, this dissertation investigates the role of LMs' experiences and traits in employee outcomes within multicultural

and male-dominated settings, in terms of PSS, perceived inclusion and job embeddedness of both minority and majority employees, thus addressing Gaps 2 and 3 of this dissertation. These gaps are elaborated in detail and tested across ethnic and gender diversity contexts in Studies 2 and 3 of this dissertation.

2.7. Overall Research Questions

The purpose of this dissertation is to address three gaps in the literature pertaining to effective DM on the line: the role of LMs' experiences and traits in willingness to implement HR diversity practices (Gap 1); the role of LMs' experiences and traits in employee outcomes within multicultural settings (Gap 2); the role of LMs' experiences and traits in employee outcomes within male-dominated occupations (Gap 3). In three different studies within the context of ethnic and gender diversity, this dissertation contributes to theory and research on DM and HRM by extending knowledge of how LMs' intergroup experiences, values and orientations may relate to their effectiveness in DM on the line.

This dissertation argues that HR diversity practices may be a unique kind of HR practices, as they have a tendency to trigger social group categorisation and, since LMs responsible for their implementation usually belong to corporate mainstream, they can result in backlash (e.g., Kalev et al., 2006; Kidder et al., 2004). It is well recognised that successful implementation of such practices relies on LMs' engagement and actions of support (cf. Kalev et al., 2006; Kuvaas et al., 2014; Ng & Sears, 2012; Nishii & Mayer, 2009; Purcell & Hutchinson, 2007). Thus, certain and rather important differences have been demonstrated between intended and implemented HR diversity practices, where practices implemented by LMs and the manner of their implementation are what employees perceive and react to. However, such perceptions are often influenced by the quality of the relationship subordinates have with their supervisor (Kuvaas et al., 2014; Purcell & Hutchinson, 2007). This is especially true in diverse workgroups, where different values and perspectives may exist (Nishii & Mayer, 2009).

Previous research has shown that LMs are more inclined to engage in the implementation process when they perceive HR practices to be in line with their own values, beliefs and interests (Harris, 2001; Harrison et al., 2006; Kuvaas & Dysvik, 2010; Purcell & Hutchinson, 2007). While it has been demonstrated that the degree to which LMs have positive experiences with diversity, believe that diverse viewpoints add value and are interested in benefiting others may vary to a large extent (e.g., De Dreu & Nauta, 2009; Fink et al., 2003, Mor Barak et al., 1998; Pettigrew & Tropp, 2006), little is known about how these LMs' experiences and traits may influence the implementation process of HR diversity practices and, thus, DM on the line. Applying the intergroup contact theory, diversity values and orientations literature, this dissertation introduces the underlying mechanisms of the implementation of HR diversity practices in order to extend our understanding of the current DM and HR literature. Previous research demonstrated that LMs are gatekeepers in the implementation process, indicating that individual-level factors which make them more inclined to implement these practices may have a large impact on their success in the process (e.g., Kidder et al., 2004).

However, not all organisations have very detailed and thoroughly developed HR diversity programmes and practices, while most of them aim for complying with laws and EEO/AA legislation (Ng & Sears, 2012) and/or fostering inclusion among their employees (Shore et al., 2011). The reason inclusion is one of the most common goals of HR diversity practices is that an inclusive environment allows employees to perform at their best (Pless & Maak, 2004), while it remedies the challenges of a diverse workforce, such as conflict and turnover (Mor Barak, 2015; Nishii, 2013). However, at the same time as the importance of LMs in fostering inclusion is emphasised in research (Nishii & Mayer, 2009; Sabharwal, 2014; Shore et al., 2011), little is known about the underlying mechanism of why some LMs foster more inclusive environments than others. While there are several calls for future research investigating individual leader characteristics that make them more likely to foster inclusion (Nishii, 2013; Shore et al., 2011), this research area remains neglected. Bringing equality to employment relations could facilitate organisations to attract and retain an adequate and qualified workforce (Shen et al., 2009). However, empirical evidence is necessary on whether inclusion in the workplace and support employees perceive may establish this equality in order to create strong bonds with their job and organisation (e.g., Shore et al., 2011).

Accordingly, this dissertation identifies three research questions in the DM and HR literature that need to be answered: do LMs' experiences with different others, values and orientations affect their willingness to implement HR diversity practices? Do these LMs' experiences and traits relate to subordinates' outcomes in a multicultural workplace? Are these LMs' experiences and traits associated with subordinates' outcomes in male-dominated settings? The present dissertation aims to address these questions through three empirical studies. The aim is to contribute to the field of DM and HR, by revealing the role of LMs in effective DM on the line, by identifying and addressing three gaps in the existing literature. These gaps are: the role of LMs' experiences and traits in willingness to implement HR diversity practices (Gap 1); the role of LMs' experiences and traits in employee outcomes within multicultural settings (Gap 2); the role of LMs' experiences and traits in employee outcomes within male-dominated occupations (Gap 3).

The three individual studies are based on three datasets collected through surveys. In the first study that used a vignette, the survey was distributed to individuals employed in several organisations within different industries in Norway by means of a web-based questionnaire tool. In the e-mail, they were invited to participate in the survey, as well as to forward the invitation to their colleagues. While both individuals from the Norwegian ethnic background and from an immigrant background participated in the study, only the data from participants who identified their ethnic background as Norwegian were retained, as the study focuses on willingness to implement HR diversity practice among ethnic Norwegian majority respondents. For the purpose of the second study conducted in a field setting, the surveys were distributed to both leaders and subordinates at a highly multicultural and labour-intense Norwegian branch of a large international facility services company using a pen-and-paper survey. Since the aim of the study was to investigate how experiences and traits of LMs that belong to the ethnic majority in society relate to subordinates' outcomes, only responses of LMs from the Norwegian ethnic

background and their subordinates from both the Norwegian and an immigrant background were retained in the analyses. Finally, for the purpose of the third study also conducted in a field setting, the surveys were distributed to both LMs and subordinates at a highly male-dominated and technical national Norwegian research institute by means of a web-based questionnaire tool. Similarly, because the study investigated the relationship between male LMs' experiences and traits on the one hand, and employee outcomes in a male-dominated setting on the other, only the data from male LMs and their female and male subordinates were retained in the analysis. Prior to the data collection, the theoretical models of each individual study were developed, while data collections overlapped in time. The studies include the following:

Study 1. Support for diversity practices: Depends on who you are and whom you have met. The data set contained 385 individual responses. The paper aims to answer the question of whether LMs' experiences with different others, values and orientations affect their willingness to implement HR diversity practices, thus addressing Gap 1.

Study 2. Who is an inclusive leader? – The relationship between line managers' experiences and traits, and employees' perceived inclusion. The data set contained 91 leader-subordinate dyads. This paper attempts to answer the question of whether LMs' experiences and traits relate to subordinates' outcomes in a multicultural workplace, hence addressing Gap 2.

Study 3. Inclusive leadership in male-dominated occupations – Do line managers' experiences and traits matter? The data set contained 172 leader-subordinate dyads. The paper seeks to answer the question of whether LMs' experiences and traits are associated with subordinates' outcomes in male-dominated settings, thus addressing Gap 3.

With respect to the independent and dependent variables employed in the studies, there are two variables overlapping across all three studies, which are the independent variables contact quality and other-orientation. Regarding variables overlapping across two of the studies, independent variables diversity values and self-concern were used in Studies 1 and 2, while dependent variables PSS, perceived inclusion and job embeddedness were used in Studies 2 and 3. Accordingly, some theories and literatures overlap across the studies as well. Thus, Study 1 uses contact theory and literature on HR practices' implementation process, while Studies 2 and 3 employ contact theory and theoretical framework of inclusion in order to explain the proposed mechanisms, where each of the studies are addressing distinct research questions. In addition, Studies 1 and 2 examine ethnic diversity, while Study 3 examines gender diversity in male-dominated occupations. More detailed information on the methodology, unique theoretical frameworks and implications of each study are discussed in the individual studies and in Chapter Six.

The first study draws on contact theory (Allport, 1954) and recent DM and HRM research on the centrality of the LM by investigating willingness to support specific HR practices and implement them. Given that LMs are crucial for successful implementation of a diversity practice, this study questions how experiences, values, orientation and demographics of individuals may affect their willingness to support implementation of such a practice. Knowing that the quality of HR practices' implementation varies across LMs (Fenton-O'Creevy, 2001;

Hall & Torrington, 1998; Harris, 2001; McGovern et al., 1997; Purcell & Hutchinson, 2007; Renwick, 2003; Whittaker & Marchington, 2003), while diversity practices may be especially vulnerable due to their unique characteristics, it is pivotal to understand factors that may influence LMs' willingness to implement. More precisely, this study questions the importance of experiences with individuals from a non-Western immigrant background, values about cultural diversity, orientation towards own and/or others' interests and one's own age and gender regarding willingness to support diversity practices. Answers to this question will indicate what may lead to LMs' willingness to engage in HR diversity practice implementation and should enable HR specialists to make wiser and better-informed choices when assigning responsibility to LMs for implementation of HR diversity strategies.

While Study 1 uses a vignette design, Study 2 took place in a highly culturally diverse and labour-intensive field setting, and responds to the recent calls for research on the prerequisites of inclusive environments (Nishii, 2013; Shore et al., 2011). Scholars have emphasised the importance of managers' attitudes, beliefs, values and motivation for fostering of inclusion and, thus, DM to be effective (Harrison et al., 2006; Ng & Sears, 2012; Nishii & Mayer, 2009), while research in this area remains scarce. Hence, at the same time as several studies have stressed the importance of LMs, and their experiences and traits, for employees' perceptions of their workplace in multicultural environments, there is a lack of empirical findings regarding their possible impact on workplace inclusion (Nishii, 2013; Shore et al., 2011). Therefore, the study aims to address this gap in the literature by examining how LMs' previous experiences with individuals from an immigrant background, diversity values and orientations relate to employees' perceptions of an inclusive and supportive environment and, thus, effective DM on the line. Moreover, it questions whether the perceived inclusion at the workplace mediates the relationship between PSS and job embeddedness, as one of the most robust predictors of turnover (Crossley et al., 2007; Gong et al., 2011; Jiang et al., 2012; Mallol et al., 2007; Mitchell & Lee, 2001). By conducting these investigations, this study will reveal whether LMs' personal characteristics may contribute to employee perception of inclusion by feeling supported, where these subordinates, in turn, may be more attached to the organisation, indicating effective DM on the line.

Study 3 examines gender diversity in male-dominated and highly technical field setting. The literature emphasised that many traditionally male-dominated occupations, such as military and highly technical research, have been undergoing dramatic changes with respect to an increasing number of women entering these areas (Germain et al., 2012). While women have come a long way in narrowing the gender gap on a career ladder (Huffman, Cohen, & Pearlman, 2010; ILO, 2015; Mor Barak, 2014), gender barriers persist (Ely, Stone, & Ammerman, 2014). Since numerical representation of women in organisations and boards have often been assumed as a main goal of equality, very few studies have investigated internal organisational processes that nurture supportive and inclusive work environments (Nishii 2013; Shore et al., 2011). In addition, the role of context has often been neglected, while a meta-analysis by Joshi and Roh (2009) revealed that gender diversity has especially harmful effects on performance in teams within male-dominated and high-technology settings. Thus, the third study addresses this gap

by examining how male LMs' experiences and traits relate to both female and male employees' PSS and inclusion in a male-dominated setting. Specifically, male LMs' CQ with female colleagues, other- and social dominance orientation are investigated. Moreover, the study questions whether both supervisor and co-worker support contribute to employee job embeddedness through perception of inclusive environment in male-dominated occupations and whether co-worker support may act as a substitute for leadership (e.g., Chiaburu & Harrison, 2008). In this context, perceived co-worker support was defined as the extent to which employees believe that their co-workers are willing to provide them with work-related assistance in order to aid in the execution of their service-based duties (Susskind, Kacmar, & Borchgrevink, 2003). Answers to these questions will show whether LMs with specific personal experiences and traits may be the solution to challenges of DM on the line in male-dominated settings. Moreover, these findings will indicate what the prerequisites are for employees in such contexts to feel included at their workplace, which may, in turn, lead to strong bonds to their job and organisation.

By responding to these gaps in the literature, the role of LMs' experiences and traits in their effectiveness within DM on the line is the main tenet of this dissertation. Taken together, by disentangling *who* delivers effective DM and *how* they do it on the line, this dissertation aims to contribute to theory and research on DM and HRM. Hence, the central intended contributions are two-fold. First, by investigating the role of experiences and traits in willingness to implement HR diversity practices, this dissertation aims to provide insight into the underlying mechanisms of the implementation process and, thus, make empirical contribution to the field of DM and HRM. Moreover, it seeks to enrich the HRM literature by arguing for uniqueness of the diversity type of HR practices and suggesting that they may require special attention within HRM. Second, focusing on the concept of effective DM on the line, this dissertation aims to build and test theoretical models revealing how LMs' experiences and traits may relate to employee outcomes in multicultural and male-dominated settings. Hence, through these individual studies, this dissertation seeks to acquire more knowledge of the role of LMs and their individual factors in organisations with a multicultural and male-dominated workforce. By examining the relationship between their experiences and traits on the one hand, and effective DM on the line on the other from different perspectives, this dissertation incorporates the findings derived from the three studies and provides a thorough discussion of their implications for theory and practice.

The papers of this dissertation (pages 46-164) are not available open access, due to copyright matters.

Paper 1

Support for Diversity Practices: Depends on Who You Are and Whom You Have Met

Abramovic, G. and Traavik, L. E. M.

Paper 2

Who is an Inclusive Leader? – The Relationship between Line Managers' Experiences, Traits, and Employees' Perceived Inclusion

Abramovic, G., Traavik, L. E. M. and Valaker, S.

Paper 3

Inclusive Leadership in Male-Dominated Occupations – Do Line Managers' Experiences and Traits Matter?

Abramovic, G.

Chapter 6 – General Discussion

The main objective of this dissertation is to extend the available knowledge on the role of LMs' experiences, values and orientations regarding their effectiveness with DM on the line. This final chapter aims to connect the empirical findings of the three separate studies and show how they addressed each of the three gaps, as well as to discuss implications for theory and practice. After considering the limitations and directions for further research, this chapter summarises the main conclusions of this dissertation.

6.1. Gap 1: The Role of LMs' Experiences and Traits in Willingness to Implement HR Diversity Practices

Study 1 explored the interplay between experiences with different others, values and orientation on the one hand, and willingness to implement an HR diversity practice on the other. The results showed that quality of contact with different others, diversity values, orientation towards others' interest and demographic characteristics can play a pivotal role in support of diversity practices. This indicates that the higher the quality of contact an individual has with people from a non-Western immigrant background, the more likely they are to engage in implementation of HR diversity practices. Hence, this study contributes theoretically to intergroup contact theory (Allport, 1954), by applying it to the context of HR diversity practice implementation. It also contributes to and extends our understanding of prior research on the role of diversity values (Mor Barak et al., 1998; Ng & Sears, 2012), by suggesting that there is a positive association between positive diversity values and support for diversity practices. Further, these findings revealed that other-orientation plays a role regarding willingness to implement such practices. This is in line with previous propositions and research on other-orientation (e.g., Gerbasi & Prentice, 2013; Meglino & Korsgaard, 2004), arguing that those oriented towards others' interests have a tendency to act altruistically, empathetically and be concerned for the welfare of others. Thus, implementing HR practices aiming to promote and benefit a disadvantaged group of employees would be aligned with their altruistic view of the world.

Moreover, the first study contributes to and supports previous research on age and gender (Kidder et al., 2004; Ng & Sears, 2012), by indicating that these demographic characteristics are related to individuals' willingness to support diversity practices. In the sample, both older and female individuals were more willing to support the implementation process. In addition, findings from Study 1 revealed that individuals oriented towards others' wishes and aspirations, older and female are more likely to highly value diversity and, thus, be supportive of HR diversity practices. While there should be caution in drawing demographic-related conclusions, these results are in line with previous research citing demographic traits as a vital element in determining our social identities (e.g., Cummins & O'Boyle, 2014; Ely, 1995; Harrison et al., 2006; Hogg & Terry, 2000).

Accordingly, Study 1 suggests that research on the implementation of HR diversity practices may benefit from focusing on LMs, thus looking beyond the quality of HR diversity strategies, management philosophy regarding diversity, user-friendly HR diversity practices and different forms of diversity education. This study indicated that it would be prudent to include LMs' experiences with different others, diversity values and their orientation towards others' goals and aspirations, as they might matter for implementation. As DM studies on the implementation process of diversity practices have predominantly focused on organisational structural support for managers, support from the HR department, communication of the practices and their content (e.g., Kulik, 2014; Olsen & Martins, 2012; Roberge et al., 2011), they provided little knowledge on the role of LMs' experiences and traits in their willingness to implement. Hence, knowing that both HRM and DM literature has identified LMs as the key link in the implementation process (Fenton-O'Creevy, 2001; Kulik, 2014; Purcell & Hutchinson, 2007), Study 1 provides an empirical contribution to the field of DM and HRM. In addition, this study also empirically contributes to the HRM literature by indicating that diversity type of HR practices may require special attention, since *who* the individual responsible for the implementation is matters regarding the willingness to implement. Thus, it contributes to this research field by identifying factors that are likely to influence LMs' willingness to support specific HR practices and implement them, because the implemented HR practices are the ones employees perceive and react to (Purcell & Hutchinson, 2007).

6.2. Gap 2: The Role of LMs' Experiences and Traits in Employee Outcomes within Multicultural Settings

Study 2 complemented Study 1 by investigating the role of experiences and traits in LMs' management of multicultural workgroups. The study was conducted in a field setting, contextualised within a highly multicultural, labour-intense work setting in Norway. After examining LM-subordinate dyads, the results showed that LMs' quality of contact with different others and orientation towards others' interests play a role in their ability to foster inclusion. A positive relationship was found between favourable experiences and contact situations LMs have with individuals from an immigrant background, and an inclusive work environment their subordinates perceive within highly multicultural workgroups; implying a theoretical contribution to the intergroup contact theory (Allport, 1954). It is necessary to note, though, that these LMs are in daily contact with their own subordinates who have an immigrant background. Hence, this might imply a circular nature of the relationship, where positive interactions may provide both a sense of inclusion to subordinates and positive contact for LMs. Therefore, a longitudinal study is warranted in order to address this shortcoming. Moreover, this study also extended our understanding and previous research on the role of managers' interests and priorities (Kalev et al., 2006; McGovern et al., 1997; Ng & Sears, 2012; Purcell & Hutchinson, 2007), by applying other-orientation to the field of DM on the line in highly multicultural organisations. Specifically, it demonstrated a positive relationship between LMs' other-orientation and the extent to which their subordinates feel included at the workplace.

Accordingly, Study 2 indicated that LMs who are oriented towards others' interests and are genuinely concerned for the welfare of others are also more inclined to foster inclusion in highly multicultural organisations and, thus, effectively manage diversity on the line, providing insight into theoretical and practical consequences of other-orientation within DM.

Moreover, Study 2 also investigated whether the relationship between support employees perceive from their immediate supervisor and the extent to which they are attached to their job emerges through the inclusion they feel at the workplace at a highly multicultural organisation. By demonstrating that subordinates who feel supported by their closest leader also feel included and, in turn, build stronger bonds to the job and organisation, the second study contributes to research on challenges faced by individuals from an immigrant background with respect to job embeddedness (Tsui et al., 1992). The results showed that LMs play an important role in the process, by fostering the environment of inclusion through the support they provide to the subordinates. Once subordinates feel included at their workplace, they establish strong ties to their job, which, a large body of research has shown, would make them unlikely to leave (Crossley et al., 2007; Gong et al., 2011; Jiang et al., 2012; Mallol et al., 2007; Mitchell & Lee, 2001). Hence, by answering calls for future research empirically testing a two-dimensional inclusion framework (Shore et al., 2011), this study provides empirical evidence for the inclusion literature by applying a four-item scale developed by Godard (2001) as a perceived belongingness measure and developing an original four-item scale as a perceived value in uniqueness measure in line with the suggestions by Shore et al. (2011).

Furthermore, by answering calls for future research into effective solutions to the challenges brought by diversity (Roberge et al., 2011) and periodic studies of diversity in order to identify the areas of improvement for effective DM (Shen et al., 2009), Study 2 contributes empirically to the field of DM by providing a deeper understanding of the factors that shape perceptions of inclusion and its relationship with embeddedness in one's job. Hence, Study 2 suggests that research on effective DM on the line would benefit from paying more attention to the LMs, as these individuals ultimately foster inclusive environments and, thus, help the bottom-line. This study implies that it would be wise to take into account LMs' experiences with different others and their orientation towards others' interests. Accordingly, this study highlighted factors that may predict LMs' ability to foster inclusive environments in highly multicultural settings and embrace their subordinates regardless of cultural background, thus creating a robust organisation and providing an empirical contribution to the literature on DM.

6.3. Gap 3: The Role of LMs' Experiences and Traits in Employee Outcomes within Male-dominated Occupations

Study 3 complemented the examination of the role of LMs' experiences and traits in managing diverse workgroups, while exploring another dimension of diversity – gender diversity in male-dominated occupations. This study was undertaken in a predominantly male setting, at a national research institute in Norway that employs highly skilled professionals from different technical fields. The interplay between male LMs' experiences and traits was

investigated on the one hand, and female and male subordinates' outcomes on the other. The findings indicated that none of the examined male LMs' experiences and traits were related to perceptions of supportive leader and inclusive environment for female subordinates, despite some of these experiences and traits being significant in the previous two studies. This implies that in a male-dominated and highly technical context it may be more important how male LMs are perceived by these employees, than *who* they are. However, since male LMs reported generally positive contact experiences, it is impossible to determine whether negative contact might have made a difference. Further, male LMs' orientation towards others' interest plays a role in being perceived as a supportive leader among male subordinates. Hence, this study contributes to and extends our understanding of the prior research on other-orientation (Bobocel, 2013; De Dreu, 2006; De Dreu & Nauta, 2009; Gerbasi & Prentice, 2013; Meglino & Korsgaard, 2004), by suggesting that there is a positive relationship between male LMs' other-orientation and support male subordinates perceive from the immediate supervisor. Thus, Study 3 indicated that male LMs who are oriented towards others' interests are also more prone to be perceived as supportive by their male subordinates.

Moreover, Study 3 also examined the role of lateral relationships in male-dominated occupations. In this sense, it investigated the relationship between support employees perceive from both their co-workers and closest supervisor, and the extent to which they feel included. Further, it explored whether the relationship between supervisor and co-worker support on the one hand, and employee attachment to the job on the other, emerges through perceptions of inclusion. The results showed that support perceived from the supervisor is the sole factor related to female subordinates' perceptions of inclusion, while neither of these two sources of support was related to their attachment to the job, indicating that other factors beyond social support at the workplace appear relevant for embeddedness of highly skilled female employees in their job. However, both sources of support contributed to perceived inclusion and job embeddedness of male subordinates, where inclusion mediated the relationship between support and embeddedness in the job. Hence, the findings revealed that male LMs play an important role especially for female subordinates to feel included in highly technical, male-dominated settings, by being supportive. While both co-workers and immediate supervisor contributed to perceptions of inclusion and attachment to the job of male subordinates, where co-workers may act as a substitute for leadership, it is the LM alone who fosters inclusion for female subordinates. Thus, by answering calls for further research into the individual-level factors that make unit leaders more likely to create inclusive climates (Nishii, 2013), internal organisational processes that nurture inclusive work environments (Nishii & Mayer, 2009; Shore et al., 2011) and variables other than conflict that may play an important mediating role in the relationship between diversity and employee outcomes (Nishii, 2013), Study 3 contributes empirically to the literature on DM and inclusion by providing a clearer understanding of how LMs foster inclusive environments and their role in DM on the line within male-dominated settings.

6.4. A Discussion of the Overall Research Questions

In the introduction of this dissertation, it was stated that the DM and HRM field would benefit from a better comprehension of the role of LMs, as well as of their experiences and traits, in delivering effective DM on the line. The three research questions aiming to shed light on this area were: do LMs' experiences with different others, values and orientations affect their willingness to implement HR diversity practices? Do these LMs' experiences and traits relate to subordinates' outcomes in a multicultural workplace? Are these LMs' experiences and traits associated with subordinates' outcomes in male-dominated settings? Overall, the three conducted studies make two key contributions to the theory pertaining to, and research into, DM and HRM by answering these research questions.

First, the findings suggest that high quality of contact with different others, diversity values and orientation towards others' interests positively relate to willingness to support HR diversity practices, thus addressing the first research question. Hence, attempts to increase DM competencies through the appropriate HR practices (Olsen & Martins, 2012) and critical analyses of the current HR diversity practices (Shen et al., 2009) may be complemented by LMs' experiences and individual traits in order for DM to be effective. Although Shen et al. (2009) argued that HRM strategies are pivotal in overcoming individual and group process challenges with regard to diversity, while improving the triple bottom line, this dissertation suggests that high quality of contact LMs have with different others may be strongly associated with their intention to support HR diversity practices. Consequently, this dissertation broadens and supplements existing literature on effective DM by uncovering *who* is likely to engage in the implementation process and *how*. These findings also shed light on theoretical considerations of how DM on the line develops and provide a theoretical contribution to contact theory. By applying the theory of intergroup contact (Allport, 1954) to the context of DM, these results indicate that quality of contact LMs experience with people from an immigrant background is positively associated with their intention to put effort in implementation of HR diversity practices and, thus, deliver effective DM on the line.

While a number of studies within HRM literature have investigated bundles of HR practices (Arthur, 1994; Bowen & Ostroff, 2004; Datta, Guthrie, & Wright, 2005; Delery & Doty, 1996; Huselid, 1995; MacDuffie, 1995; Shah & Ward, 2003), they have not clarified the differences between various types of practices. In this sense, HR diversity practices may directly influence LMs' membership in different demographic groups. They are unique, since the aim is to redress or reduce historical forms of discrimination based on demographic differences between employees, while these practices have a tendency to increase social categorisations (Harrison et al., 2006). Moreover, by belonging to the "soft" HRM side, diversity practices do not lead to fast tangible results allowing for precise measurement in numbers, and may thus be less interesting for LMs. On the other hand, they represent a rather special kind because individuals develop attitudes toward different others throughout their lifetime (Bouncken et al., 2008), implying that this dissertation may have implications for the HRM literature by suggesting the uniqueness of this type of HR practice. In addition, by

investigating the role of experiences and traits in willingness to implement HR diversity practices, this dissertation provides insight into the underlying mechanisms of the implementation process, revealing why LMs do what they do, thus providing a theoretical contribution to the field of HRM. Hence, while several studies examined the implementation process of diversity practices focusing on top management (Ng & Sears, 2012), rationale of the practice (Kidder et al., 2004) and its communication (Fink et al., 2003), this dissertation shows that high quality contact experiences, diversity values and other-orientation of LMs are also important for such implementation to be successful.

The second research question pertained to how LMs' experiences and traits relate to employee outcomes at the multicultural workplace. Thus, this dissertation adds to the research on effective DM by applying and broadening intergroup contact theory (Allport, 1954) to the field of DM in a multicultural organisational setting and to the inclusion literature by investigating the antecedents and an outcome of perceived inclusion in the workgroup within the same multicultural setting. Building on the intergroup contact theory, findings revealed that contact with individuals from an immigrant background does relate to LMs' ability to foster inclusive environments. While existing research mostly focused on the relationship between intergroup contact and prejudice (Aberson, 2015; Barlow et al., 2012), this dissertation showed a positive relationship between LMs' favourable intergroup contact experiences and workgroup inclusion subordinates perceive in a labour-intense, multicultural organisational setting. However, the findings support conclusions of previous studies: contact matters. Hence, by revealing the importance of intergroup contact beyond prejudice, and fostering of inclusion in multicultural environments, this dissertation provides a theoretical contribution to the intergroup contact theory.

Moreover, based on the construct of other-orientation, the results revealed that the extent to which LMs are oriented towards others' interest has implications for subordinates' perceived inclusion. While previous studies mostly investigated the effects of other-orientation on employee behaviour, performance and reactions to unfair events (Bobocel, 2013; De Dreu & Nauta, 2009), this dissertation explored and demonstrated the importance of this orientation in LMs' DM on the line, thus providing a theoretical contribution to the literature on other-orientation. Further, by applying the two-dimensional conceptualisation of inclusion by Shore et al. (2011), findings of this dissertation showed that employees who feel supported by their supervisor also feel more included at their workplace and, in turn, are more attached to their job. In addition, by employing LM-subordinate dyad as a level of analysis, this dissertation contributes to the inclusion literature, adding to the previous research mostly conducted on a group (Nishii, 2013; Nishii & Mayer, 2009) and organisation level (Jansen, Otten, & van der Zee, 2015; Sabharwal, 2014). Moreover, while the current DM literature has underlined LMs' importance in fostering inclusive environments (Douglas et al., 2003; Nembhard & Edmondson, 2006; Nishii & Mayer, 2009; Shore et al., 2011), research on LMs' management of diverse workgroups has mainly focused on their behaviour (Nembhard & Edmondson, 2006; Nishii & Mayer, 2009; Sabharwal., 2014; Shore et al., 2011). Accordingly, it provided limited knowledge on what makes LMs behave in a manner that subordinates perceive as inclusive and

supportive. Hence, by investigating the role of their experiences and traits in employee outcomes within multicultural settings, this dissertation provides an empirical contribution to the field of DM. Consequently, by demonstrating and explaining the existing differences between LMs in their managing of diversity, which implies that employees perceive inclusion in multicultural organisations to different degrees, this dissertation takes an initial step towards further understanding DM on the line.

The third research question concerned the association between LMs' experiences and traits, and employee outcomes in male-dominated settings. By addressing this research question, findings of this dissertation further contribute to the literature on DM by applying and complementing the concepts of leader experiences and traits towards effective DM on the line in male-dominated and high-technology settings. The investigation of the role of male LMs' contact experiences, other-orientation and SDO in employee outcomes showed that none of them related to perceptions of supervisor support or inclusion of female subordinates, while they were associated with perceptions of their male counterparts. Hence, this dissertation answers Nishii's (2013) calls for further research to examine how individual-level factors may influence unit leaders' fostering of inclusive environments. In addition, this dissertation builds on her work by taking into account gender of LMs, as well as by focusing on the male-dominated setting. Further, the findings add to the inclusion literature by examining the differences between the underlying mechanisms of female and male perceived inclusion in male-dominated occupations, as Tsui (1992) emphasised the necessity of taking into account perceptions of majority employees, since they may have more negative perceptions of their diverse environment.

Moreover, this dissertation contributes to empirical research on inclusion within male-dominated and high-technology settings that may be particularly challenged by gender diversity (Joshi & Roh, 2009), by applying the two-dimensional framework by Shore et al. (2011), consisting of both belongingness and uniqueness facets. This is particularly relevant in a male-dominated context, as female employees, being in the minority, may tend to assimilate (Eagly, Wood, & Diekmann, 2000; Ely, 1995; Nishii, 2013). The findings revealed that only supervisor support related to female subordinates' perceived inclusion, while neither supervisor, co-worker support nor inclusion related to their embeddedness in the job. On the other hand, both kinds of support related to male employee perceptions of inclusion, which together contributed to the bonds they build with their job and organisation. This answers Joshi and Roh's (2009) calls for further research acknowledging the role of context in explaining research findings, as both male-dominated and highly technical settings are likely to have an impact on workgroup dynamics, and are especially challenged by gender diversity with respect to performance. This examination also addresses calls for future research by Chiaburu and Harrison (2008) on simultaneous influences from co-workers and the leader. Such investigation was also called for by Shore et al. (2011), urging future research to take into account both the experiences of majority and minority members in a workgroup in order to capture the influence of inclusion on all employees. This dissertation further builds on the implications of Nishii's (2013) findings, who suggested the importance of leadership in highly gender-diverse settings

that may be more prone to conflict, by revealing the importance of LMs and their actions of support in predominantly male environments. In addition, this dissertation answers calls for future research by Nishii and Mayer (2009) on other aspects of an organisational environment that might contribute to employees' feelings of being included and valued, by examining the role of lateral relationships at the workplace, such as co-worker support.

Accordingly, the three studies shed light on the role of LMs' experiences and traits in effective DM on the line from several perspectives. By examining two different dimensions of diversity – ethnic background and gender – the present dissertation suggests that the role of LMs' individual characteristics is somewhat inconsistent across diversity dimensions. While they are important with respect to willingness to implement HR diversity practices and for employee outcomes in multicultural settings, they do not appear to matter for female employees in male-dominated occupations. What matters across the contexts is the perception of them, the extent to which subordinates perceive them as supportive, as subordinates who feel supported by the immediate supervisor tend to also feel included in the workgroup. Hence, in studies examining diversity, perception is frequently regarded as reality (Allen et al., 2007; Harrison, Price, Gavin, & Florey, 2002). Accordingly, this dissertation showed that LMs' effectiveness in DM on the line is contingent on: their contact experiences with different others, diversity values and other-orientation in order to support HR diversity practices (Study 1); their experiences with individuals from an immigrant background and other-orientation in order to foster inclusion in multicultural organisations (Study 2); and how supportive subordinates perceive them in order to nurture inclusion in male-dominated settings (Study 3).

Consequently, these three studies unite to reveal that more profound and comprehensive research on effective DM on the line may be achieved by taking into account LMs' experiences, traits and subordinates' perceptions of them. Explicitly recognising and paying attention to quality of contact with individuals from an immigrant background and other-orientation of LMs would improve our ability to understand employee outcomes in multicultural settings, as these factors may relate to both their willingness to implement HR diversity practices and ability to foster inclusion. However, in male-dominated settings, assessing employee perceptions of leader support might be the only way to determine effectiveness of DM on the line, as LMs' experiences and traits appear to be less relevant for female employees. In this sense, present dissertation broadens and supplements existing literature on DM and HRM by disentangling *who* delivers effective DM on the line and *how*, since “managers and supervisors are critical players and can help to build a culture that values diversity across the organisation” (Shen et al., 2009, p. 244). Together, these advances extend classic (Cox & Blake, 1991; Purcell & Hutchinson, 1997) and contemporary discussions (Kuvaas et al., 2014; Shen et al., 2009) on the importance of LMs and their individual factors in delivering HR and diversity strategies in organisations.

6.5. Limitations and Research Directions

Several limitations need to be considered in evaluation of the findings in this dissertation that may also provide fruitful avenues for future research. First, all the respondents in the studies reported having rather positive experiences with different others, implying that no conclusions may be drawn on the impact of negative contact. Since Barlow et al. (2012) emphasised and empirically tested the importance of the valence, positive and negative, of intergroup contact for its effect on prejudice, several subsequent studies have investigated this distinction. For instance, Aberson (2015) found that negative contact more strongly predicts cognitive dimensions of prejudice, such as stereotypes. Similarly, Graf et al. (2014) emphasised that both types of contact need to be evaluated and found that negative contact has stronger influence in shaping out-group attitudes. Furthermore, Paolini et al. (2014) revealed that past positive or extensive contact significantly decreases the impact of present negative contact on intergroup relations. Thus, the importance of investigating both the positive and negative contact is widely recognised and empirically supported, while no negative contact was captured in the three studies of this dissertation. Future research should, therefore, attempt to collect data that contain the negative contact experiences of LMs as well, in order to examine its relationship with their involvement in implementation of HR diversity practices and fostering inclusive and supportive environments.

Although this dissertation considers several variables in order to capture potential organisational and socio-demographic differences (e.g., De Dreu & Nauta, 2009), it may be assumed that additional personal and contextual factors can also play important roles. While investigation of previous experiences, values and orientations of those responsible for the implementation of HR diversity practices, as well as their dyadic relationship with subordinates, allows for more sophisticated analysis of the underlying mechanisms of DM on the line as compared to considering only HRM strategies (e.g., Shen et al., 2009); inclusion of additional elements might provide an even more precise examination of this process. Thus, future research may aim to broaden the focus and examine other individual- and organisational-level factors influencing effectiveness of organisational DM, such as information processing styles or employee expectations of a supportive leader and an inclusive workgroup. In diverse environments, it is possible that expectations of a leader in order to be evaluated as supportive, and dynamics in the workgroup to be evaluated as inclusive, may vary between employees from different cultural backgrounds. Thus, what an employee from an immigrant background perceives as a supportive supervisor and an inclusive workgroup might be different from expectations of a majority employee due to differences in their experiences and cultural heritage. Therefore, conducting interviews in order to map out such potential discrepancies between majority and minority expectations at the workplace before conducting research in a particular context appears to be a fruitful area for future research.

Another limitation is that the applied research design in this dissertation is cross-sectional. The main advantage of such a design is the ability to generalise to real-life situations and wider populations, thus increasing the external validity of the study (Buch, 2012; Frankfort-Nachmias

& Nachmias, 1996). However, this research design is somewhat limited in terms of internal validity. Because the data were gathered at one point in time, it is not possible to draw inferences of causality, nor rule out the possibility of reverse causality (Shadish, Cook, & Campbell, 2003). For instance, LMs who foster inclusive environments in highly multicultural workgroups may build good relationships with subordinates from an immigrant background and therefore report higher quality of contact with individuals from such background. In addition, employees who have strong bonds to their job may be inclined to feel more included at their workplace and, thus, have more positive evaluations of the support they perceive from the supervisor. On the other hand, those who are less attached to their job may feel less included in the workplace and, in turn, be more negative in their evaluation of the support they perceive from the immediate leader, or even be ignorant of it. Therefore, future research with a longitudinal and experimental design is needed in order to unwind the causal nature of the relationships reported in this dissertation.

The reliance on self-reported questionnaire data in this dissertation raises concerns regarding validity of the findings. There is a possibility for common method bias, as well as percept-percept inflated measures among LMs and employees (Crampton & Wagner, 1994). Besides, both LMs and subordinates are aware of the social desirability of their answers (Wouters, Maesschalck, Peeters, & Roosen, 2014), and might have therefore tended to answer in a socially desirable manner, even when such responses do not necessarily reflect their perceptions. However, in line with recommendations by Bennett and Robinson (2000), Chan (2009) and Podsakoff, MacKenzie, Lee, and Podsakoff (2003), the procedural remedy of ensuring the confidentiality and anonymity of the respondents was undertaken in each of the studies. Moreover, LMs and their subordinates are probably best positioned to report on the variables this dissertation investigated, such as own experiences, values, orientation and perceptions. In addition, measures based on behaviour, such as intergroup contact situations, may be more reliable than pure judgements which might be more prone to bias. However, in studies examining diversity, perception is often argued to be the reality (Allen et al., 2007; Harrison et al., 2002). That being noted, further research should attempt to collect data using objective measures and from different sources in organisations, such as reports from the HR department. For example, further research replicating Study 1 should investigate these relationships in a specific organisation, where the results of the implementation process could be measured by a number of subordinates from an immigrant background of each LM who participated in a mentoring programme, in addition to the LMs' willingness to support HR diversity practices. In this sense, future studies should also aim to replicate the results of Studies 2 and 3 in a longitudinal design using actual data on turnover, in order to examine whether these individual-level factors of LMs do lead to lower turnover among subordinates.

While this dissertation provides empirical support of existing relationships across two different diversity dimensions and contexts, where each study has a unique data set, in line with the requirement often made by editors of scientific journals in order to minimise data overlap among individual publications (Colquitt, 2013), no replication studies were performed implying that generalisability may be an issue. Although sample sizes in the studies are

appropriate for observing medium and large effects (Cohen, 1992) and for dyadic data design (Kenny, Kashy, & Cook, 2006), the robustness of the results should be explored in future research with a larger number of respondents. Moreover, by investigating perceptions of minority employees in an organisation, such as women in male-dominated occupations in Study 3, their representation in numbers will by definition be low, implying that acquiring larger data sets would be challenging. In addition, to obtain data sets large enough to be able to compare majority and minority leaders in effective DM on the line, future studies should attempt to collect data from several organisations in order to obtain a database that would provide the required statistical power for such an investigation (Field, 2009).

Moreover, all the studies of this dissertation were conducted in Norway. Norway is a part of the European labour market and has experienced a large and rapid increase in work immigration with the current economic situation in Europe (IMDi, 2012). According to Statistics Norway (2015), there are immigrants from 221 countries and autonomous regions and people who are immigrants or have an immigrant background make up 15.6 per cent of the current population. However, Norway does not have the same historical development of managing diversity at the workplace as the USA, where most of the diversity research takes place (e.g., Kalev et al., 2006; Mor Barak et al., 1998; Nishii & Mayer, 2009; Shen et al., 2009). This implies that DM is not thoroughly established across organisations yet, where many of them still lack specific HR diversity practices. Therefore, in order to prove generalisability of these findings, research from other national contexts, industries, occupations and diversity dimensions is warranted.

Regarding the process, conducting research on DM may be regarded as rather challenging. First, access to the data is somewhat cumbersome and highly time consuming, since organisations are not very attracted to this type of research conducted among their own managers and employees. Throughout this process, several top managers explained that research on diversity is very relevant, emphasising interest in reading about the findings, despite wanting it to take place at some other company/institution. One may speculate that either due to uncertainty about the findings (that may appear less positive than desired) or belief that the organisation excels in the area of DM where conducting research on the topic would be a poor investment of time, top managers were highly reserved towards their organisation's participation in these studies. Second, due to a large increase in immigration, where diversity has become debated and, for some, even an emotionally charged topic in Norway, questions about diversity values and intergroup contact experiences may be perceived as personal and sensitive. Hence, respondents might be prone to providing socially desirable answers (Wouters et al., 2014) to a higher degree than to questions perceived as more neutral.

Finally, while being aware of these shortcomings, further research may attempt to conduct interviews with top and line managers on diversity and diversity challenges as perceived in Norwegian organisations. Since most diversity research originates from the USA, while little is conducted in this particular national setting, it is possible that a diverse workforce in a Norwegian context encounters different types of issues than those typically elaborated in the literature. Hence, interviews might provide a broader picture and tap into the potential

challenges of a diverse workforce in this specific context. Moreover, in order to overcome the above mentioned challenge of data collection in organisations, conducting experiments may be a prudent solution. While context is very important in diversity research (Joshi & Roh, 2009), experiments may also be an adequate research design for certain research questions. For instance, such experiments may manipulate quality of immediate contact experiences and measure subsequent evaluations of job applications from individuals with the same background as the person in the contact situation, or evaluations of different HR diversity practices. In addition, vignettes may be employed to test attitudes towards and willingness to implement several HR diversity practices, or the same practice embedded with a different rationale (e.g., Olsen & Martins, 2012). Hence, opportunities for further research on LMs and DM are numerous, where this dissertation represents an initial step towards broader understanding of effective DM on the line.

6.6. Implications for Practice

Despite its limitations, this dissertation has important implications for practitioners. In general, the findings emphasise the important role LMs' experiences and traits may play in their willingness to implement HR diversity practices and employee outcomes in diverse settings. By extending knowledge on the experiences and traits of LMs that may matter for effective DM on the line, the three studies included in this dissertation should contribute to DM practice by shedding light on the underlying mechanisms of diversity practices' implementation and fostering of inclusive environments. First, in terms of HR diversity practices implementation, Study 1 showed the association between individuals' quality of contact with different others, diversity values and other-orientation on the one hand, and their willingness to support diversity practices on the other. Studies investigating the implementation process have generally focused on organisational structural support for managers, support from the HR department, communication of the practices and their content (e.g., Kulik, 2014; Olsen & Martins, 2012; Roberge et al., 2011). However, this dissertation indicated that experiences, values and orientation may also be important with respect to LMs responsible for implementation. This implies that organisations should be aware of LMs' experiences and traits, and realise that extra training could be required to galvanise their support for HR diversity practices. For instance, this extra training could inform participants about the benefits of the diversity practice or provide situations where high quality contact between LMs and employees who represent different others in the specific context can occur. On the other hand, organisations are using large resources in order to create more user-friendly HR diversity practices, organise diversity trainings and different kinds of diversity education for managers seeking to improve the results of their DM strategies (Kulik et al., 2007; Shen et al., 2009). However, these findings indicated that assigning people who had positive experiences with different others in general or the group in focus, highly value working within diverse environments and are oriented towards others' goals and interests, may also be useful for the successful implementation of organisational diversity practices.

Second, in terms of managing diverse workgroups in multicultural settings, Study 2 highlighted the importance of LMs and their previous experiences with individuals from an immigrant background and orientation towards others' interests. These findings suggest that the extent to which subordinates feel included in the workgroup was associated with LMs' quality of contact with individuals from an immigrant background. This observation suggests that LMs have different experiences with ethnic diversity, where such variation may partly explain why perceived inclusion is not equal among employees. Similarly, Study 2 suggests that other-oriented LMs are more inclined to foster inclusion among subordinates in multicultural organisations. This implies that employees in multicultural workgroups are sensitive to the extent to which their supervisor is oriented toward others' goals and ambitions, and this also partly explains the variation in perceived inclusion. In addition, this study suggests that leader support is highly important in multicultural environments, leading to inclusion and, in turn, job embeddedness. Thus, these findings suggest that organisations need to be careful in their selection processes with respect to *whom* they recruit and promote to LM positions in multicultural settings, as these individuals, due to their experiences and traits, play an important role in creating inclusive environments where employees build strong bonds to their job. In addition, as individual traits represent relatively stable personal characteristics, organisations may rather attempt to arrange interventions that may allow for positive contact experiences with individuals from an immigrant background. Thus, by creating informal events where LMs would get an opportunity to become better acquainted with the employees from an immigrant background, organisations may produce favourable intergroup contact experiences that might contribute to more supportive and inclusive leadership and, hence, effective DM on the line.

Third, with respect to managing gender-diverse workgroups in male-dominated occupations, findings of Study 3 indicated that LMs' experiences and traits do not matter for female employees in male-dominated and high-technology settings. However, support these subordinates perceive from the supervisor positively relates to their perceived inclusion. Thus, present findings suggest that the degree to which both female and male subordinates feel included is related to the support they perceive from the immediate leader. Hence, in this particular context, how LMs are perceived appears to be more relevant than *who* they are. However, the findings indicated that other-oriented LMs are perceived as more supportive leaders by male subordinates. Moreover, these findings suggest that only support perceived from the immediate supervisor seems important for female employees to feel included, while both supervisor and co-worker support matter for their male counterparts, implying that co-workers may act as a substitute for leadership among male employees (e.g., Chiaburu & Harrison, 2008). This underlines the key role LMs play in male-dominated settings for effective management of gender-diverse groups, since their support represents the main source of inclusion for female employees. Thus, it would be beneficial for organisations to be aware of the effect LMs' supportive behaviour has and, hence, carefully select individuals they hire and promote to leader positions in male-dominated occupations. In addition, paying special attention to perceived supervisor support in employee surveys and intervening in case it is low or imbalanced within workgroups may be useful (e.g., Nishii & Mayer, 2009). Finally, while

male employees who feel supported by the supervisor and colleagues also feel included in the workgroup, which, in turn, leads to higher attachment to their job, neither kind of support nor inclusion appears relevant for female employees to build bonds with their organisations. Thus, these findings imply that some other factors play a role for female employees to feel embedded in their job and organisation, requiring further investigation; as this is one of the main goals of HR managers and organisational top management, since the costs of turnover represent a considerable amount for any organisation, particularly those with highly skilled employees (Nishii, 2013).

Accordingly, LMs' experiences and traits, as well as perceptions of their support, appear important for DM on the line to be effective across diversity dimensions and settings. Shen et al. (2009) emphasised that most organisations mainly consider diversity as an issue of compliance with legal requirements and recruitment of ethnic minorities, while it is necessary to improve HR diversity strategies focused on appreciation of and building on the diversity. However, this dissertation indicates that LMs may be the gatekeepers in the process of implementing HR diversity practices and fostering inclusive environments. In line with previous research by Fenton-O'Creevy (2001), Hall and Torrington (1998), Kuvaas et al. (2014), McGovern et al. (1997), Purcell and Hutchinson (1997) and Whittaker and Marchington (2003), findings of this dissertation emphasise the importance of LMs, together with their experiences and traits, and provide support for that *who* the LM is and *how* they manage diverse workgroups represent important factors for effectiveness of DM on the line. Accordingly, organisations would certainly benefit by carefully selecting individuals they hire and promote to leader positions in diverse settings, and being aware that these individuals' experiences with different others, traits and how supportive they are perceived may have a large impact.

6.7. Overall Conclusion

While most previous research has examined organisational structural support for LMs, support from the HR department, communication, content and quality of HR diversity practices, this dissertation is an attempt to empirically shed light on the role of LMs in organisations with a diverse workforce. Jointly, the three studies in present dissertation reveal that LMs' experiences, values and orientations may predict their willingness to implement HR diversity practices, and employee outcomes within multicultural and male-dominated environments. Together, they suggest that more sophisticated and comprehensive analyses of effective DM on the line may be achieved by investigating *who* the LM is and *how* the process evolves.

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