

BEING DISSIMILAR BUT FEELING ENTITATIVE AT THE SAME TIME: THE
MODERATING ROLE OF DIVERSITY BELIEFS

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submitted by **NEFİDE DİNDAR** in partial fulfillment of the requirements for the degree of **Master of Business Administration, the Graduate School of Social Sciences of Middle East Technical University** by,

Prof. Dr. Yaşar KONDAKÇI
Dean
Graduate School of Social Sciences

Prof. Dr. Zehra Nuray GÜNER
Head of Department
Department of Business Administration

Prof. Dr. Feride Pınar ACAR
Supervisor
Department of Business Administration

Examining Committee Members:

Prof. Dr. Demet VAROĞLU (Head of the Examining Committee)
TOBB University of Economics and Technology
Department of Business Administration

Prof. Dr. Feride Pınar ACAR (Supervisor)
Middle East Technical University
Department of Business Administration

Assoc. Prof. Dr. Yonca TOKER GÜLTAŞ
Middle East Technical University
Department of Psychology

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last Name: Nefide DİNDAR

Signature:

ABSTRACT

BEING DISSIMILAR BUT FEELING ENTITATIVE AT THE SAME TIME: THE MODERATING ROLE OF DIVERSITY BELIEFS

Dindar, Nefide

M.B.A., The Department of Business Administration

Supervisor: Prof. Dr. Feride Pınar ACAR

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The purpose of this study is to investigate the moderated indirect effect of demographic dissimilarity (gender, nationality and informational dissimilarity) on incivility, citizenship behavior, emotional conflict, satisfaction with group and perceived performance through entitativity in which diversity beliefs is a moderator. To test the hypotheses, data were acquired from 94 undergraduate students registered to the Organizational Behavior class of Business Administration Department at Middle East Technical University by three different questionnaires conducted in three different times during the semester. Data was analyzed at the individual-level by using hierarchical regression and bootstrap analyses. The results indicated that, contrary to the expectation, diversity beliefs strengthened the negative direct effect of gender dissimilarity on entitativity, its negative indirect effect on citizenship behavior, satisfaction with group and perceived performance, and its positive indirect effect on incivility. There was no significant moderated indirect effect found on

emotional conflict. Furthermore, entitativity was found to be as a significant predictor of incivility, citizenship behavior, satisfaction with group and perceived performance, but not emotional conflict. According to the results, nationality and informational dissimilarity did not have any direct or indirect effect on entitativity and aforementioned outcomes.

Keywords: Demographic Dissimilarity, Diversity Beliefs, Entitativity, Incivility, Citizenship Behavior

ÖZ

FARKLI OLMAK AMA AYNI ZAMANDA MEVCUDİYET HİSSETMEK: FARKLILIKLARA YÖNELİK İNANÇLARIN DÜZENLEYİCİ ROLÜ

Dindar, Nefide

Yüksek Lisans, İşletme Bölümü

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Bu çalışmanın amacı demografik farklılığın (cinsiyet, milliyet ve bilgi farklılığı) nezaketsizlik, vatandaşlık davranışı, duygusal çatışma, gruptan memnuniyet ve algılanan performans üzerindeki, farklılıklara yönelik inançların moderatör olduğu ve grup mevcudiyetinin aracılık ettiği koşullu dolaylı etkisini araştırmaktır. Hipotezleri test etmek için, Orta Doğu Teknik Üniversitesi İşletme Bölümü Örgütsel Davranış dersine kayıtlı 94 lisans öğrencisinden dönem boyunca üç farklı zamanda gerçekleştirilen üç farklı anket ile veriler elde edilmiştir. Veriler, hiyerarşik regresyon ve bootstrap analizleri kullanılarak bireysel düzeyde analiz edildi. Beklenenin aksine sonuçlar, farklılıklara yönelik inançların, cinsiyet farklılığının grup mevcudiyeti üzerindeki olumsuz doğrudan etkisini, vatandaşlık davranışı, gruptan memnuniyet ve algılanan performans üzerindeki olumsuz dolaylı etkisini, nezaketsizlik üzerindeki olumlu dolaylı etkisini güçlendirdiğini göstermiştir.

Duygusal çatışma üzerinde anlamlı bir koşullu dolaylı etki bulunmamıştır. Ayrıca, grup mevcudiyetinin nezaketsizlik, vatandaşlık davranışı, gruptan memnuniyet ve algılanan performans için anlamlı bir belirleyici olduğu, ancak duygusal çatışma için anlamlı bir belirleyici olmadığı bulunmuştur. Sonuçlara göre milliyet ve bilgi farklılığının, grup mevcudiyeti ve yukarıda belirtilen sonuçlar üzerinde doğrudan veya dolaylı bir etkisi olmamıştır.

Keywords: Demografik Farklılık, Farklılıklara Yönelik İnançlar, Mevcudiyet, Nezaketsizlik, Vatandaşlık Davranışı

To Her

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TABLE OF CONTENTS

PLAGIARISM	iii
ABSTRACT	iv
ÖZ	vi
DEDICATION	viii
ACKNOWLEDGMENTS	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xv
LIST OF FIGURES	xvii
CHAPTERS	
1. INTRODUCTION.....	1
1.1. Significance of the Study	3
1.2. Research Questions	4
2. LITERATURE REVIEW.....	6
2.1. Defining Diversity.....	6
2.2 Theories Underlying Diversity Research	9
2.2.1. Social Identity Theory.....	9
2.2.2. Social Categorization Theory.....	10
2.2.3. Similarity-Attraction Paradigm.....	11
2.2.4. Categorization-Elaboration Model.....	11
2.3. The Consequences of Dissimilarity	14
2.4. Entitativity.....	17

2.4.1. Sub-Groups and Common In-Group Identity Model	18
2.4.2. Optimal Distinctiveness Theory	19
2.5. Diversity Beliefs.....	21
2.6. The Proposed Framework and Hypotheses	23
2.6.1. The Moderating Role of Diversity Beliefs between Dissimilarity and Entitativity	23
2.6.2. The Direct Effects of Entitativity	25
2.6.3. The Moderating Role of Diversity Beliefs on the Indirect Relationships Mediated by Entitativity	27
3. METHODOLOGY	31
3.1. Procedure.....	31
3.2. Sample.....	33
3.3. Measures.....	34
4. RESULTS.....	37
4.1. Data Screening	37
4.2. Sample Demographics.....	37
4.3. Descriptive Statistics of the Variables	38
4.4. Correlations between The Variables	39
4.5. Determination of Control Variables	42
4.6. Hypothesis Testing	43
4.6.1. Moderating Effect of Diversity Beliefs	43
4.6.2. Main Effect Of Entitativity	45
4.6.3. Moderated Indirect Effect of Dissimilarity Mediated by Entitativity	50
5. DISCUSSION AND CONCLUSION	59
5.1. Discussion	59
5.1.1. The Moderating Effect of Diversity Beliefs on the Relationship Between Dissimilarity And Entitativity	59

5.1.2. The Main Effect of Entitativity on the Outcomes	61
5.1.3. Diversity Beliefs as a Moderator on the Indirect Relationship Between Dissimilarity and the Outcomes	62
5.2. Contributions	64
5.3. Limitations and Directions for Future Research	64
5.4. Managerial Implications.....	65
REFERENCES.....	67
APPENDICES	
A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE ..	81
B. ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU	82
C. VOLUNTARY PARTICIPATION IN THE RESEARCH	84
D. FARKLILIKLARA YÖNELİK İNANÇ ÖLÇEĞİ TÜRKÇE.....	86
E. DIVERSITY BELIEFS SCALE ENGLISH.....	87
F. MEVCUDİYET ÖLÇEĞİ TÜRKÇE	88
G. ENTITATIVITY SCALE ENGLISH	89
H. NEZAKETSİZLİK ÖLÇEĞİ TÜRKÇE	90
I. INCIVILITY SCALE ENGLISH	92
J. VATANDAŞLIK DAVRANIŞI ÖLÇEĞİ TÜRKÇE	94
K. CITIZENSHIP BEHAVIOR SCALE ENGLISH	95
L. DUYGUSAL ÇATIŞMA ÖLÇEĞİ TÜRKÇE.....	96
M. EMOTIONAL CONFLICT SCALE ENGLISH	97
N. GRUPTAN MEMNUNİYET ÖLÇEĞİ TÜRKÇE	98
O. SATISFACTION WITH GROUP SCALE ENGLISH.....	99
P. ALGILANAN PERFORMANS ÖLÇEĞİ TÜRKÇE.....	100
R. PERCEIVED PERFORMANCE SCALE ENGLISH.....	101

S. DEMOGRAFİK SORULAR TÜRKÇE	102
T. DEMOGRAPHIC QUESTIONS ENGLISH.....	103
U. TURKISH SUMMARY / TÜRKÇE ÖZET.....	104
V. SAMPLE TEZ İZİN FORMU / THESIS PERMISSION FORM.....	117

LIST OF TABLES

Table 1. Demographic Characteristics of the Sample	38
Table 2. Descriptive Statistics for All Study Variables	39
Table 3. Correlations between the Study Variables	41
Table 4. Standardized Regression Coefficients of the Control Variables Predicting the Mediator and Dependent Variables	42
Table 5. Diversity Beliefs Moderating Dissimilarity and Entitativity: Summary of the Hierarchical Regression Analysis	44
Table 6. Predicting Incivility from Entitativity: Summary of the Hierarchical Regression Analysis	46
Table 7. Predicting Citizenship Behavior from Entitativity: Summary of the Hierarchical Regression Analysis	47
Table 8. Predicting Satisfaction with Group from Entitativity: Summary of the Hierarchical Regression Analysis	48
Table 9. Predicting Emotional Conflict from Entitativity: Summary of the Hierarchical Regression Analysis	49
Table 10. Predicting Perceived Performance from Entitativity: Summary of the Hierarchical Regression Analysis	50
Table 11. Bootstrapped Indirect Effects of Dissimilarity on Incivility through Entitativity at Specific Values of Diversity Beliefs	51
Table 12. Bootstrapped Indirect Effects of Dissimilarity on Citizenship Behavior through Entitativity at Specific Values of Diversity Beliefs.....	52
Table 13. Bootstrapped Indirect Effects of Gender Dissimilarity on Satisfaction with Group through Entitativity at Specific Values of Diversity Beliefs	53

Table 14. Bootstrapped Indirect Effects of Dissimilarity on Emotional Conflict through Entitativity at Specific Values of Diversity Beliefs.....	54
Table 15. Bootstrapped Indirect Effects of Dissimilarity on Perceived Performance through Entitativity at Specific Values of Diversity Beliefs.....	55
Table 16. Overview of Hypothesis Testing.....	56

LIST OF FIGURES

Figure 1. The Categorization-Elaboration Model	13
Figure 2. The Conceptual Model	30
Figure 3. Gender Dissimilarity and Diversity Beliefs Interaction on Entitativity	45

CHAPTER 1

INTRODUCTION

Diversity is a very popular field which much research was conducted on. Due to the changing workforce, diversity management is getting more crucial in organizations. In the literature, we see that both demographic diversity (gender, age, nationality etc.) and deep-level diversity (personality, value, beliefs etc.) has mostly negative consequences for organizations. However, diversity can also increase task performance by providing a broad range of task-relevant knowledge, skills, and abilities to work groups. The categorization-elaboration model developed by van Knippenberg, De Dreu and Homan (2004) argues that diversity can increase group performance by providing elaboration of task-relevant information and perspectives. On the other hand, it also leads to social categorization which might negatively affect group cohesion, group identification and commitment and cause emotional conflict. This damages the process of information-elaboration, in turn group performance.

Relational demography approach analysis diversity as dissimilarities of individuals in a work unit. It suggests that diversity has different effects on the more similar and the more dissimilar individuals (Guillaume et al., 2012). Most of the studies show that similarity leads to more attachment, involvement and identification (Kristof-Brown et al., 2005; Ostroff et al., 2005; Riordan, 2000; Wheeler et al., 2007; Meyer et al., 1993) whereas dissimilarity decreases social integration and coworker satisfaction (Cunningham, 2007), and increases turnover intention (Tsui et al., 1992; O'Reilly et al., 1991). Although there is limited research on dissimilarity, most of the findings indicate that demographic dissimilarity generally is harmful for unity of work groups

since it lessens social integration and group identification (van Dick et al., 2008, Hentschel et. al, 2013; Dumas et al., 2013; Guillaume et al., 2012).

Entitativity is another concept which is rarely studied in the literature. It refers to the extent to which a group of people are perceived as a coherent unit (Campbell, 1958). We see that similarity and entitativity influence each other. While similarity increases the perception of entitativity, entitative groups are also perceived as more homogeneous (Brewer & Harasty, 1996; Brewer, Weber, & Carini, 1995). In work groups, people tend to form sub-groups separated from each other by faultlines with other people who are similar to them (Lawrence & Zyphur, 2011; Lau & Murnighan, 1998). While identification with these sub-groups has many negative consequences for work groups, Common In-Group Identity Model suggests that identification with superordinate group with a common in-group identity has an integrative role (Kramer, 1991; Gaertner et al., 1993; Dovidio et al., 2008; Williams & O'Reilly, 1998).

The Optimal Distinctiveness Theory suggests that individuals want to have a balance on their needs for belonging and distinctiveness within groups. When at least one of these two motives is frustrated, people perceive the group as having stronger fault lines than it actually does (Brewer, 1991). The studies show that entitativity is closely related with group identification. If individuals perceive their dissimilarities as an individual distinctiveness which contributed to group identity, they also perceive the group as entitative and identify with the group (Castano, 2004; Jans et al., 2011). Although there is limited research on the consequences of entitativity, it is seen that it can lead to a positive attitude to the group and group members. Individuals who see their groups as entitative, might see the process of working together more positively. Thus, they can get more satisfied with the group and perceive less interpersonal problems such as conflict and deviant behavior while they perceive more citizenship behavior. Furthermore, the studies show that group entitativity increases integration of processing information. Therefore, group members with high perceived entitativity can also have high perception of performance.

Diversity beliefs are the beliefs that diversity is favorable for the group's functioning (van Knippenberg & Haslam, 2003). People with high diversity beliefs perceive individual differences rather than sub-groups which might lead to undesirable consequences such as conflict and discrimination. They see dissimilarity of group members as individual distinctiveness which adds value to the group. Therefore, diversity beliefs can weaken the negative effects of dissimilarity on perceived group entitativity.

The relational demography literature generally shows that demographic dissimilarity has a negative effect on favorable group outcomes, while it has positive effect on undesirable outcomes. There are many studies which revealed a positive relation of demographic dissimilarity with perceived incivility (Cunningham et al., 2013; Avery et al., 2008; He et al., 2019) and emotional conflict (Chattopadhyay et al., 2008; Pelled, 1996; Randel & Jaussi, 2008), a negative relation with citizenship behavior (Van der Vegt et al., 2003; Chattopadhyay, 1999), satisfaction (Cunningham, 2007) and perceived performance (Lefkowitz, 1994; Mount, Hazucha, Holt, & Sytsma, 1995; Bertolino et al., 2013). Based on the possible negative effect of dissimilarity on group entitativity, dissimilarity can also affect incivility, citizenship behavior, emotional conflict, satisfaction with group and perceived performance through entitativity. Furthermore, diversity beliefs can also moderate these indirect effects.

1.1. Significance of the Study

This study aims to analyze the moderating of diversity beliefs which is a new concept in the diversity literature. Most of the research shows that demographic dissimilarity is detrimental for unity of work groups since it damages social integration and group identification. We also see that diversity beliefs, mostly lessen the negative effects of diversity in work groups. Differently from the literature, the current study analyzes the moderating effect of diversity beliefs from relational demography perspective by using demographic dissimilarity as an independent

variable. It is suggested that diversity beliefs will moderate the negative relationship between demographic dissimilarity and perceived group entitativity.

The study also contributes to the literature by examining entitativity which has been limitedly studied in the literature especially in workplace context. Most of the research analyzed entitativity in psychological context. However, there is limited attempt to investigate the workplace outcomes of entitativity by using the organizational behavior perspective. In order to make a contribution to filling this gap in the literature, the current study examines the effect of entitativity on incivility, citizenship behavior, satisfaction with group, emotional conflict and perceived performance.

The final contribution of this study is the proposition of the model which integrates the social identity theory, the similarity-attraction paradigm, the optimal distinctiveness theory, the categorization-elaboration model and the common in-group identity model which are very important theories and models underlying diversity and identification research.

1.2. Research Questions

This thesis investigates the moderating effect of diversity beliefs on the indirect relationship of demographic dissimilarity (gender, nationality and informational dissimilarity) with incivility, citizenship behavior, satisfaction with group, emotional conflict and perceived performance through entitativity. In addition, the direct effect of entitativity on incivility, citizenship behavior, satisfaction with group, emotional conflict and perceived performance will be analyzed. The main objective of the study is to answer the following research questions:

1. Do diversity beliefs moderate the relationship between demographic dissimilarity (gender, nationality and informational dissimilarity) and entitativity?

2. What is the effect of entitativity on perceived incivility, perceived citizenship behavior, satisfaction with group, perceived emotional conflict and perceived performance?
3. Do diversity beliefs moderate the indirect effect of demographic dissimilarity (gender, nationality and informational dissimilarity) on perceived incivility, perceived citizenship behavior, satisfaction with group, perceived emotional conflict and perceived performance mediated through entitativity?

CHAPTER 2

LITERATURE REVIEW

This chapter is composed of the theoretical background of the relations between dissimilarity, diversity beliefs, entitativity and several individual-level outcomes. Firstly, the concept of dissimilarity with the relevant theories, models and approaches will be introduced. After consequences of dissimilarity are described, entitativity and diversity beliefs will be explained with the related theories and models. Then, the relationship between these three concepts will be discussed. Further, the hypotheses and the conceptual model will be presented.

2.1. Defining Diversity

Diversity refers to objective and perceived differences between individuals in terms of certain attributes such as gender, age, and race (van Knippenberg et al., 2004). According to the classification of Harrison and his colleagues (1998), there are two general types of diversity: surface-level and deep-level diversity. Surface level (demographic) diversity refers to differences in characteristics such as age, gender, race, functional background, and organizational tenure. These differences can be immediately recognized and used to implicitly assign other people in categories. Deep-level diversity refers to differences in personalities, attitudes, beliefs, or values.

According to Harrison and Klein (2007), diversity can be conceptualized and operationalized in three different ways: separation, variety, and disparity. Separation means differences, disagreements, or oppositions of unit members in terms of

characteristics, attitudes, beliefs, or position. The theories of social identity, similarity attraction, and attraction selection-attrition theories handle diversity as separation in values, beliefs and attitudes. Variety refers to differences in kind, sources or category of knowledge or experience. Variety is related to the law of requisite variety, information processing, and variation, selection, and retention theories (VSR), and it might lead to creativity, innovation, and better decision quality. Disparity is the differences in proportion of assets and resources held by members. This type is used in the studies on within-unit competition, resentful deviance, reduced member input, withdrawal explained by the theories of distributive (in)justice and (in)equity, status hierarchy, tournament and social stratification (Harrison & Klein, 2007).

Literature of deep-level diversity can be classified under three different aspects: personality, value and attitude (Harrison et al, 2002). Most of the studies used Big Five Personality Traits to search for the effects of personality diversity on group processes and outcomes. Some of these studies have indicated significant relationships, while some of them had contradicting findings (Barrick & Mount, 1991; Costa & McCrae, 1992). When it comes to values, there are mostly consistent results showing negative effects on desirable group outcomes such as satisfaction and organizational commitment (O'Reilly, Chatman & Caldwell, 1991; Jehn & Mannix, 2001). In addition to these, attitude diversity as an important predictor of attraction and liking, has been found as negatively related to group cohesiveness (Byrne, 1971; McGrath, 1984; Newcomb, 1961; Harrison et al.,1998).

The studies on the effects of age, gender and ethnic/racial diversity as different types of demographic diversity have shown various findings regarding the consequences of diversity. Age diversity is mostly found to be positively related to social isolation (Kirchmeyer, 1995), reduced cohesion (O'Reilly et al., 1989), lowered communication (Zenger & Lawrence, 1989), and higher turnover (Jackson et al., 1991; O'Reilly et al., 1989; Tsui, Egan, & O'Reilly, 1991). Similarly, the research has frequently indicated that gender diversity leads to negative consequences including feelings of isolation, dissatisfaction, and lack of attachment (Konrad, Winter, &

Gutek, 1992; Pelled & Xin, 1997; Tsui et al., 1992). Ethnic/racial diversity is also generally related to lower performance ratings (Kraiger & Ford, 1985), diminished communication (Larkey, 1996), and reduced commitment (Tsui et al., 1992). As a result of these negative consequences, diversity might affect group performance negatively through low commitment (Riordan & Shore, 1997; Tsui et al., 1992) of group members, less group cohesion (O'Reilly, Caldwell, & Barnett, 1989), more relational conflict (Jehn et al., 1999; Pelled, Eisenhardt, & Xin, 1999) and high turnover rates (Wagner, Pfeffer, & O'Reilly, 1984).

As explained above, both demographic and deep-level diversity are generally associated with negative outcomes for organizations and work groups. However, diversity also provides a broad range of task-relevant knowledge, skills, and abilities to work groups. Diverse groups have a larger variety of resources with different ideas and perspectives which might be beneficial for task performance. There are many studies showing that different and surprising perspectives bring more creative and innovative ideas and solutions (Ancona & Caldwell, 1992; Bantel & Jackson, 1989; De Dreu & West, 2001). In line with this implication, some research revealed that diversity is strongly linked to higher performance and innovation (Bantel & Jackson, 1989; Cox, Lobel, & McLeod, 1991; Jehn et al., 1999).

Two different approaches are used in examining positive and negative outcomes of diversity for organizations and work groups: the compositional approach and the relational approach. The compositional approach goes around diversity as the distribution of differences between members in the unit level such as organization, work group or team and it concerns unit level outcomes. According to this approach, diversity affects all individuals in a unit in the same way (Harrison & Klein, 2007; Tsui & Gutek, 1999; Guillaume, Brodbeck & Riketta, 2012). On the other hand, relational approach examines diversity as dissimilarities of the individuals in a unit and focus on individual-level outcomes. In contrast to the compositional approach, it argues that diversity affects the more similar and the more dissimilar individuals in a unit differently (Guillaume et al., 2012). According to this approach, when individuals are similar to the other members in their organizations, they have more

attachment, involvement and identification (Kristof-Brown et al., 2005; Ostroff et al., 2005; Riordan, 2000; Wheeler et al., 2007; Meyer et al., 1993). On the other side, dissimilarity is negatively related to desirable organizational outcomes such as social integration (Guillaume et. al., 2012), coworker satisfaction (Cunningham, 2007) and positively related to turnover intention (Tsui et al., 1992; O'Reilly et al., 1991).

2.2 Theories Underlying Diversity Research

Before reviewing the literature, it is essential to explain some major theories underlying the research on diversity. These theories which are the basis of the studies on dissimilarity are social identity theory, social categorization theory, similarity attraction paradigm and the categorization-elaboration model.

2.2.1. Social Identity Theory

The social identity theory (SIT) was developed by Tajfel and Turner in 1979. According to Tajfel (1981: 255), social identity is "that part of the individuals' self-concept which derives from their knowledge of their membership of a social group (or groups) together with the value and emotional significance of that membership". The theory analyzes the changes of the behaviors, values, motives, and social perceptions of the persons, which occur after they become a part of a group. According to the theory, the relation of the individual with the society is determined by the social group, which he/she is a member of and viewpoints of the individual and other groups about this group. According to the SIT, humankind has a natural tendency to categorize things by some patterns. This leads them to categorize others who are similar to them as "in-groups" and others who are different from them "out-groups" (Cuhadar & Dayton, 2011). People tend to have more favorable attitudes toward in-group members than out-group members. Prejudice and discrimination result from individual categorization of someone else as an outgroup member (van Knippenberg & Shippers, 2007).

The main assumptions of the SIT:(1) individuals try to create and maintain a positive self-esteem, (2) individuals perceive their own group more positive than the other groups so as to obtain and maintain a positive social identity, (3) when their social identity is not satisfactory, people try leave their group and join another group or make their existing group more positively distinct (Tajfel & Turner, 1979). The theory suggests that in order to maintain or enhance a positive social identity, people compare their own group with other groups. When their social identification is positive, they come up with a positive evaluation for their own group as a result of the categorization. The minimal group experiments (Tajfel et al., 1971) revealed that individuals assign more resources to members of their own group than to members of out-groups even if there is not any group interaction between or within the groups such as competition. This might be the result of struggle for a positive social identity (Abrams & Hogg, 1988).

2.2.2. Social Categorization Theory

Categorization refers to the cognitive process of “understanding what something is by knowing what other things it is equivalent to, and what other things it is different from” (McGarty, 1999). Social categorization is applying this process to people, and it leads to perception of categories as “us” versus “them” (Leonardelli & Toh, 2015).

As proposed by the SIT, people naturally have a tendency to categorize things. The social categorization theory (SCT) suggests that individuals categorize themselves and other people into social categories to obtain social identities. According to the theory, identification with any group is based upon the extent to which individuals can both reduce uncertainty related to their social identity and enhance their social identity through categorizing themselves as group members (Turner et al., 1987). The study of Chattopadhyay et al. (2004) shows that demographic dissimilarity affects group member’s identification with group through its negative effect on group’s prototype valence and clarity and the individual’s perceptions of self-prototypicality which are the basic components of group identification. Inline with

the self-categorization theory, not only high-status individuals but also low-status individuals may prefer to use high-status groups to define themselves so that they can maximize their self-enhancement.

2.2.3.Similarity-Attraction Paradigm

The similarity-attraction paradigm (SAP) is another important theory utilized by most of the diversity research. According to the theory, people are attracted to and have positive feelings for people who are similar in terms of attitudes, personalities and demographic characteristics (Byrne, 1971). The studies of Newcomb (1956) and Izard (1960) show that perceived similarity is a significant predictor of interpersonal attraction. Additionally, there are other studies indicating that people are more likely to be persuaded by the people who are similar to them (Cialdini, 1993; Cialdini & Trost, 1998). Furthermore, research on similarity revealed that similarity has many desirable outcomes such as behavioral integration and communication, social interaction and communication, low conflict and a desire to maintain group affiliation (Riordan, 2000). The findings of these studies are in line with the SAP.

The social identity theory, the social categorization theory and the similarity-attraction paradigm complement each other. The SIT and the SCT concentrate on people's tendency of categorizing themselves based on salient characteristics such as age, race and gender. It is not necessary to get involved in social interaction for social categorization. On the other hand, the similarity-attraction paradigm investigates interaction between people as a result of social categorization (Tsui et al, 1992).

2.2.4. The Categorization-Elaboration Model

The relationship between workgroup diversity and performance are discussed on the two main perspectives: the social categorization and the information/decision-

making (Williams & O'Reilly, 1998). Social categorization perspective focuses on relational aspects of group processes and consists of people categorizing themselves and other people as “in-group” and “out-group” based on similarities and differences. People are more likely to trust and favor in-group members rather than out-group members (Tajfel & Turner, 1986; Turner et al., 1987). The categorization causes subgroups to emerge in workgroups which produce many problems for the workgroups. On the other hand, according to the information/decision-making perspective concentrating on task-related aspects of group processes, diverse groups have better performance than homogenous groups with their variety of task-related knowledge, abilities, skills and, different perspectives and opinions (van Knippenberg, De Dreu & Homan, 2004).

Based on theories explained above (SIT, SCT and SAP), van Knippenberg, De Dreu and Homan (2004) proposed the categorization-elaboration model (CEM) which integrates both the social categorization and the information/decision-making perspectives. The CEM suggests that diversity can increase group performance by providing elaboration of task-relevant information and perspectives (see Figure 1). Information-elaboration refers to the exchange, individual-level process, discussion, and integration of information and perspectives. Diversity is most likely to lead to elaboration of information when the task has strong information-processing and decision-making components, and when the group members have high motivation and high task ability.

On the other hand, diversity leads to social categorization depending upon the cognitive accessibility, the normative fit, and the comparative fit of the categorization. Cognitive accessibility means the degree to which the social categorization based on differences is easily cognitively activated. Normative fit refers to what extent the social categorization has a subjective meaning to group members. Comparative fit refers to what extent the social categorization leads to subgroups with high intra-group similarity and high intergroup differences. Social categorization leads to intergroup bias to the extent that there is a threat to sub-group identity carried with categorization. Intergroup bias leads to relational conflict and

negatively affects group cohesion, group identification and commitment. It is detrimental to elaboration of task relevant information and perspectives, in turn to group performance (van Knippenberg et al., 2004).

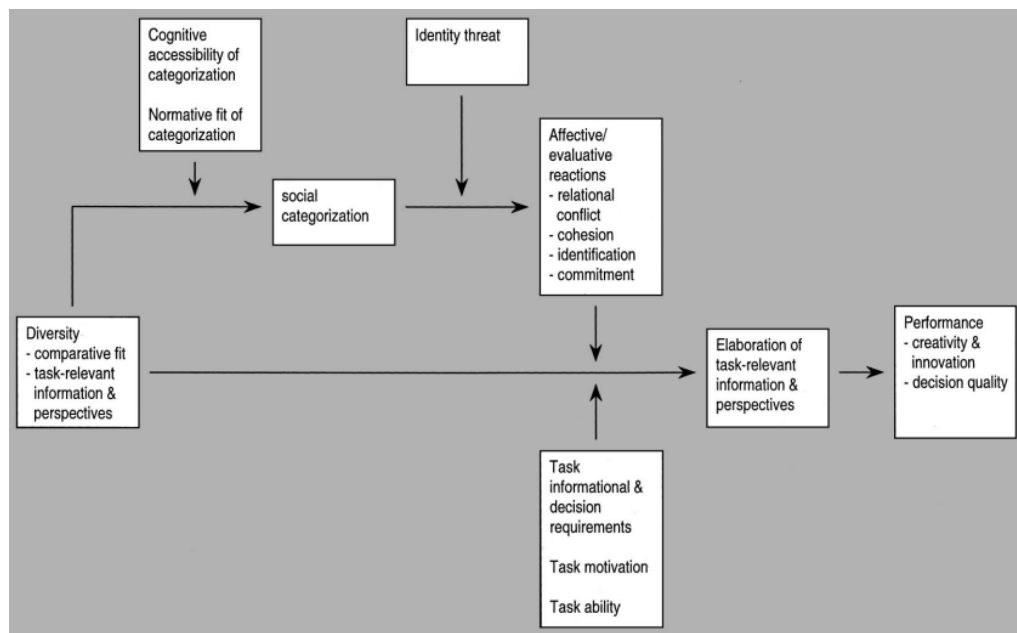


Figure 1. The Categorization-Elaboration Model (van Knippenberg et al., 2004: p. 1010)

Another implication of the CEM is that all dimensions of diversity may cause elaboration processes as well as social categorization processes. In other words, both informational (task-related) diversity and social category (demographic) diversity may provide varied task-relevant information and perspectives. Likewise, both types may form a basis for social categorization (van Knippenberg et al., 2004).

The Categorization Elaboration Model revealed that diversity is helpful for elaboration of task-related information and perspectives which improves group performance. However, since it also leads to social categorization between members

which may result in intergroup bias, it might also endanger the information elaboration process.

2.3. The Consequences of Dissimilarity

In the literature, while many studies exist on the effects that diversity has on various group outcomes, fewer studies searched for the importance of the various types of dissimilarity and their impacts on individual level outcomes. Despite the limited research, the literature mostly indicates that employees who are demographically similar to their colleagues, are more likely to have better work experiences and positive attitudes (Tsui & Gutek 1999; Williams & O'Reilly 1998). Dissimilarity, however, is generally associated with negative experiences (Jen & Thatcher, 1997, Chattopadhyay et al., 2008). The study of Cunningham (2007) shows that perceived age dissimilarity has a negative effect on coworker satisfaction mediated by perceived deep-level dissimilarity. It also indicates that demographic dissimilarity uncovers deep-level dissimilarity. These findings show that people see the others who are demographically different from themselves also as different in values, personalities and attitudes.

The research on dissimilarity generally shows that it has a strong impact on individuals' perception of performance. There are a large variety of studies showing that African American employees are generally rated lower than White employees by their supervisors (Lefkowitz, 1994; Mount, Hazucha, Holt, & Sytsma, 1995; Pulakos, Oppler, White, & Borman, 1989; Sackett & DuBois, 1991; Sackett, DuBois, & Noe, 1991; Waldman & Avolio, 1991). Bertolino et al. (2013) conducted a study on how older and younger people are perceived in terms of personality and performance. In the study, the participants filled up a survey to rate typical younger and older people. The results revealed that the respondents mostly favored the people from their own age group. However, in contrast to these findings, the study of van der Heijden and his colleagues (2010) did not find a significant relationship between age dissimilarity and age-related stereotyping by supervisors in ratings of performance.

According to the literature, demographically dissimilar individuals are subject to more incivility. Andersson and Pearson (1999) described workplace incivility as “low intensity deviant behavior with ambiguous intent to harm the target, in violation of workplace norms for mutual respect”. Incivility has some negative outcomes such as job dissatisfaction, decreased organizational commitment and high turnover rates of targeted employees (Cortina, Magley, Williams, & Langhout, 2001). Incivility toward members of minority groups arising from negative feelings and stereotypes is the subtle form of discrimination. These behaviors have an ambiguous nature and enable people to protect their non prejudiced image by showing unprejudiced reasons for their such behaviors (Cortina, 2008; Krings et. Al., 2014). Cunningham and his colleagues (2013) conducted research on the relationship between racial dissimilarity and experienced incivility. The findings showed that racial dissimilarity is positively related to experienced incivility. Avery, McKay, and Wilson (2008) have found similar results. Accordingly, people perceive more racial discrimination when their supervisors are of different races. Similarly, the study of He et al. (2019) shows that dissimilar individuals in terms of political identity experienced more incivility by their coworkers.

The relationship between demographic dissimilarity and organizational citizenship behavior (OCB) is one of the topics neglected in the literature. According to Organ (1997), OCB refers to the behaviors contributing “to the maintenance and enhancement of the social and psychological context that supports task performance”. There are five dimensions of OCB: altruism (helping other people in their task), conscientiousness (doing more than the requirements of the role), sportsmanship (not complaining about ordinary problems in work), courtesy (helping others to avoid interpersonal problems), civic virtue (involving in the matters affecting the organizations) (Organ, 1988). Van der Vegt and his colleagues (2003) studied the relationship between demographic dissimilarity and OCB. They found that informational dissimilarity had a significant effect on citizenship behavior when there is an incongruent low-high or high-low combination of task and goal interdependence. Furthermore, group identification mediated this effect. Similarly,

the results of the study conducted by Chattopadhyay (1999) showed that race, gender and age dissimilarity have a significant negative effect on altruism.

Another consequence of demographic dissimilarity is intragroup conflict. Jehn and his colleagues (1997) conducted a study on the relationship between different types of demographic dissimilarity on perceived conflict. They found that whereas age and nationality dissimilarity were related to perceived emotional conflict, informational dissimilarity was related to task conflict. Chattopadhyay et al. (2008) conducted research showing the negative effect of gender dissimilarity on perceived task and emotional conflict. Pelled (1996) also had similar results in her study on relationship between dissimilarity and perceived emotional conflict. According to the findings of the study, gender and tenure dissimilarity are associated with greater emotional conflict. Furthermore, Randel and Jaussi (2008) found that gender social identity moderated the negative relationship between gender dissimilarity and emotional conflict. For those who have a strong gender identity, this negative relationship is stronger.

Most of the research indicates that demographic dissimilarity has detrimental individual-level consequences for work groups. There are many studies which show the negative effects of demographic dissimilarity on psychological attachment (Mueller et al. 1999; Tsui et al. 1992). Both the study of Stewart and Garcia-Prieto (2008) and the study of Chattopadhyay et al. (2008) revealed the negative impact of demographic dissimilarity on group identification. Research conducted by Dumas et al. (2013) revealed that racial dissimilarity moderates the relationship between integration and closeness. Accordingly, integration positively affects relationship closeness for those who were racially similar to their coworkers, but not for those who were dissimilar from their coworkers. Guillaume et al. (2012) conducted a meta-analysis on the relationship of dissimilarity with social integration and individual effectiveness related outcomes in work groups. The results showed that demographic dissimilarity negatively affects social integration when there is a low team interdependence but not under high team interdependence. Another implication of the study is that social integration mediates the relationship between demographic

dissimilarity and individual effectiveness related outcomes under low interdependence.

Although there is limited research, the literature shows that demographic dissimilarity is negatively linked to the desirable relational or affective outcomes for organizations and work groups. We can also see that, in groups, dissimilarity plays a dividing role rather than an integrative role by damaging group identification and social integration which mediates its relations with many outcomes. In this way, it poses a threat to the unity of the group. This brings us to the possible negative relation of dissimilarity with the concept of group entitativity which will be described in the following sections.

2.4. Entitativity

Entitativity refers to the extent to which a group of people are perceived as a coherent unit (Campbell, 1958). According to Lickel et al. (2000), there are four types of groups: intimacy groups (e.g., families), task groups (e.g., the cast of a play), social categories (e.g., women), and loose associations (e.g., people in line at a bank). Respectively, intimacy groups are perceived the most entitative and loose associations are seen the least entitative. People tend to make more impetuous dispositional judgements for high-entitativity groups as they do for an individual. This shows that they see such a group almost as a living individual. Besides, these groups are seen as more capable to act collectively (Hamilton & Sherman, 1996).

The antecedents of perception of entitativity can be classified under three main types: chronic perceiver differences, contextual factors, and properties of the group (Lickel et al., 2000). In terms of group properties, although there is a relationship between similarity and perception of entitativity (Campbell, 1958; McGarty et al., 1995); interaction, common goals, or common outcomes can also facilitate entitativity within a group (Gaertner, Iuzzini, Witt, & Oriña, 2006; Lickel et al., 2000; Campbell, 1958). Besides, not only perceived similarity leads to perception of entitativity, but

also members of high-entitativity groups are seen as more homogeneous (Brewer & Harasty, 1996; Brewer, Weber, & Carini, 1995). For group identification to develop, it is very important that the group is perceived as an entity which is built by unitary of distinct individuals. In other words, group members' perception of entitativity positively affects their level of identification with the group (Castano, 2004; Jans et al., 2011). However, identification with sub-groups which potentially exist in diverse groups is an obstacle for the groups to be perceived as entitative. Next section will explain the concept of sub-group identification and the common in-group identity model presented to eliminate negative consequences of sub-groups identification.

2.4.1. Sub-Groups and Common In-Group Identity Model

People potentially belong to several groups and their weights on an individual's identity differ. (Brewer, 1991; Tajfel & Turner, 1986). In organizations, people have a tendency to form sub-groups with other people who have similar characteristics with them such as gender, ethnicity or age (Lawrence & Zyphur, 2011). These sub-groups are separated from each other by "hypothetical dividing lines" called faultlines (Lau & Murnighan, 1998). According to the studies, salient sub-groups in a group might lead to "us" versus "them" distinctions which may engender intergroup bias (Gaertner, Mann, Murrell, & Dovidio, 1989; Homan, van Knippenberg, Van Kleef, & De Dreu, 2007b; Lau & Murnighan, 1998; Levine et al., 2005; Sawyer et al., 2006).

The common in-group identity model (CIIM) suggests that bias can be lowered by the process of recategorization, which means changing different group members' perceptions about group boundaries from separate groups to a single more inclusive group. When there is a common in-group identity, the negative effects of dissimilarity decrease. Although dissimilarities between groups (sub-groups in this context) strengthen categorization in the form of "us" and "them", existence of a common in-group identity (superordinate group in this context) leads to former out-group members to be included in "us". These members can now become in-group

members by maintaining their original identities. This results in increased satisfaction with these members and therefore, the satisfaction with all members increases (Gaertner et al., 1993; Dovidio et al., 2008; Williams & O'Reilly, 1998). Although this recategorization process through a superordinate group identity is beneficial for intergroup relations, some studies revealed that it can also increase intergroup bias. The members of sub-groups might perceive the process of building a common in-group identity as a threat to their current sub-group identity. However, this effect only applies to the individuals with strong sub-group identity (Crisp et al. 2006). Similarly, the study of Huo et al., (1996) revealed that sub-group identification is detrimental for the authorities of the group only when group members have strong sub-group identification and weak superordinate-group identification. Superordinate group identification can draw the member's attention away from interpersonal concerns (Hornsey & Hogg, 2000).

To sum up, whereas we generally see group identification in an integrative role, sub-group identification mostly leads to negative consequences in work groups. When individuals' identification with the sub-group is more dominant than their identification with the superordinate group, intergroup conflict is more likely to occur between these different sub-groups (Kramer, 1991). In order to understand the process of identification with the superordinate group, it is crucial to understand the Optimal Distinctiveness Theory which focuses on the needs for belongingness and distinctiveness of individuals. The next section will describe this theory and demonstrate its importance for group entitativity.

2.4.2.Optimal Distinctiveness Theory

Optimal Distinctiveness Theory (ODT) developed by Brewer (1991) suggests that individuals want to have a balance on their needs for belonging and distinctiveness within groups. Ormiston (2016) used ODT to explain the role of belonging and distinctiveness, which are two of the essential motives of identity (Vignoles et al., 2006), on the differences between objective and perceived group composition.

Objective group diversity affects satisfaction of both motives in such a way that high levels of objective differences make them feel too distinct whereas low levels of objective differences make them feel too deindividuated. Frustration of these motives affects individuals' perceptual framing strategies (identity differentiation, self-stereotype, group stereotype), in turn it affects their perceptions of diversity. People with frustration of distinctiveness motive engage in strategies (e.g., identity differentiation) that will lead them to perceive the group as being more diverse than it actually is. On the other hand, people with frustration of belonging motive engage in strategies (e.g., self-stereotyping, group stereotyping) that will lead them to perceive the group as being less diverse than it actually is. Members with frustration of both motives engage in perceptual framing strategies (e.g., self and group stereotyping) that result in perceived moderate diversity. Furthermore, people perceive the group as having stronger fault lines than it actually does when at least one of their two motives is frustrated. All these relations are moderated by individuals' chronic needs for belonging and distinctiveness. According to Brewer (1991), people tend to choose the groups which provide the best balance between the needs of belonging and distinctiveness as in-groups. Yzerbyt and his colleagues (2000) argue that entitative groups satisfy these needs better than less entitative groups by enhancing the individuals' self-esteem and giving them an insight about who they are and their relation to other people.

In the literature, similarity and homogeneity have been widely seen as important factors determining group member's perception of unity. (Campbell, 1958). However, research of Jans et al. (2011) shows that how the members perceive their contribution to the group is the essential determinant. In the research, they investigated the effects of the inductive social identity process on identification in groups. The research shows that feeling of individual distinctiveness mediates the relationship between inductive social identity formation and entitativity, which in turn affects group identification (see Figure 2). In other words, when group members perceive that individual contributions form out group identity, they feel more distinctive in the group. In this way, they perceive the group as an entity and so they have stronger identification with the group. The study shows the importance of

individual distinctiveness for the members to perceive the group as an entity and identify with the group. An inductive group identity including both personal and social level of their identities leads them to feel individually distinctive while they are seeing the group as an entity (Postmes et al., 2005).

In conclusion if individuals perceive their dissimilarities as an individual distinctiveness which contributed to superordinate group identity, they also perceive the group as entitative and identify with the group by satisfying both the needs for belonging and distinctiveness. This process of perceiving dissimilarities as individual distinctiveness can be explained with the concept of diversity beliefs.

2.5. Diversity Beliefs

Diversity beliefs can be defined as the beliefs that diversity is favorable for the group's functioning. People with diversity beliefs react to diversity more favorably. They see diversity as an enrichment which can add value to the organization or group (van Knippenberg & Haslam, 2003; Ely & Thomas, 2001; Homan et al., 2007a; van Oudenhoven-van der Zee et al., 2009). Diversity beliefs are beneficial for the information-elaboration processes in work groups. Van Dick and his colleagues (2008) found that subjective diversity is more negatively related to information elaboration and desire to stay in the group for the members with low diversity beliefs than for the members with high diversity beliefs. Homan et. al. (2007a) conducted another study on the moderation effect of diversity beliefs on the relationship between informational diversity and performance. The results of the study show that informationally diverse groups have better performance when they hold high diversity beliefs rather than low diversity beliefs. When informationally diverse groups' members hold diversity beliefs, elaboration of task-relevant information arises, in turn, group performance increases.

Diversity beliefs are also advantageous from the social categorization perspective. According to the literature, group members with diversity beliefs have more

favorable attitudes toward outgroups compared to those who do not hold diversity beliefs (Adesokan et al., 2011; Ren et al., 2019). Kauff and Wagner (2012) found that diversity beliefs reduce discriminatory behavioral intentions against immigrants in their study by collecting data from the participants from seven different European countries. Similarly, according to Adesokan et al. (2011), the negative relationship between intergroup contact and outgroup prejudice is stronger for individuals with less diversity beliefs in comparison to those with more diversity beliefs.

Kauff, Schmid and Christ (2020) investigated the interaction between instrumentality-based diversity beliefs, actual instrumentality of diversity in groups and outgroup attitudes on their studies conducted with immigrants and non-immigrant Germans in Germany. However, they did not find a strong interaction effect between instrumentality-based pro-diversity beliefs and actual instrumentality of diversity. Similarly, they only found weak evidence for the proposition that perceived non-instrumentality of diversity reduces or reverses the positive effects of instrumentality-based diversity beliefs on positive outgroup attitudes. These results might indicate that diversity beliefs affect positive outgroup attitudes even in the cases in which diversity does not actually bring value.

Van Dick and his colleagues (2008) enriched the CEM through their studies on the moderating role of diversity beliefs on the relationship between group diversity and group identification. The study shows that diversity beliefs have a moderating effect on the relationship between perceived ethnic diversity and group identification. The relationship between perceived diversity and group identification is more positive for individuals with high diversity beliefs than individuals with low diversity beliefs. Similarly, the study of Hentschel and her colleagues (2013) shows that in teams with low diversity beliefs, both the negative relationship between perceived diversity and identification, and the positive relationship between perceived diversity and relationship conflict are stronger. Van Knippenberg et al. (2007) also supported this moderation effect of diversity beliefs in their study in which they used gender diversity as the predictor of group identification. Homan and his colleagues (2007a) conducted a study to examine whether objective group composition is perceived as

sub-groups or different individuals. The results indicated that people with low diversity beliefs are more likely to perceive sub-groups, while people with high diversity beliefs are more likely to perceive individual differences.

When we look at these studies, first, we see that diversity beliefs help to increase favorable attitudes and decrease unfavorable attitudes toward outgroup members mostly through its moderator role on several relationships. Another conclusion is that diversity beliefs are helpful for diverse group members to have a common group identity. Finally, diversity beliefs emphasize individual differences which can enrich organizations rather than sub-groups which are more likely to bring negative outcomes such as conflict and discrimination.

2.6. The Proposed Framework and Hypotheses

Current study mostly utilized the social categorization part of the CEM. However, instead of diversity, demographic dissimilarity (gender, age and information) was used as an independent variable (see Figure 1). Besides, entitativity (which might lead to group identification) (Castano, 2004; Jans et al., 2011) took part as an affective/evaluative reaction. From the information/decision perspective, perceived performance was used with other desirable and undesirable individual-level outcomes (incivility, citizenship behavior, emotional conflict and satisfaction) through the mediation of entitativity. In the place of cognitive accessibility, normative fit and identity, diversity beliefs, which is a relatively new concept in diversity management literature, took part as a moderator.

2.6.1. The Moderating Role of Diversity Beliefs between Dissimilarity and Entitativity

In a work group, salient sub-groups harm group functioning since it might produce intergroup bias. On the other hand, diversity is more beneficial when it is perceived

as individual differences (Brewer & Brown, 1998; Gaertner et al., 1989; Homan, van Knippenberg, Van Kleef, & De Dreu, 2007b; Lau & Murnighan, 1998; Levine, Prosser, Evans, & Reicher, 2005; Sawyer et al., 2006, Homan et al., 2008). According to van Veelen, Otten and Hansen (2014), in diverse groups, majority members' attitudes toward diversity are shaped by the personal self and social self of these members. Self-anchoring refers to projection of an individual's personal characteristics into the group of which he/she is a member (Cadinu and Rothbart, 1996). Inversely, self-stereotyping indicates assimilation of the self to prototypical group norms, and it makes social self more salient rather than personal self. The study shows that compared to self-stereotyping, self-anchoring of majority members promotes diversity beliefs and positive attitudes toward minority members. Besides, when their diversity beliefs increase through self-anchoring, their level of group identification (not sub-group; superordinate group which contains this diversity in itself) is not decreased. Another study of van Veelen, Otten and Hansen (2013) revealed that, in comparison to self-stereotyping, self-anchoring of minority members also leads to these members to perceive diversity as a value and being more identified with the group. When they focus on their personal self, they are more identified with the group while they keep their distinctiveness.

To sum up, people with high diversity beliefs do not see the diversity within group as sub-groups, which might be a basis for intergroup bias. Rather they see it as individual distinctiveness which can add value to the group. Since they do not perceive diversity as a threat, their own dissimilarity does not constitute a reason to identify with the sub-group they potentially belong to. Accordingly, we can infer that dissimilar people with low diversity beliefs see their diverse group composed of various sub-groups separated from each. On the other side, dissimilar people with high diversity beliefs perceive their diverse group as an entity consisting of distinctive individuals who can add value to the group. They see themselves with their dissimilarity, as inseparable parts of the group. In this way, people can build a balance between their needs for belonging and distinctiveness by feeling like they are distinctive members belonging to an entitative group with a common in-group identity which embraces all members. Thus, we can propose the hypotheses below:

Hypothesis 1a: *The negative relationship between gender dissimilarity and entitativity will be moderated by diversity beliefs such that the relationship will be weaker for individuals holding high diversity beliefs compared with individuals holding low diversity beliefs.*

Hypothesis 1b: *The negative relationship between nationality dissimilarity and entitativity will be moderated by diversity beliefs such that the relationship will be weaker for individuals holding high diversity beliefs compared with individuals holding low diversity beliefs.*

Hypothesis 1c: *The negative relationship between informational dissimilarity and entitativity will be moderated by diversity beliefs such that the relationship will be weaker for individuals holding high diversity beliefs compared with individuals holding low diversity beliefs.*

2.6.2. The Direct Effects of Entitativity

When we look at the literature, we see that entitativity is mostly studied in cognitive context. In the workplace context there is a gap in the consequences of group entitativity. Although there are many studies revealing that it has a positive effect on group identification (Castano, 2004; Postmes et al., 2005; Jans et al., 2011) and integration of processing information (Hamilton & Sherman, 1996; Hamilton, Sherman, & Lickel, 1998), the outcomes of entitativity for group work are still open to research. Therefore, in this study, some desirable and undesirable outcomes were investigated as possible consequences of entitativity. These are incivility, citizenship behavior, satisfaction with group, emotional conflict and perceived performance.

When individuals perceive their groups as an entity, they will see the process of working together more positively. This will lead them to get satisfied with the group and they will also perceive less interpersonal problems leading to emotional conflict in the group. Furthermore, as the members see the group members' attitudes and

behaviors more positively because of an entitative structure of the group, they tend not to interpret their behaviors as incivility.

Entitativity might also affect group members' perceived OCB in their groups. According to Organ (1988) OCB is not caused by external motivation. Forcing employees to perform OCB or rewarding those who perform this was not effective. Rather, the source of OCB is internal motivation resulting from the need for achievement, competence, belonging or affiliation. Considering this in group context, when people feel like they are a valuable part of an entitative group, they can meet their need for belonging, and affiliation to the others. This might provide an internal motivation for them to exhibit citizenship behavior. Thus, the people in more entitative groups might perceive more citizenship behaviors in their groups.

Finally, there are many studies indicating that there is a positive relationship between entitativity and integration of processing information (Hamilton & Sherman, 1996; Hamilton, Sherman, & Lickel, 1998). This might result in entitative groups being more successful and, in turn, positively affect the group members' perception toward group performance.

Accordingly, the proposed hypotheses are below:

***Hypothesis 2a:** Entitativity is negatively related to perceived incivility.*

***Hypothesis 2b:** Entitativity is positively related to perceived citizenship behavior.*

***Hypothesis 2c:** Entitativity is positively related to satisfaction with group.*

***Hypothesis 2d:** Entitativity is negatively related to perceived emotional conflict.*

***Hypothesis 2e:** Entitativity is positively related to perceived performance.*

2.6.3. The Moderating Role of Diversity Beliefs on the Indirect Relationships Mediated by Entitativity

When we look at the relational demography literature, we see that most of the research indicates a positive relation of demographic dissimilarity with perceived incivility (Cunningham et al., 2013; Avery et al., 2008; He et al., 2019) and emotional conflict (Chattopadhyay et al., 2008; Pelled, 1996; Randel & Jaussi, 2008), a negative relation with citizenship behavior (Van der Vegt et al., 2003; Chattopadhyay, 1999), satisfaction (Cunningham, 2007) and perceived performance (Lefkowitz, 1994; Mount, Hazucha, Holt, & Sytsma, 1995, Bertolino et al., 2013). Combining both moderation and mediation, we can put forward that diversity beliefs is a moderator between demographic dissimilarity and entitativity, which in turn influences incivility, citizenship behavior, satisfaction with group, emotional conflict and perceived performance. For dissimilar group members with high diversity beliefs, perceived group entitativity will be higher and this in turn will increase perceived citizenship behavior of other members, satisfaction with group and perceived group performance, whereas it will decrease perceived incivility and perceived emotional conflict in the group. On the other hand, for dissimilar group members with low diversity beliefs, perceived group entitativity will be lower and this in turn will decrease perceived citizenship behavior of other members, satisfaction with group and perceived group performance whereas it will increase perceived incivility and perceived emotional conflict. Accordingly, the final hypotheses and the conceptual model of the study are below:

Hypothesis 3a: *Contingent on diversity beliefs, gender dissimilarity has a positive indirect relationship with perceived incivility mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.*

Hypothesis 3b: *Contingent on diversity beliefs, nationality dissimilarity has a positive indirect relationship with perceived incivility mediated by entitativity; more*

specifically, the indirect effect will be weaker for group members with high diversity beliefs.

Hypothesis 3c: *Contingent on diversity beliefs, informational dissimilarity has a positive indirect relationship with perceived incivility mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.*

Hypothesis 4a: *Contingent on diversity beliefs, gender dissimilarity has a negative indirect relationship with perceived citizenship behavior of other group members mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.*

Hypothesis 4b: *Contingent on diversity beliefs, nationality dissimilarity has a negative indirect relationship with perceived citizenship behavior of other members mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.*

Hypothesis 4c: *Contingent on diversity beliefs, informational dissimilarity has a negative indirect relationship with perceived citizenship behavior of other members mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.*

Hypothesis 5a: *Contingent on diversity beliefs, gender dissimilarity has a negative indirect relationship with group members' satisfaction with group mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.*

Hypothesis 5b: *Contingent on diversity beliefs, nationality dissimilarity has a negative indirect relationship with group members' satisfaction with group mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.*

Hypothesis 5c: *Contingent on diversity beliefs, informational dissimilarity has a negative indirect relationship with group members' satisfaction with group mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.*

Hypothesis 6a: *Contingent on diversity beliefs, gender dissimilarity has a positive indirect relationship with group members' perceived emotional conflict mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.*

Hypothesis 6b: *Contingent on diversity beliefs, nationality dissimilarity has a positive indirect relationship with group members' perceived emotional conflict mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.*

Hypothesis 6c: *Contingent on diversity beliefs, informational dissimilarity has a positive indirect relationship with group members' perceived emotional conflict mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.*

Hypothesis 7a: *Contingent on diversity beliefs, gender dissimilarity has a negative indirect relationship with group members' perceived group performance mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.*

Hypothesis 7b: *Contingent on diversity beliefs, nationality dissimilarity has a negative indirect relationship with group members' perceived group performance mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.*

Hypothesis 7c: *Contingent on diversity beliefs, informational dissimilarity has a negative indirect relationship with group members' perceived group performance*

mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.

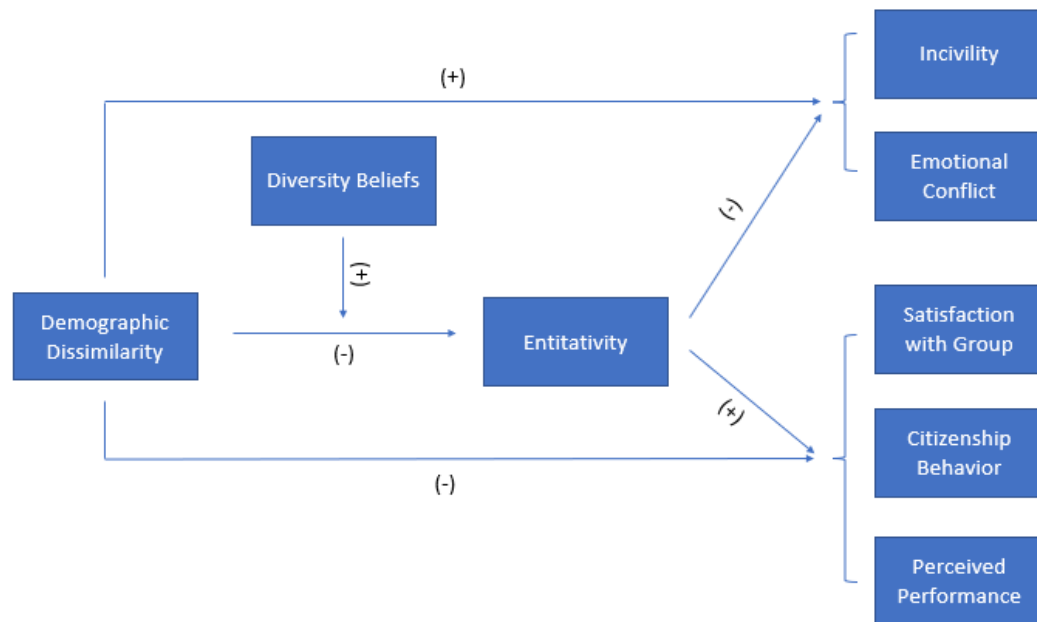


Figure 2. The Conceptual Model

CHAPTER 3

METHODOLOGY

This chapter describes the methods and procedures which were used to test the proposed hypotheses. This section also involves the information about general procedure, sample, data collection process and measurements.

3.1. Procedure

Data of the study was collected by surveying the students registered to the Organizational Behavior class of Business Administration Department at Middle East Technical University. As a part of the course, all students were assigned to 20 groups (19 groups of 6 people and one group of 5 people) which would stay together during the semester. To ensure diversity, the groups were formed as heterogeneously as possible in terms of gender, nationality and information. There were 18 groups with 2 female and 4 four male students, one group with 3 female and 3 male students, one group with 2 female and 3 male students. There were 10 foreign students and 17 non-BA students (the students from other departments). Three of these students were both foreign and non-BA students. These 27 students were allocated to the groups so that at least one foreign or non-BA student was in each group. In the following weeks, two foreign students were also detected by the demographic questions of the first survey after they filled up. In the weeks after the groups were formed, 3 students dropped out. Accordingly, in the final form of the groups, there were 17 groups of 6 people, 2 groups of 5 people and one group of 4 people.

There were two assignments the students had to perform as a group. Both of these were the assignments in which members of the groups needed to gather different information each member had in order to reach a result. In Assignment 1, they answered a number of questions which measured certain types of personality traits which they learned in the class. After they filled up the survey, their scores for these traits were sent to them in an order through e-mail without specifying the names of the traits. As a group, their task was to find out which personality trait each score represented. Assignment 2 was a simulation assignment in which they, as a group, selected a new rector for a university between three candidates by using the different information that each group member had. Due to the Covid 19 pandemic, education was held remotely throughout the term. Since the students mostly lived in different cities, they used online platforms and email to communicate with each other. They were asked to meet regularly on Zoom for each assignment and record and submit their final meeting in which they present their solution of the task.

Hypotheses 1a, 1b and 1c proposed that the relationship between the three types of dissimilarity (gender, nationality and information) and entitativity moderated by diversity beliefs. To test these hypotheses, hierarchical regression was used. Besides, simple slope test was conducted by using Hayes Process Macro. Hypotheses 2a, 2b, 2c, 2d, and 2e proposed that entitativity is negatively related to incivility and emotional conflict, and positively related to citizenship behavior, satisfaction with group and perceived performance. These hypotheses were also tested by hierarchical regression analysis. Finally, hypotheses 3a, 3b, 3c, 4a, 4b, 4c, 5a, 5b, 5c, 6a, 6b, 6c, 7a, 7b and 7c proposed that contingent on diversity beliefs, gender dissimilarity has an indirect relationship with incivility, citizenship behavior, satisfaction with group, emotional conflict and perceived performance mediated by entitativity, Bootstrap analysis was used to test these moderated mediation models.

Three questionnaires were filled up in different three time periods of the first term of the academic year as online on METU Survey website. The students completed the first survey during week 4 and week 5 (time 1), before starting Assignment 1. The second questionnaire was completed between week 10 and week 12 (time 2), after

Assignment 1 and before Assignment 2. Finally, the third questionnaire was filled up during the finals week (weeks 17 and 18) after the classes ended before grades were announced (time 3). Diversity beliefs were measured in time 1, entitativity was measured in time 2 and incivility, citizenship behavior, satisfaction with group, emotional conflict and perceived performance were measured in time 3.

3.2.Sample

The participants of the study were the undergraduate students registered to the Organizational Behavior class of Business Administration Department at Middle East Technical University. From the sample, 94 of 119 students answered all three questionnaires with 79% response rate. Thirty three of these students were female. Seventy nine percent of the participants were business administration students whereas the rest were from the other departments. The students' average age was 21.97 (SD = 1.61) ranging from 18 to 31. The percentage of the participants who were Turkish citizens were 89.4 percent, and 10.6 percent of the participants were foreign nationals. The students were assigned to 20 different work teams in which they worked together during the whole semester. The average group size of the groups was 5.8 (SD = .47). The groups had at least 4 members and at most 6 members.

Participation in the questionnaires was voluntary. However, those who filled up all three questionnaires gained extra credit which was added to their final course grades. Besides, a lottery was drawn among students who participated in all three questionnaires and three D&R gift cards worth 100 TL were given to randomly selected three students. The students were asked to write their student identification number so that those who were able to get extra credit and be involved in the giveaway could be determined. Still, different identification numbers were assigned to the students to follow-up each of them throughout the three questionnaires.

3.3. Measures

Dissimilarity

In the demographic questions part of the questionnaires, the students were asked to state their gender, nationality and department. By using information from these questions, the Euclidean Distance formula was used to calculate the dissimilarity score of each student in a group. Scores were calculated separately for each of gender dissimilarity, nationality dissimilarity and informational dissimilarity. In order to calculate informational dissimilarity scores, the departments of the students were used. Tsui, Egan, and O'Reilly (1992) describe the Euclidean Distance formula as “the square root of the summed squared differences between an individual S_i 's value on a specific demographic variable and the value on the same variable for every other individual S_j in the sample for the work unit, divided by the total number of respondents in the unit (n)”. For example, in a group with 4 male 2 female group members, gender dissimilarity score of a female student was calculated by taking the square root of 4 divided by 6.

Diversity Beliefs

Diversity beliefs of the students was measured by a 4-item scale developed by Homan and his colleagues (2007a). This instrument asks participants to indicate the extent they agree with statements about diversity” It was used in a 6-point scale such that 1 = strongly disagree and 6 = strongly agree. Higher scores on the scale indicate high diversity beliefs, meanwhile lower scores indicate low diversity beliefs. A sample item from the diversity beliefs scale is “Diversity is an asset for teams.” The scale had adequate reliability ($\alpha=.89$).

Entitativity

In order to assess perceived group entitativity of the students, an instrument developed by Blanchard, Caudill and Walker (2020) used. This instrument contained

three numbers of statements that asked participants to evaluate their group entitativity. The anchors ranged from 1 = strongly disagree to 6 = strongly agree. Its internal consistency reliability was .72. An example item is “We are a unit”.

Incivility

Because the participants of the study interacted through online platforms, incivility was operationalized as online incivility. The incivility scale of Lim and Teo (2009), which is adapted to email and online platforms by Aljawarneh and his colleagues (2022), was used to measure perceived incivility behaviors of the students in their groups. The instrument asks participants to state how frequently their team members displayed certain behaviors towards them or other team members through e-mail and online platforms during the assignments. This was a 6-point scale ranged from 1 = not at all to 6 = all the time and included 14 items. Cronbach’s alpha was .82 for this scale, indicating high reliability.

Citizenship Behavior

The organizational citizenship behavior scale of Konovsky and Organ (1996) was used to assess perceived citizenship behavior of the students in their work group by adapting the items to group and university context. This instrument asks participants to indicate the extent they agree with statements about their group members. There were 13 items on a 6-point scale ranged from 1 = strongly disagree to 6 = strongly agree. Some items of the original scale were eliminated from the questionnaire since they were not the types of behaviors which could be observed in the work groups in this study. Four dimensions of OCB were measured by certain items: altruism, courtesy, sportsmanship and conscientiousness. Civic virtue was excluded from the study since it was not also related to the concept of this study. In addition to this, the items of sportsmanship were not included in the analysis. Since they were reverse coded questions, they lead to misunderstanding for some students. For each participant, answers to all items of OCB instrument were averaged to reach an overall measure of OCB.

Emotional Conflict

The students' perception of emotional conflict in their group was measured by the items from the emotional conflict dimension of the intragroup conflict scale developed by Jehn (1994). This instrument contained four numbers of statements that asked participants to state how much emotional conflict exists in their group on a 6-point scale ranged from 1 = not at all to 6 = too much. The reliability of the scale was high ($\alpha = .83$)

Satisfaction with Group

Satisfaction of group members with their group was assessed by Kunin's faces scale (1955). This instrument asks to select the one that best represents their satisfaction level within seven facial expressions.

Perceived Performance

The Group Effectiveness scale developed by Jung and Sosik (2002) was used to measure the students' perception of their groups' performance. This instrument asks participants to indicate the extent they agree with statements about the performance of their groups. There were 4 items on a 6-point scale ranged from 1 = strongly disagree to 6 = strongly agree. As a result of the back translation, it was seen that the Turkish translation of the first and the second items were identical ("My group is effective in getting things done." and "My group does a great job in getting things done."). Thus the first item was excluded from the questionnaire. The internal consistency reliability of the scale was found to be .93.

CHAPTER 4

RESULTS

In this chapter the results of the thesis are presented. First, the data screening, then the sample characteristics and the descriptive statistics are discussed. After the correlations between the variables are presented, determination of control variables will be explained. Finally, the results of the hypothesis testing will be provided.

4.1. Data Screening

Prior to the analysis, data were checked for accuracy and missing values. All values were within their ranges and there were no missing values. In addition, the answers to reverse coded questions were compared with the other questions of the same scales. There were no conflicting answers found.

4.2. Sample Demographics

The participants of this study were 94 students enrolled in the Organizational Behavior class of Middle East Technical University Business Administration Department. The results show that 64.9% of these participants were male and 35.1% of them were female. The average age of the students is 21.97. The percentage of students from the department of business administration was 84% and the percentage of students from other departments were 16%. In addition, 89.4% of the participants were Turkish citizens, whereas 10.6% were foreign citizens. 77.7% of the students

lived in Ankara at the time when the survey was conducted, and the remaining of these lived in different cities in Turkey and other countries. Finally, 3.2% of the students are the members of a 4-person group, 13.8% of them are the members of 5-person groups and 83% of them are the members of 6-person groups. Information regarding the demographic characteristics of the participants is presented in Table 1.

Table 1. Demographic Characteristics of the Sample

Characteristics	Category	Frequency	Percentage (%)
Gender	Male = 0	61	64.9
	Female = 1	33	35.1
Age	18-24 = 0	92	97.9
	25-31 = 1	2	2.1
Department	Business Administration = 0	79	84
	Other = 1	15	16
Nationality	Turkish Citizen = 0	84	89.4
	Foreign Citizen = 1	10	10.6
City	Ankara = 0	73	77.7
	Other = 1	21	22.3
Group Size	4-person = 4	3	3.2
	5-person = 5	13	13.8
	6-person = 6	78	83

4.3. Descriptive Statistics of the Variables

Table 2 presents the descriptive statistics of the variables. According to the table, gender dissimilarity is higher than the other types of dissimilarity ($M=0.64$, $SD=0.11$), whereas national dissimilarity has the lowest mean ($M=0.27$, $SD=0.29$).

Informational dissimilarity has a moderate level ($M=0.43$, $SD=0.25$). Perceived entitativity level of the students is relatively high ($M=4.07$, $SD=0.99$). While their perceptions of incivility ($M=1.53$, $SD=0.56$) and emotional conflict ($M=1.45$, $SD=0.69$) in their groups are very low, their satisfaction levels with their groups ($M=5.92$, $SD=1.33$) and perceptions of OCB ($M=4.93$, $SD=0.78$) and group performance ($M=5.29$, $SD=0.90$) are very high.

Table 2. Descriptive Statistics for All Study Variables

Variable	Mean	Std. Deviation	Minimum	Maximum
Gender		0.47	0	1
Age	20.97	1.61	17	30
Department		0.36	0	1
Nationality		0.30	0	1
City		0.41	0	1
Group Size	5.80	0.47	4	6
Gender Dissimilarity	0.64	0.11	0.44	0.89
Nationality Dissimilarity	0.27	0.29	0	0.91
Informational Dissimilarity	0.43	0.25	0	0.91
Entitativity	4.07	0.99	1	6
Incivility	1.53	0.56	1	3.71
Citizenship Behavior	4.93	0.78	2.60	6
Satisfaction with Group	5.92	1.33	1	7
Emotional Conflict	1.45	0.69	1	4.5
Perceived Performance	5.29	0.90	1	6

4.4. Correlations between The Variables

Table 3 shows bivariate Pearson correlations for all variables in the proposed model. Accordingly, age is significantly correlated with department ($r = .37$, $p < .01$) and informational dissimilarity ($r = .37$, $p < .01$). Age is also negatively correlated to

nationality ($r = -.31, p < .01$) and satisfaction with group ($r = -.22, p < .05$). Not surprisingly, there is a significant positive correlation between department and informational dissimilarity ($r = .82, p < .01$), between gender and gender dissimilarity ($r = .93, p < .01$), between nationality and, nationality dissimilarity ($r = .72, p < .01$). City and group size are not significantly correlated with any of the variables.

As demonstrated in Table 3, there is a negative correlation between gender dissimilarity and entitativity ($r = -.21, p < 0.05$). A similar relationship exists between national dissimilarity and citizenship behavior ($r = -.21, p < .05$). National dissimilarity is also positively correlated with emotional conflict ($r = .22, p < .05$). Informational dissimilarity, on the contrary, is positively correlated with citizenship behavior ($r = .26, p < .01$) and negatively correlated with emotional conflict ($r = -.23, p < .05$). Furthermore, entitativity has a significant negative correlation with incivility ($r = -.39, p < .01$) and emotional conflict ($r = -.21, p < .05$), whereas it has a positive significant relationship with citizenship behavior ($r = .49, p < .01$), satisfaction with group ($r = .47, p < .01$) and perceived performance ($r = .43, p < .01$). Finally, there is negative correlation between incivility and citizenship behavior ($r = -.45, p < .01$), incivility and satisfaction with group ($r = -.37, p < .01$), incivility and perceived performance ($r = -.38, p < .01$), citizenship behavior and emotional conflict ($r = -.52, p < .01$), emotional conflict and perceived performance ($r = -.35, p < .01$). On the other hand, there is a positive correlation between incivility and emotional conflict ($r = .54, p < .01$), citizenship behavior and satisfaction with group ($r = .61, p < .01$), citizenship behavior and perceived performance ($r = .56, p < .01$), satisfaction with group and perceived performance ($r = .60, p < .01$).

Table 3. Correlations between the Study Variables

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Gender															
2. Age	-.12														
3. Department	-.07	.37**													
4. Nationality	.03	-.31**	.13												
5. City	-.02	.12	.04	-.01											
6. Group Size	-.06	.01	-.05	-.07	.06										
7. Gender Dissimilarity	.93**	-.12	-.09	.00	.00	.00									
8. Nationality Dissimilarity	.02	-.12	.07	.72**	.04	.08	.02								
9. Department Dissimilarity	.00	.37**	.82**	.04	.02	.18	-.02	-.10							
10. Entitativity	-.17	-.10	.07	.10	.00	.13	.21*	-.04	.13						
11. Cyber Incivility	.17	.13	-.07	-.15	.08	.07	.15	.04	-.17	-.39**					
12. Citizenship Behavior	.11	-.05	.14	-.05	.02	.12	.12	.21*	.26**	.49**	-.45**				
13. Satisfaction with Group	.00	-.22*	.06	.01	.10	.06	-.02	-.07	.09	.47**	-.37**	.61**			
14. Emotional Conflict	-.06	.12	-.03	.03	.05	.02	-.05	.22*	-.23*	-.21*	.54**	-.52**	-.38		
15. Perceived Performance	-.03	-.13	.06	-.03	.07	.00	-.01	-.12	.09	.43**	-.38**	.56**	.60**	-.35**	

* $p < .05$, ** $p < .01$. Gender: Male = 0, Female = 1. Age: 18-24 = 0, 25-31 = 1. Department: BA = 0, non-BA = 1.

Nationality: Turkish Citizen = 0, Foreign Citizen = 1. City: Ankara = 0, Other = 1. Group Size: 4-person = 4, 5-person = 5, 6 person = 6.

4.5. Determination of Control Variables

All potential control variables were included in regression analysis as independent variables in order to define their effect on the dependent variables. These potential variables are gender, age, department, nationality, city and group size. The results of the regression analysis are presented in Table 4. Accordingly, age and department were identified as control variables since department has a significant effect on citizenship behavior ($\beta = .52$, $p < .05$), age has a significant effect on satisfaction with group ($\beta = -.27$, $p < .01$) and perceived performance ($\beta = -.14$, $p < .05$).

**Table 4. Standardized Regression Coefficients of the Control Variables
Predicting the Mediator and Dependent Variables**

Variable	E	I	CB	SG	EC	PP
Gender	-.36	.23	.20	-.02	-.07	-.08
Age	-.09	.05	-.08	-.27**	.08	-.14*
Department	.32	-.16	.52*	.77	-.24	.42
Nationality	.16	-.16	-.34	-.46	.25	-.41
City	-.01	.08	-.05	-.25	.06	.21
Group Size	.29	.07	.23	.21	-.05	-.02

* $p < .05$

** $p < .01$

E: Entitativity, I: Incivility, CB: Citizenship Behavior, SG: Satisfaction with Group,
EC: Emotional Conflict, PP: Perceived Performance

4.6. Hypothesis Testing

4.6.1. Moderating Effect of Diversity Beliefs

To test the moderating role of diversity beliefs on the relationship between three different types of dissimilarity (gender, nationality and information) and entitativity, hierarchical regression analysis was conducted in SPSS. In Step 1, age and department were entered as control variables and entitativity was entered as the dependent variable (see Table 5). All types of dissimilarity and diversity beliefs were standardized before they were entered, and interaction terms were computed. In Step 2 and 3, these standardized values were entered.

In the first step, entitativity was not significantly predicted by the control variables. Step 2 shows that there is a significant negative relationship between gender dissimilarity and entitativity ($\beta = -.266$, $p < .05$), but not between any of the other types of dissimilarity and entitativity. Diversity beliefs do not have any significant effect on entitativity. In Step 3, there is a significant interaction effect of gender dissimilarity and diversity beliefs on entitativity ($\beta = -.214$, $p < .05$). Nonetheless, this moderation effect of diversity beliefs is the opposite of the proposed direction. This unexpected finding will be further discussed in the next chapter. Besides, there is no significant interaction effect of nationality dissimilarity or informational dissimilarity with diversity beliefs.

Simple slope test was also used for further analysis of this moderated relationship between gender dissimilarity and entitativity. As demonstrated in Figure 3, contrary to expectations, the negative effect of gender dissimilarity on entitativity is stronger and significant ($\beta = -.423$, $p < .01$) for the individuals with high diversity beliefs (+1 SD) and, weaker and insignificant ($\beta = -.026$, $p = .85$) for the individuals with low diversity beliefs (-1 SD). The results of both hierarchical regression analysis and simple slope test did not support Hypotheses 1a, 1b and 1c.

Table 5. Diversity Beliefs Moderating Dissimilarity and Entitativity: Summary of the Hierarchical Regression Analysis

Variable	β	R2	R2 Change	F Change
Step 1		.025	.025	1.157
Age	-.150			
Department	.129			
Step 2		.135	.110	2.766*
Age	-.201			
Department	-.119			
Gender Dissimilarity (GD)	-.266*			
Nationality Dissimilarity (ND)	-.044			
Informational Dissimilarity (ID)	.291			
Diversity Beliefs (DB)	.166			
Step 3		.178	.043	1.474
Age	-.184			
Department	-.164			
Gender Dissimilarity (GD)	-.250*			
Nationality Dissimilarity (ND)	-.040			
Informational Dissimilarity (ID)	.355			
Diversity Beliefs (DB)	.150			
GD X DB	-.214*			
ND X DB	.021			
ID X DB	.006			
* $p < .05$ ** $p < .01$ *** $p < .001$				

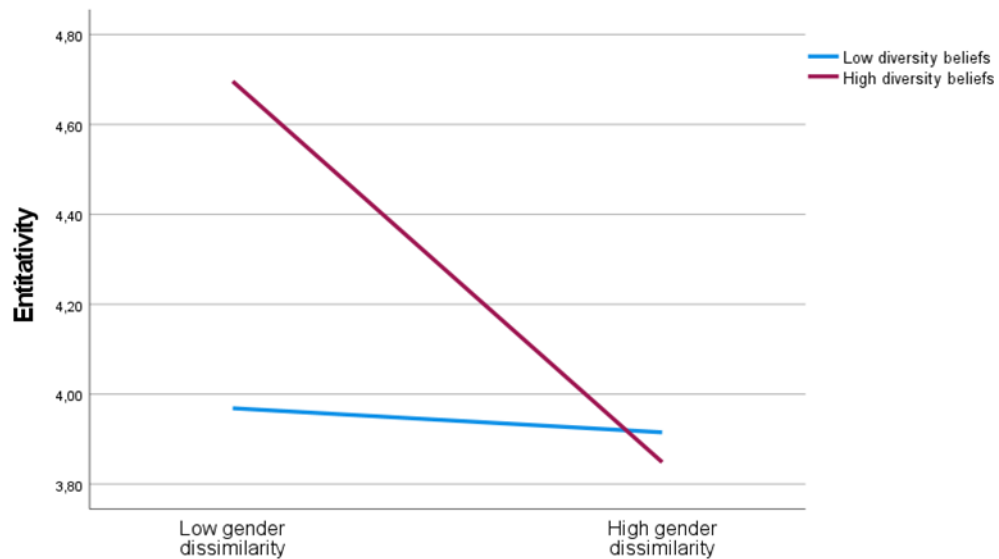


Figure 3. Gender Dissimilarity and Diversity Beliefs Interaction on Entitativity

4.6.2. Main Effect Of Entitativity

In order to test the effects of entitativity on incivility, citizenship behavior, satisfaction with group, emotional conflict and perceived performance, hierarchical regression analysis was used. Table 6 shows the results for the relationship between entitativity and incivility. In Step 1, age, department, all types of dissimilarity and diversity beliefs were entered as control variables. Only age ($\beta = .252, p < .05$) and informational dissimilarity ($\beta = -.465, p < .05$) were found to be significant predictors of incivility. In Step 2, entitativity was entered as an independent variable. The results in Table 6 shows that entitativity has a significant negative effect on incivility ($\beta = -.332, p < .01$). Thus, Hypothesis 2a was supported.

Table 6. Predicting Incivility from Entitativity: Summary of the Hierarchical Regression Analysis

Variable	β	R ²	R ² Change	F Change
Step 1		.132	.132	2.208
Age	.252*			
Department	.234			
Gender Dissimilarity	.190			
Nationality Dissimilarity	.002			
Informational Dissimilarity	-.465*			
Diversity Beliefs	.050			
Step 2		.227	.095	10.616**
Age	.185			
Department	.194			
Gender Dissimilarity	.102			
Nationality Dissimilarity	-.012			
Informational Dissimilarity	-.368*			
Diversity Beliefs	.105			
Entitativity	-.332**			
* $p < .05$ ** $p < .01$ *** $p < .001$				

The relationship between entitativity and citizenship behavior, is presented in Table 7. In Step 1, the control variables significantly predicted citizenship behavior ($R^2 = .172$, $F = 3.020$, $p < .05$). Only nationality dissimilarity had a significant effect on citizenship behavior ($\beta = -.209$, $p < .05$). The results in Step 2 shows that entitativity has a significant positive effect on citizenship behavior ($\beta = .492$, $p < .001$). These results supported Hypothesis 2b.

Table 7. Predicting Citizenship Behavior from Entitativity: Summary of the Hierarchical Regression Analysis

Variable	β	R ²	R ² Change	F Change
Step 1		.172	.172	3.020*
Age	-.171			
Department	-.065			
Gender Dissimilarity	.091			
Nationality Dissimilarity	-.209*			
Informational Dissimilarity	.356			
Diversity Beliefs	.142			
Step 2		.382	.209	29.123***
Age	-.072			
Department	-.006			
Gender Dissimilarity	.222*			
Nationality Dissimilarity	-.188*			
Informational Dissimilarity	.213			
Diversity Beliefs	.060			
Entitativity	.492***			
* $p < .05$		** $p < .01$		*** $p < .001$

The results of the regression analysis between entitativity and satisfaction with group are demonstrated in Table 8. These results show that the control variables entered in Step 1 did not significantly estimate satisfaction with group. Only age had a significant effect on satisfaction with group ($\beta = -.321$, $p < .01$). In Step 2 it was revealed that entitativity was a significant predictor of satisfaction with group ($\beta = .434$, $p < .001$). Accordingly, Hypothesis 2c was supported.

Table 8. Predicting Satisfaction with Group from Entitativity: Summary of the Hierarchical Regression Analysis

Variable	β	R ²	R ² Change	F Change
Step 1		.122	.122	2.013
Age	-.321**			
Department	.097			
Gender Dissimilarity	-.069			
Nationality Dissimilarity	-.125			
Informational Dissimilarity	.109			
Diversity Beliefs	.151			
Step 2		.285	.163	19.647***
Age	-.233*			
Department	.148			
Gender Dissimilarity	.046			
Nationality Dissimilarity	-.106			
Informational Dissimilarity	-.017			
Diversity Beliefs	.079			
Entitativity	.434***			
* $p < .05$ ** $p < .01$ *** $p < .001$				

The results of the analysis for the relationship between entitativity emotional conflict are provided in Table 9. In Step 1, the control variables significantly estimated emotional conflict ($R^2 = .204$, $F = 3.711$, $p < .01$). Age ($\beta = .237$, $p < .05$), department ($\beta = .397$, $p < .05$) and informational dissimilarity ($\beta = -.640$, $p < .001$) were significantly related to emotional conflict. However, in Step 2, there was no significant relationship between entitativity and emotional conflict. Thus, hypothesis 2d was not supported.

Table 9. Predicting Emotional Conflict from Entitativity: Summary of the Hierarchical Regression Analysis

Variable	β	R2	R2 Change	F Change
Step 1		.204	.204	3.711**
Age	.237*			
Department	.397*			
Gender Dissimilarity	-.014			
Nationality Dissimilarity	.152			
Informational Dissimilarity	-.640***			
Diversity Beliefs	.078			
Step 2		.227	.023	2.589
Age	.204			
Department	.377*			
Gender Dissimilarity	-.058			
Nationality Dissimilarity	.145			
Informational Dissimilarity	-.593**			
Diversity Beliefs	.105			
Entitativity	-.164			
* $p < .05$		** $p < .01$	*** $p < .001$	

Table 10 presents the analysis results for the relationships between entitativity and perceived performance. Accordingly, the control variables did not significantly influence perceived performance. Only age was significantly related to emotional conflict ($\beta = -.129$, $p < .05$). However, entitativity was found to be significantly associated with perceived performance ($\beta = .412$, $p < .001$). As a result of this, Hypothesis 2e was also supported.

Table 10. Predicting Perceived Performance from Entitativity: Summary of the Hierarchical Regression Analysis

Variable	β	R ²	R ² Change	F Change
Step 1		.076	.076	1.196
Age	-.129*			
Department	.052			
Gender Dissimilarity	-.019			
Nationality Dissimilarity	-.132			
Informational Dissimilarity	.130			
Diversity Beliefs	-.111			
Step 2		.255	.179	20.625***
Age	-.138			
Department	.106			
Gender Dissimilarity	.102			
Nationality Dissimilarity	-.112			
Informational Dissimilarity	-.002			
Diversity Beliefs	-.187			
Entitativity	.412***			
* $p < .05$ ** $p < .01$ *** $p < .001$				

4.6.3. Moderated Indirect Effect of Dissimilarity Mediated by Entitativity

Bootstrap analysis was used to test indirect effect of gender, nationality and informational dissimilarity on incivility, citizenship behavior, satisfaction with group, emotional conflict and perceived performance through entitativity at each level of diversity beliefs as a moderator. The analysis was conducted by drawing 10,000 random samples. Standardized value of each type of dissimilarity and diversity beliefs were entered in the analysis.

4.6.3.1. Moderated Indirect Effect of Dissimilarity on Incivility

The results of bootstrap analysis were provided in Table 11 for the indirect relationship between gender dissimilarity and incivility mediated by entitativity in each level of diversity beliefs. The results show that in low diversity beliefs condition, the indirect effect of dissimilarity on incivility was .005 with the 95 percent confidence interval which includes zero (-.052, .060) indicating a non-significant effect. In moderate diversity beliefs, the indirect effect was .048 with the 95 percent confidence interval not including zero (.002, .105) and in high diversity beliefs, the indirect effect was .090 with the 95 percent confidence interval not including zero (.006, .194). However, the direction of the relationship was the opposite of the proposed. Therefore Hypothesis 3a was not supported. This unexpected finding is further discussed in the Discussion Chapter.

Table 11. Bootstrapped Indirect Effects of Dissimilarity on Incivility through Entitativity at Specific Values of Diversity Beliefs

Variable	Diversity beliefs	Effect	SE	LLCI	ULCI
Gender Dissimilarity	-1 SD	.005	.027	-.052	.060
	M	.048	.026	.002	.105
	+1 SD	.090	.047	.006	.194
Nationality Dissimilarity	-1 SD	.011	.026	-.033	.075
	M	.013	.024	-.029	.069
	+1 SD	.014	.039	-.059	.101
Informational Dissimilarity	-1 SD	-.026	.022	-.081	.005
	M	-.027	.021	-.079	.002
	+1 SD	-.028	.028	-.098	.012

As it is demonstrated in Table 11, nationality dissimilarity and informational dissimilarity do not have a significant indirect effect on incivility through entitativity at any level of diversity beliefs. Therefore, Hypothesis 3b and Hypothesis 3c were not supported.

4.6.3.2. Moderated Indirect Effect of Dissimilarity on Citizenship Behavior

For the moderated indirect relationship between gender dissimilarity and citizenship behavior through entitativity, the results in Table 12 show that the indirect effect was -.011 and insignificant (95% CI: -.119, .100) in low diversity beliefs condition. In moderate diversity beliefs condition, the effect was -.097 and significant (95% CI: -.197, -.005). In high diversity beliefs condition, the effect was -.183 and significant (95% CI: -.353, -.018). Accordingly, the direction of the moderating effect was in the opposite of the proposed direction. These results will be discussed in more detail in the next chapter. Hypothesis 4a was not supported.

Table 12. Bootstrapped Indirect Effects of Dissimilarity on Citizenship Behavior through Entitativity at Specific Values of Diversity Beliefs

Variables	Diversity beliefs	Effect	SE	LLCI	ULCI
Gender Dissimilarity	-1 SD	-.011	.054	-.119	.100
	M	-.097	.048	-.197	-.005
	+1 SD	-.183	.085	-.353	-.018
Nationality Dissimilarity	-1 SD	-.020	.046	-.128	.057
	M	-.023	.042	-.122	.046
	+1 SD	-.025	.068	-.180	.093
Informational Dissimilarity	-1 SD	.046	.037	-.013	.134
	M	.048	.031	-.006	.119
	+1 SD	.050	.044	-.028	.147

According to the results of the analysis in Table 12, the indirect effects of nationality dissimilarity and informational dissimilarity on citizenship behavior were not significant at any level of diversity beliefs. Hypothesis 4b and Hypothesis 4c were not supported.

4.6.3.3. Moderated Indirect Effect of Dissimilarity on Satisfaction with Group

According to the results in Table 13, the indirect effect of gender dissimilarity on satisfaction with group was -.017 and insignificant (95% confidence interval: -.173, .161) in low diversity beliefs condition. In moderate diversity beliefs condition, the effect was -.147 and significant (95% confidence interval: -.307, -.009). In positive diversity beliefs condition, the effect was -.278 and significant (95% confidence interval: -.569 -.029). These results indicate that there was an effect in the opposite direction of the suggested. Hypothesis 5a was not supported.

Table 13. Bootstrapped Indirect Effects of Gender Dissimilarity on Satisfaction with Group through Entitativity at Specific Values of Diversity Beliefs

Variables	Diversity beliefs	Effect	SE	LLCI	ULCI
Gender Dissimilarity	-1 SD	-.017	.083	-.173	.161
	M	-.147	.075	-.307	-.009
	+1 SD	-.278	.139	-.569	-.029
Nationality Dissimilarity	-1 SD	-.033	.076	-.213	.093
	M	-.037	.071	-.207	.075
	+1 SD	-.041	.114	-.302	.159
Informational Dissimilarity	-1 SD	.078	.065	-.022	.236
	M	.082	.055	-.005	.211
	+1 SD	.085	.075	-.039	.256

There were no significant indirect effects of nationality dissimilarity and informational dissimilarity at any level of diversity beliefs, as it is demonstrated in Table 13. Thus, Hypothesis 5b and Hypothesis 5c were not supported.

4.6.3.4. Moderated Indirect Effect of Dissimilarity on Emotional Conflict

For the moderated indirect effect of gender dissimilarity, nationality dissimilarity and informational dissimilarity and emotional conflict through entitativity, the results are presented in Table 14. Accordingly, any of the three types of dissimilarity did not have a significant indirect effect on emotional conflict at any level of diversity beliefs. Because the confidence intervals include zero at each level of diversity beliefs for all types of dissimilarity. Therefore, Hypotheses 7a, 7b and 7c were not supported.

Table 14. Bootstrapped Indirect Effects of Dissimilarity on Emotional Conflict through Entitativity at Specific Values of Diversity Beliefs

Variable	Diversity beliefs	Effect	SE	LLCI	ULCI
Gender Dissimilarity	-1 SD	.004	.023	-.040	.056
	M	.037	.025	-.001	.096
	+1 SD	.070	.043	.000	.168
Nationality Dissimilarity	-1 SD	.007	.020	-.023	.058
	M	.008	.019	-.017	.058
	+1 SD	.009	.029	-.035	.083
Informational Dissimilarity	-1 SD	-.016	.019	-.065	.004
	M	-.017	.018	-.065	.002
	+1 SD	-.018	.023	-.079	.007

4.6.3.5. Moderated Indirect Effect of Dissimilarity on Perceived Performance

The results of bootstrap analysis was provided in Table 15 for the moderated indirect relationship between gender dissimilarity and perceived performance mediated by entitativity. The indirect effect of gender dissimilarity was -.010 and insignificant (95% confidence interval: -.111, .090) in negative diversity beliefs condition. In moderate diversity beliefs condition, the effect was -.091 and significant (95% confidence interval: -.185, -.005). In positive diversity beliefs condition, the effect was -.172 and significant (95% confidence interval: -.335, -.014). Again, the moderating effect was in the opposite direction of the suggested and this finding will be further discussed later. Hypothesis 7a was not supported.

According to the results of the analysis in Table 15, the indirect effects of nationality dissimilarity and informational dissimilarity on perceived performance were not significant at any level of diversity beliefs. Hypothesis 7b and Hypothesis 7c were not supported.

Table 15. Bootstrapped Indirect Effects of Dissimilarity on Perceived Performance through Entitativity at Specific Values of Diversity Beliefs

Variable	Diversity beliefs	Effect	SE	LLCI	ULCI
Gender Dissimilarity	-1 SD	-.010	.050	-.111	.090
	M	-.091	.045	-.185	-.005
	+1 SD	-.172	.082	-.335	-.014
Nationality Dissimilarity	-1 SD	-.020	.046	-.133	.054
	M	-.023	.042	-.119	.051
	+1 SD	-.025	.068	-.166	.109
Informational Dissimilarity	-1 SD	.048	.026	-.013	.141
	M	.050	.052	-.006	.127
	+1 SD	.052	.026	-.025	.157

Table 16. Overview of Hypothesis Testing

Hypothesis	Result
1a: The negative relationship between gender dissimilarity and entitativity will be moderated by diversity beliefs such that the relationship will be weaker for individuals holding high diversity beliefs compared with individuals holding low diversity beliefs.	Not supported, an opposite effect observed
1b: The negative relationship between nationality dissimilarity and entitativity will be moderated by diversity beliefs such that the relationship will be weaker for individuals holding high diversity beliefs compared with individuals holding low diversity beliefs.	Not supported
1c: The negative relationship between informational dissimilarity and entitativity will be moderated by diversity beliefs such that the relationship will be weaker for individuals holding high diversity beliefs compared with individuals holding low diversity beliefs.	Not supported
2a: Entitativity is negatively related to perceived incivility.	Supported
2b: Entitativity is positively related to perceived citizenship behavior.	Supported
2c: Entitativity is positively related to satisfaction with group.	Supported
2d: Entitativity is negatively related to perceived emotional conflict.	Not supported
2e: Entitativity is positively related to perceived performance.	Supported
3a: Contingent on diversity beliefs, gender dissimilarity has a positive indirect relationship with perceived incivility mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.	Not supported, an opposite effect observed
3b: Contingent on diversity beliefs, nationality dissimilarity has a positive indirect relationship with perceived incivility mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.	Not supported

Table 16. (continued)

3c: Contingent on diversity beliefs, informational dissimilarity has a positive indirect relationship with perceived incivility mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.	Not supported
4a: Contingent on diversity beliefs, gender dissimilarity has a negative indirect relationship with perceived citizenship behavior of other group members mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.	Not supported, an opposite effect observed
4b: Contingent on diversity beliefs, nationality dissimilarity has a negative indirect relationship with perceived citizenship behavior of other members mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.	Not supported
4c: Contingent on diversity beliefs, informational dissimilarity has a negative indirect relationship with perceived citizenship behavior of other members mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.	Not supported
5a: Contingent on diversity beliefs, gender dissimilarity has a negative indirect relationship with group members' satisfaction with group mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.	Not supported, an opposite effect observed
5b: Contingent on diversity beliefs, nationality dissimilarity has a negative indirect relationship with group members' satisfaction with group mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.	Not supported
5c: Contingent on diversity beliefs, informational dissimilarity has a negative indirect relationship with group members' satisfaction with group mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.	Not supported
6a: Contingent on diversity beliefs, gender dissimilarity has a positive indirect relationship with group members' perceived emotional conflict mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.	Not supported
6b: Contingent on diversity beliefs, nationality dissimilarity has a positive indirect relationship with group members' perceived emotional conflict mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.	Not supported
6c: Contingent on diversity beliefs, informational dissimilarity has a positive indirect relationship with group members' perceived emotional conflict mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.	Not supported
7a: Contingent on diversity beliefs, gender dissimilarity has a negative indirect relationship with group members' perceived group performance mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.	Not supported, an opposite effect observed

Table 16. (continued)

7b: Contingent on diversity beliefs, nationality dissimilarity has a negative indirect relationship with group members' perceived group performance mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.	Not supported
7c: Contingent on diversity beliefs, informational dissimilarity has a negative indirect relationship with group members' perceived group performance mediated by entitativity; more specifically, the indirect effect will be weaker for group members with high diversity beliefs.	Not supported

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1. Discussion

The main purpose of the present study was to examine the moderating role of diversity beliefs on the relationship between demographic dissimilarity of group members (gender, nationality and information) on their perception of group entitativity, and how several individual-level outcomes are affected by this moderated mediation relationship. In this chapter, the results of the study will be discussed in detail. Following this, the contributions and the limitations of study, recommendations for future research and managerial implications will be presented.

5.1.1. The Moderating Effect of Diversity Beliefs on the Relationship Between Dissimilarity And Entitativity

In the literature, it is seen that demographic dissimilarity generally plays a detrimental role in unity of work groups by reducing social integration and group identification. Diversity beliefs, on the other hand, generally prevent or weaken the negative effects of diversity for work groups. Therefore, the current study suggested that diversity beliefs will moderate the negative relationship between demographic dissimilarity and perceived group entitativity. However, unexpected findings were found. Hierarchical regression analysis supported the moderating effect of diversity beliefs on the relationship between gender dissimilarity and entitativity. Nevertheless, the direction of the moderation was the opposite of the expected. In other words, the dissimilar individuals with high diversity beliefs perceived their

group less entitative than the dissimilar individuals with low diversity beliefs. This result is conflicting with the literature indicating that diversity beliefs positively moderate the negative effect of perceived diversity on group identification and social integration in groups (van Dick et al., 2008, Hentschel et. al, 2013; Dumas et al., 2013; Guillaume et al., 2012). For entitativity, as an important antecedent of group identification, this reverse finding is remarkable. It is not in line with the study of Homan et al. (2010) showing diversity beliefs weaken group members' perceptions of sub-groups. In contrast to previous studies, it was seen that diversity beliefs played a role that made the divisions in the groups more visible for dissimilar members. Thus, the reason for this result is not clear. Still, some potential explanations could be made. Firstly, diversity beliefs literature mostly concentrates on its interaction effect with diversity. However, this study examined diversity beliefs from relational demography perspective using dissimilarities as predictor variables. This different perspective might have led to a different result from the literature. Another explanation is the possibility that diversity beliefs made these individuals more sensitive to differences. The belief that diversity is beneficial for groups might be a factor making it easier to notice divisions within the group. Acar (2010) also found a similar unexpected result in her study conducted on the moderating effect of shared leadership between perceived diversity and emotional conflict. The results show that, contrary to the expectation, shared leadership strengthens the positive effect of shared leadership on emotional conflict.

According to the results of the current study, there was not a significant moderation effect of diversity beliefs on the relationship between national and informational dissimilarity. This is most probably because the percentages of dissimilar participants in terms of nationality and information are very low (10.6% and 16% respectively) in comparison to the proportion of dissimilar participants in gender (35.1%).

5.1.2. The Main Effect of Entitativity on the Outcomes

There is very limited research on the consequences of entitativity. However, based on its close relationship with group identification, it was proposed that entitativity is related to perceived incivility, perceived citizenship behavior, satisfaction with group, perceived emotional conflict and perceived performance. These relationships were tested by hierarchical regression. The results of the analysis showed the negative effect of entitativity on incivility. Accordingly, when a group member's perception of group entitativity was high, he/she observed less incivility behaviors in the groups. There was no research on this relationship in literature. However, lack of communication and negative feelings such as anger and fear have been stated among the antecedents of incivility (Bartlett et al., 2008; Reio & Callahan, 2004). Since entitative groups have strong ties between individuals, it would be not surprising that members of such groups have less negative feelings and adequate communication with each other. It was also suggested that entitativity is positively linked to citizenship behavior. The findings also supported this suggestion. People with high perceived entitativity were more likely to perceive citizenship behavior in their groups. These results are consistent with the studies showing the relation between identification and citizenship behaviors (van Dick et al., 2006; Riketta, 2005). Another proposition of the study was that entitativity positively affects satisfaction with group. This proposition was also supported. People felt more satisfaction with their groups when they perceived the group more entitativity. The literature has not provided inferences about this relationship. However, Van Dick et al. (2004) revealed the effects of identification on job satisfaction in organization level. This might apply to entitative groups. There was no support found for the negative relationship between entitativity and emotional conflict. Nevertheless, the groups in the study were impermanent teams without much interpersonal background which was formed for this study. Therefore, interpersonal processes that will cause emotional conflict may not have occurred. Finally, a significant positive relationship was found between entitativity and perceived performance. This is in line with the assumptions of the Categorization Elaboration Model. Since entitative groups have

more cohesion with strongly identified group members are able to provide better information elaboration than less entitative groups (van Knippenberg et al., 2004).

Although the entitativity literature has mostly been limited to the cognitive aspect of this concept, the result is not surprising when we consider the close relation of entitativity with group identification. The literature has been investigating this variable for a very long time. The results of the current study have also supported the effects of entitativity as a precursor of group identification.

5.1.3. Diversity Beliefs as a Moderator on the Indirect Relationship Between Dissimilarity and the Outcomes

The literature mostly indicates that demographic dissimilarity is positively linked to desirable group outcomes, whereas it is negatively related to undesirable outcomes. Thus, this study proposed that demographic dissimilarity has a positive impact on perceived incivility and perceived emotional conflict, a negative impact on satisfaction with group, perceived emotional conflict and perceived performance.

To test the moderation effect of diversity beliefs on the indirect relationship between dissimilarity and the dependent variables, bootstrap analysis was conducted. There was no significant effect found for nationality and informational dissimilarity on any of the variables, quite likely insufficient proportions of dissimilar members in the sample. On the other hand, there were significant relationships found for gender dissimilarity. However, these moderating conditional effects of diversity beliefs were also in the opposite of the hypothesized directions. We can present the same potential explanations for these reverse effects which are use of dissimilarity differently from the literature centered upon diversity, the possible sensitizing effect of diversity beliefs and the cultural differences.

According to the results, diversity moderates the indirect relationship between gender dissimilarity and incivility. Dissimilar people with high diversity beliefs perceived

their groups as less entitative, in turn, they observed more incivility behaviors in their groups. Although this is an unexpected result, the negative indirect relationship between gender dissimilarity and incivility is consistent with the research of Cunningham et al., (2013) suggesting that dissimilarity is strongly linked to instigated incivility. Chattopadhyay (1999) revealed that relationship between demographic dissimilarity and OCB is mediated by demographic characteristics and work group composition. Similarly, in this study, the indirect relationship between gender dissimilarity and citizenship behavior was supported. Besides, moderation effect of diversity beliefs was found though it was in the reverse direction of the proposed. Accordingly, dissimilar group members with high diversity beliefs perceived less entitativity, in turn, observed less citizenship behaviors in their groups. Another result of the study is that diversity beliefs moderated the relationship between gender dissimilarity and satisfaction with group. When dissimilar people hold high diversity beliefs, they perceive the group less entitative and this leads them to get less satisfied with the group. For emotional conflict, there were no moderated indirect relationships found. This result is not consistent with the study of Pelled (1996) which revealed a positive indirect effect of gender and tenure dissimilarity on perceived emotional conflict mediated. However, as discussed for its insignificant relationship with entitativity, the possible reason for this is the impermanence of the groups and lack of long interpersonal background. Finally, the results showed that diversity beliefs moderated the indirect relationship between gender dissimilarity and perceived performance through entitativity. The dissimilar people with high diversity beliefs had a low perception of entitativity and, in turn, perceived their group less successful. According to the categorization elaboration model (CEM), diversity is both beneficial for information elaboration and detrimental to it by the negative outcomes of the social categorization process. The result of this study is consistent with the social categorization part of the CEM. However, the reason for the moderating effect of diversity beliefs which strengthen the negative effect of dissimilarity on perceived performance is still not clear.

5.2. Contributions

This study has several contributions to the literature. First of all, diversity beliefs as a relatively new concept was investigated as a moderator. Whereas the literature mostly indicates the positive interventions of diversity beliefs on negative effects of diversity, this study points out that it also might bring undesirable consequences. Furthermore, although there are many studies on the moderating role of diversity beliefs between diversity and various outcomes, it has rarely been explored with dissimilarity. This study provides a new perspective to diversity beliefs literature by examining it with the relational demography approach.

Another contribution is the examination of entitativity which is a concept that has not been sufficiently studied in the literature especially in workplace context. While the studies mostly have been concentrated on the psychological aspect of entitativity, examining the consequences of this concept from the perspective of organizational behavior has been neglected. The current study revealed the relations of entitativity with many desirable and undesirable work group outcomes. Finally, the study contributes to the literature to propose a model which is integrating the social identity theory, the similarity-attraction paradigm, the optimal distinctiveness theory, the categorization-elaboration model and the common in-group identity model which are very important theories and models that are the basis of diversity and identification research.

5.3. Limitations and Directions for Future Research

This study has also some limitations as every academic research. The first limitation is relatively small sample size and characteristics. Data of the study was collected from 94 participants. These participants are the undergraduate students in Middle East Technical University and a very large majority is from Business Administration departments. In addition, sufficient nationality and department heterogeneity were not achieved in the groups due to the limited proportions of non-Business

Administration students and foreign students. Furthermore, collecting data from already established project teams in a large defense industry firm might have been more fruitful.

The other limitation that needs to be taken into consideration is about the methodology. The variables were measured by self-report questionnaires which might lead to social desirability bias. Moreover, although it was clearly stated that the survey results will totally be anonymous, the students might have doubted that the course instructor would see their answers. This might have affected the accuracy of their responses to the questions.

For future research, experiment might be an appropriate method to complement the findings of the study. In addition to that, searching the relationship between deep-level dissimilarity and entitativity with the moderation of diversity beliefs would be very beneficial. Finally, this study examined the constructs only at an individual level. A multilevel research might explore the group level effects or outcomes of the variables used in the study.

5.4. Managerial Implications

Diversity management is an increasingly important issue for organizations since diversity leads to many important desirable and undesirable consequences. The current study offers valuable insight to managers by its implications for work groups to manage diversity. Firstly, the results showed when people feel as a part of an entitative group they have a positive attitude towards the groups and behaviors of other members. They observed less incivility behaviors and more citizenship behaviors, they see the group more successful and feel more satisfaction. Managers and organizations should try to build a sense of unity in work groups to eliminate the negative effects of dissimilarity of members in these groups. On the other hand, managers should be aware of the diversity beliefs' effect reducing entitativity and that, as a result, they perceive more problems in the group. People with strong

diversity beliefs have higher tendencies to realize the divisions. Efforts should be made to make these individuals feel more integrated with their work group. Hereby, it can be achieved that they interpret the other member's behaviors more positively and have a more positive attitude towards their groups.

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APPENDICES

A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

DÜMLÜPINAR BULVARI 06800
ÇANKAYA ANKARA/TURKEY
T: +90 312 210 22 91
F: +90 312 210 79 59
ueam@metu.edu.tr
www.ueam.metu.edu.tr



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

Sayı: 28620816 /

23 AĞUSTOS 2021

Konu : Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi : İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Feride Pınar ACAR

Danışmanlığını yürüttüğünüz Nefide Dindar'ın "Farklılıklara Yönelik İnancın Algılanan Çeşitlilik ve Grupla Özdeşleşme Arasındaki İlişki Üzerindeki Etkisi" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve **354-ODTU-2021** protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof.Dr. Mine MISIRLISOY
İAEK Başkan

B. ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu araştırma, ODTÜ İşletme Bölümü Yüksek Lisans öğrencisi Nefide Dindar tarafından Prof. Dr. Feride Pınar Acar danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Araştırmanın amacı grup çalışmasının olumlu ve olumsuz yönlerini araştırmaktır.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizden beklenen, ankette yer alan bir dizi soruyu derecelendirme ölçeği üzerinde yanıtlamanızdır. Bu çalışmaya katılım ortalama olarak 20 dakika sürmektedir.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacı tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır. Sizden öğrenci numaranız ekstra kredi alacak öğrencilerin listesini oluşturmak için istenmektedir. Kimliğinizi belirten her bilgi veri tabanından silinecek ve sadece bir kod ile temsil edileceksiniz.

Katılımınızla ilgili bilmeniz gerekenler:

Anket genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda anketi uygulayan kişiye, anketi tamamlamadığınızı söylemek yeterli olacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Anket sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için İşletme Bölümü öğretim üyelerinden Prof. Dr. Feride Pınar Acar (E-posta: pacar@metu.edu.tr) ya da yüksek lisans öğrencisi Nefide Dindar (E-posta: nefide@metu.edu.tr) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

---/---/---

C. VOLUNTARY PARTICIPATION IN THE RESEARCH

This research is conducted by graduate student Nefide Dindar, as a part of the METU Business Administration Master's Thesis, under the supervision of Prof. Dr. F. Pınar Acar. This form has been prepared to inform you about the research conditions.

What is the Aim of the Study?

The aim of the study is to investigate the positive and negative aspects of group work.

How Will We Ask You to Help Us?

If you agree to participate in the research, you are expected to answer a series of questions on the rating scale. Participation in this study takes approximately 20 minutes.

How Will We Use the Information We Collect From You?

Your participation in the research must be entirely voluntary. Your answers will be kept completely confidential and will only be evaluated by the researcher. The information obtained from the participants will be evaluated collectively and used in scientific publications. You are asked for your student ID number to create a list of students who will receive extra credit. Any information that identifies you will be deleted from the database, and you will only be represented by a code.

What you need to know about your participation:

The survey generally does not contain questions that may cause personal discomfort. However, if you feel uncomfortable during participation due to questions or any other reason, you are free to stop answering and leave. In such a case, it will be sufficient to tell the person who administered the survey that you did not complete the survey.

If you would like more information about the research:

At the end of the survey, your questions about this study will be answered. Thank you in advance for your participation in this study. For more information about the study, you can contact Prof. Dr. Feride Pınar Acar (E-mail: pacar@metu.edu.tr) from Faculty of Business Administration or graduate student Nefide Dindar (E-mail: nefide@metu.edu.tr).

I have read the above information and participate in this study completely voluntarily.

(After completing and signing the form, return it to the practitioner).

Name Surname

Date

Signature

---/---/---

D. FARKLILIKLARA YÖNELİK İNANÇ ÖLÇEĞİ TÜRKÇE

Çeşitlilik, bir grubun üyelerinin cinsiyet, yaş, kişilik özellikleri ve kişisel değerler gibi özellikler bakımından birbirlerinden farklı olmalarıdır.

Aşağıda çeşitlilik hakkında bazı ifadeler yer almaktadır. Lütfen bu ifadelere ne ölçüde katıldığınızı verilen ölçek üzerinde belirtiniz.

1: Kesinlikle katılmıyorum, 2: Katılmıyorum, 3: Biraz katılmıyorum, 4: Biraz katılıyorum,
5: Katılıyorum, 6: Kesinlikle katılıyorum

1. Çeşitlilik takımlar için bir zenginliktir.	1	2	3	4	5	6
2. Çeşitliliğin iyi bir şey olduğuna inanırım.	1	2	3	4	5	6
3. Çeşitliliğin olduğu gruplarda çalışmaktan keyif alırım.	1	2	3	4	5	6
4. Çeşitlilik konusunda hevesli hissediyorum.	1	2	3	4	5	6

E. DIVERSITY BELIEFS SCALE ENGLISH

Diversity means that members of a group have a varieties of attributes such as gender, age, personality traits, and personal values.

Below there are a number of statements about diversity. Please indicate on the given scale the extent of your agreement with these statements.

1: Strongly disagree, 2: Disagree, 3: Somewhat disagree, 4: Somewhat agree,
5: Agree, 6: Strongly agree

1. Diversity is an asset for teams.	1	2	3	4	5	6
2. I believe that diversity is good.	1	2	3	4	5	6
3. I enjoy working in diverse groups.	1	2	3	4	5	6
4. I feel enthusiastic about diversity	1	2	3	4	5	6

F. MEVCUDİYET ÖLÇEĞİ TÜRKÇE

Aşağıda BA 2203 Organizational Behavior simülasyon ödevindeki çalışma grubunuzla ilgili bazı ifadeler yer almaktadır. Lütfen bu ifadelere ne ölçüde katıldığınızı verilen ölçek üzerinde belirtiniz.

1: Kesinlikle katılmıyorum, 2: Katılmıyorum, 3: Biraz katılmıyorum, 4: Biraz katılıyorum,

5: Katılıyorum, 6: Kesinlikle katılıyorum

1. Hepimiz biriz.	1	2	3	4	5	6
2. Biz bir takımız.	1	2	3	4	5	6
3. Bu grup bana bir takım gibi geliyor.	1	2	3	4	5	6

G. ENTITATIVITY SCALE ENGLISH

Below there are a number of statements about your work team in BA 2203 Organizational Behavior simulation assignment. Please indicate on the given scale the extent of your agreement with these statements.

1: Strongly disagree, 2: Disagree, 3: Somewhat disagree, 4: Somewhat agree, 5: Agree, 6: Strongly agree

1. Hepimiz biriz.	1	2	3	4	5	6
2. Biz bir takımız.	1	2	3	4	5	6
3. Bu grup bana bir takım gibi geliyor.	1	2	3	4	5	6

H. NEZAKETSİZLİK ÖLÇEĞİ TÜRKÇE

BA 2203 Organizational Behavior simülasyon ödevleri sırasında grup arkadaşlarınızın aşağıdaki davranışlarda ne sıklıkla bulunduklarını belirtiniz.

1: Hiçbir zaman, 2: Neredeyse hiçbir zaman, 3: Nadiren, 4: Ara sıra, 5: Çok sık, 6: Sürekli

1. E-posta veya çevrimiçi platform (ör. WhatsApp, Zoom) aracılığıyla size veya diğer grup üyelerine kırıcı bir şey söyledi.	1	2	3	4	5	6
2. Sizin veya diğer grup üyelerinin hakkında yüz yüze söyleyemeyeceği olumsuz şeyleri söylemek için epostaları veya çevrimiçi platformu (ör. WhatsApp, Zoom) kullandı.	1	2	3	4	5	6
3. E-posta veya çevrimiçi platform (ör. WhatsApp, Zoom) aracılığıyla sizin hakkınızda veya diğer grup üyelerinin hakkında küçültücü veya aşağılayıcı yorumlar yaptı.	1	2	3	4	5	6
4. E-postalarda veya çevrimiçi platformda (ör. WhatsApp, Zoom) cümleler arasına iğneleyici veya kaba yorumlar ekledi.	1	2	3	4	5	6
5. E-posta veya çevrimiçi platform (ör. WhatsApp, Zoom) aracılığıyla sizi ya da diğer grup üyelerini küçümsedi.	1	2	3	4	5	6
6. Size veya diğer grup üyelerine kaba ve nezaketsiz bir tonla/ üslupla yazılmış epostalar/mesajlar gönderdi.	1	2	3	4	5	6
7. E-posta veya çevrimiçi platform (ör. WhatsApp, Zoom) aracılığıyla size veya diğer grup üyelerine bağırarak için Caps Lock (büyük harfler) kullandı.	1	2	3	4	5	6
8. Sizin veya diğer grup üyelerinin e-postalarına veya çevrimiçi platformdan yazdıklarına (ör. WhatsApp, Zoom) hiç yanıt vermedi.	1	2	3	4	5	6
9. E-posta veya çevrimiçi platform (ör. WhatsApp, Zoom) aracılığıyla sizin veya diğer grup üyelerinin yaptığı bir isteği (ör. bir toplantı önerisini) görmezden geldi.	1	2	3	4	5	6
10. Sizin veya diğer grup üyelerinin e-postalarına ya da çevrimiçi platformdan yazdıklarına (ör. WhatsApp, Zoom) dönüş yaptı, ancak sorularını yanıtlamadı.	1	2	3	4	5	6

11. Zaman kısıtının olduđu durumlarda (ör. acilen toplantıyı iptal etme veya planlama) mesaj atmak için e-postaları veya çevrimiçi platformu (ör. WhatsApp, Zoom) kullandı.	1	2	3	4	5	6
12. Sizin veya diğér grup üyelerinin e-posta ya da çevrimiçi platform (ör. WhatsApp, Zoom) aracılığıyla yaptığı bir açıklamaya veya fikrine ilgi göstermedi.	1	2	3	4	5	6
13. Siz veya diğér grup üyeleri mesaj alındı bilgisi isteđi gönderse bile e-postayı/mesajı aldığını bildirmedi.	1	2	3	4	5	6
14. Yüz yüze diyalog gerektirecek tartışmalar için e-posta veya çevrimiçi platform (ör. WhatsApp, Zoom) kullandı.	1	2	3	4	5	6

I. INCIVILITY SCALE ENGLISH

Please indicate how frequently your team members displayed the following behaviors towards you or other members of the team during BA 2203 Organizational Behavior simulation assignments.

1: Not at all, 2: Hardly ever, 3: Rarely, 4: Sometimes, 5: Very frequently, 6: All the time

1. Said something hurtful to you or other group members through email or online platform (e.g. WhatsApp, Zoom).	1	2	3	4	5	6
2. Used emails or online platform (e.g. WhatsApp, Zoom) to say negative things about you or other group members that he/she would not say face-to-face.	1	2	3	4	5	6
3. Made demeaning or derogatory remarks about you or other group members through email or online platform (e.g. WhatsApp, Zoom).	1	2	3	4	5	6
4. Inserted sarcastic or mean comments between paragraphs in emails or online platform (e.g. WhatsApp, Zoom).	1	2	3	4	5	6
5. Put you or other group members down or was condescending to you in some way through email or online platform (e.g. WhatsApp, Zoom).	1	2	3	4	5	6
6. Sent you or other group members emails/messages using a rude and discourteous tone.	1	2	3	4	5	6
7. Used CAPS (capital letters) to shout at you or other group members through email or online platform (e.g. WhatsApp, Zoom).	1	2	3	4	5	6
8. Not replying to your or other group member's email or online platform (e.g. WhatsApp, Zoom) at all.	1	2	3	4	5	6
9. Ignored a request (e.g., schedule a meeting) that you or other group members made through email or online platform (e.g. WhatsApp, Zoom).	1	2	3	4	5	6
10. Replied to your or other group member's emails or online platform (e.g. WhatsApp, Zoom) but did not answer your queries.	1	2	3	4	5	6
11. Used emails or online platform (e.g. WhatsApp, Zoom) for	1	2	3	4	5	6

time sensitive messages (e.g. canceling or scheduling a meeting on short notice).						
12. Paid little attention to a statement made by you other group members through email or online platform (e.g. WhatsApp, Zoom) or showed little interest in your opinion.	1	2	3	4	5	6
13. Not acknowledging that he/she has received your email/message even when you or other group members sent a request receipt function.	1	2	3	4	5	6
14. Used email or online platform (e.g. WhatsApp, Zoom) for discussions that would require face-to-face dialogue.	1	2	3	4	5	6

J. VATANDAŞLIK DAVRANIŞI ÖLÇEĞİ TÜRKÇE

Lütfen BA 2203 Organizational Behavior simülasyon ödevlerindeki çalışma grubunuzla ilgili her bir ifadeye ne kadar katılıp katılmadığınızı verilen ölçek üzerinde belirtiniz.

1: Kesinlikle katılmıyorum, 2: Katılmıyorum, 3: Biraz katılmıyorum, 4: Biraz katılıyorum,

5: Katılıyorum, 6: Kesinlikle katılıyorum

1. Grup arkadaşlarım ders yükü ağır olan grup arkadaşlarına yardım ederler.	1	2	3	4	5	6
2. Grup arkadaşlarım grup toplantısına katılmamış, derse gelmemiş olan grup arkadaşlarına yardım ederler.	1	2	3	4	5	6
3. Grup arkadaşlarım diğer grup üyelerini daha verimli hale getirmeye yardımcı olur.	1	2	3	4	5	6
4. Grup arkadaşlarım diğer grup üyelerine yardımcı olmak için onlarla kişisel kaynaklarını (bilgi, zaman vb.) paylaşırlar.	1	2	3	4	5	6
5. Grup arkadaşlarım diğer grup üyelerinin haklarına saygı duyar.	1	2	3	4	5	6
6. Grup arkadaşlarım bana veya eylemlerinden ya da kararlarından etkilenebilecek diğer grup üyelerine akıl danışır.	1	2	3	4	5	6
7. Grup arkadaşlarım herhangi bir önemli adım atmadan önce birbirlerini bilgilendirir.	1	2	3	4	5	6
8. Grup arkadaşlarım önemsiz meseleler hakkında çok şikayet eder.	1	2	3	4	5	6
9. Grup arkadaşlarım sadece kendi sorunlarını (ders yükü vb.) düşünür, diğerlerininkini değil.	1	2	3	4	5	6
10. Grup arkadaşlarım ödevler hakkında bilgi veren duyuru, mesaj veya materyallere dikkat etmez.	1	2	3	4	5	6
11. Grup arkadaşlarım her zaman dakiktir.	1	2	3	4	5	6
12. Grup arkadaşlarımın toplantılara katılımı ortalamanın üzerindedir.	1	2	3	4	5	6
13. Grup arkadaşlarım toplantıya gelemeyecekleri zaman önceden haber verirler.	1	2	3	4	5	6

K. CITIZENSHIP BEHAVIOR SCALE ENGLISH

Regarding your work team in BA 2203 Organizational Behavior simulation assignments, please rate each statement on the given scale based on how much you agree or disagree.

1: Strongly disagree, 2: Disagree, 3: Somewhat disagree, 4: Somewhat agree,
5: Agree, 6: Strongly agree

1. My teammates help others who have heavy course loads.	1	2	3	4	5	6
2. My teammates help others who have been absent.	1	2	3	4	5	6
3. My teammates help make other group members productive.	1	2	3	4	5	6
4. My teammates share their personal resources (information, time etc.) with others if necessary to help them with the assignments.	1	2	3	4	5	6
5. My teammates respect the rights and privileges of others.	1	2	3	4	5	6
6. My teammates consult with me or other people who might be affected by their actions or decisions.	1	2	3	4	5	6
7. My teammates inform each other before taking any important actions.	1	2	3	4	5	6
8. My teammates complain a lot about trivial matters.	1	2	3	4	5	6
9. My teammates think only about their problems (such as course loads), not others.	1	2	3	4	5	6
10. My teammates pay no attention to announcements, messages, or material that provide information about the assignments.	1	2	3	4	5	6
11. My teammates are always on time.	1	2	3	4	5	6
12. Attendance of my teammates at meetings is above average.	1	2	3	4	5	6
13. My teammates give advance notice when unable to come to meeting.	1	2	3	4	5	6

L. DUYGUSAL ÇATIŞMA ÖLÇEĞİ TÜRKÇE

Bu bölümdeki sorular BA 2203 Organizational Behavior simülasyon ödevlerindeki çalışma grubunuzda yaşanan etkileşimler hakkındaki düşüncelerinizi almaya yöneliktir. Lütfen aşağıdaki soruları verilen ölçek üzerinde yanıtlayınız.

1: Hiç, 2: Çok az, 3: Biraz, 4: Kısmen, 5: Fazla, 6: Çok fazla

1. Grubunuz içinde ne kadar sürtüşme var?	1	2	3	4	5	6
2. Grubunuzda ne ölçüde kişilik çatışmaları var?	1	2	3	4	5	6
3. Grubunuzda ne kadar öfke mevcut?	1	2	3	4	5	6
4. Grubunuzda ne kadar duygusal çatışma var?	1	2	3	4	5	6

M. EMOTIONAL CONFLICT SCALE ENGLISH

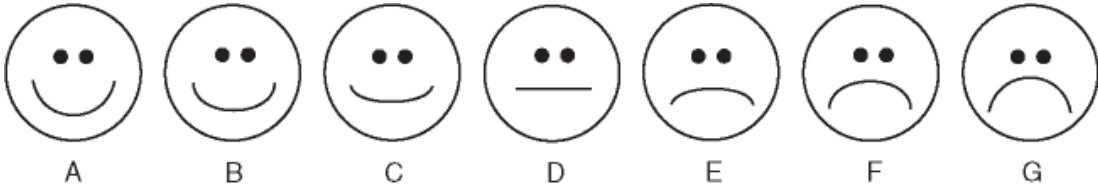
The questions in this section are aimed at getting your thoughts on the interactions in your BA 2203 Organizational Behavior simulation group. Please answer the questions below on the given scale.

1: Not at all, 2: Barely, 3: Little, 4: Partly, 5: Much, 6: Too much

1. How much friction is present in your work group?	1	2	3	4	5	6
2. To what extent are personality clashes present in your work group?	1	2	3	4	5	6
3. How much anger is present in your work group?	1	2	3	4	5	6
4. How much emotional conflict is there in your work group?	1	2	3	4	5	6

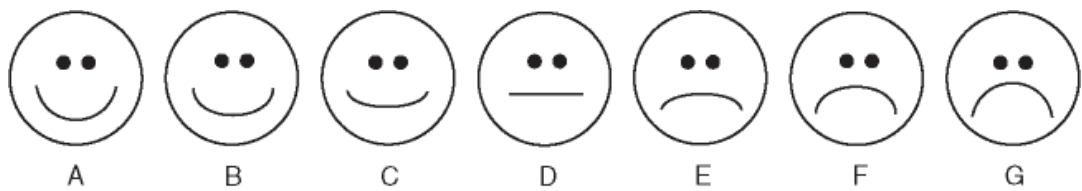
N. GRUPTAN MEMNUNİYET ÖLÇEĞİ TÜRKÇE

Lütfen BA 2203 Organizational Behavior simülasyon ödevlerindeki çalışma grubunuzdan ne derecede memnun olduğunuzu en iyi temsil eden yüz ifadesini seçiniz.



O. SATISFACTION WITH GROUP SCALE ENGLISH

Please select the facial expression that best represents how satisfied you are with your BA 2203 Organizational Behavior simulation team.



P. ALGILANAN PERFORMANS ÖLÇEĞİ TÜRKÇE

Lütfen BA 2203 Organizational Behavior simülasyon ödevlerindeki çalışma grubunuzla ilgili her bir ifadeye ne kadar katılıp katılmadığınızı verilen ölçek üzerinde belirtiniz.

1: Kesinlikle katılmıyorum, 2: Katılmıyorum, 3: Biraz katılmıyorum, 4: Biraz katılıyorum,

5: Katılıyorum, 6: Kesinlikle katılıyorum

1. Grubum ödevlerinde harika bir iş çıkardı.	1	2	3	4	5	6
2. Grubum ödevlerin gereklerini başarılı bir şekilde yerine getirdi.	1	2	3	4	5	6
3. Grubum hedeflerine başarıyla ulaştı.	1	2	3	4	5	6
4. Grubum ödevleri başarılı bir şekilde tamamladı.	1	2	3	4	5	6

R. PERCEIVED PERFORMANCE SCALE ENGLISH

Regarding your work team in BA 2203 Organizational Behavior simulation assignments, please rate each statement on the given scale based on how much you agree or disagree.

1: Strongly disagree, 2: Disagree, 3: Somewhat disagree, 4: Somewhat agree,
5: Agree, 6: Strongly agree

1. My group did a great job in getting things done.	1	2	3	4	5	6
2. My group was effective in meeting task requirements.	1	2	3	4	5	6
3. My group accomplished its goals successfully.	1	2	3	4	5	6
4. My group completed its task successfully	1	2	3	4	5	6

S. DEMOGRAFİK SORULAR TÜRKÇE

1. Öğrenci numaranız: _____
2. BA 2203 Organizational Behavior simülasyon ödevlerindeki grubunuz:

Grup 1 _____	Grup 11 _____
Grup 2 _____	Grup 12 _____
Grup 3 _____	Grup 13 _____
Grup 4 _____	Grup 14 _____
Grup 5 _____	Grup 15 _____
Grup 6 _____	Grup 16 _____
Grup 7 _____	Grup 17 _____
Grup 8 _____	Grup 18 _____
Grup 9 _____	Grup 19 _____
Grup 10 _____	Grup 20 _____
3. Bölümünüz: _____
4. Doğum tarihiniz: _____
5. Doğum yeriniz: _____
6. Cinsiyetiniz: Kadın _____ Erkek _____
7. Uyruğunuz: T.C. _____ Diğer _____
8. Yaşadığınız şehir: _____

T. DEMOGRAPHIC QUESTIONS ENGLISH

1. Student ID number: _____
2. Your group in BA 2203 Organizational Behavior simulation assignments:

Group 1 _____	Group 11 _____
Group 2 _____	Group 12 _____
Group 3 _____	Group 13 _____
Group 4 _____	Group 14 _____
Group 5 _____	Group 15 _____
Group 6 _____	Group 16 _____
Group 7 _____	Group 17 _____
Group 8 _____	Group 18 _____
Group 9 _____	Group 19 _____
Group 10 _____	Group 20 _____
3. Department: _____
4. Birth date: _____
5. Place of birth: _____
6. Gender: Female _____ Male _____
7. Nationality: T.C. _____ Other _____
8. What city do you live in? _____

U. TURKISH SUMMARY / TRKE ZET

Giriř

eřitlilik, zerinde ok fazla arařtırma yapılan ok popler bir alandır. Deęiřen iřgc nedeniyle, organizasyonlarda eřitlilik ynetimi daha nemli hale gelmektedir. Literatrde hem demografik eřitlilięin (cinsiyet, yař, milliyet vb.) hem de derin eřitlilięin (kiřilik, deęer, inanlar vb.) rgtler iin oęunlukla olumsuz sonuları olduęunu gryoruz. Bununla birlikte eřitlilik, alıřma gruplarına grevle ilgili geniř bir bilgi, beceri ve yetenek yelpazesi saęlayarak grev performansını da artırabilir (van Knippenberg, 2007). Van Knippenberg, De Dreu ve Homan (2004) tarafından geliřtirilen Kategorileřtirme-Ayrıntılandırma modeli, eřitlilięin grevle ilgili bilgi ve bakıř aılarının detaylandırılmasını saęlayarak grup performansını artırmabileceęini savunmaktadır. te yandan, grup uyumunu, grupla zdeřleřme ve grup baęlılıęını olumsuz ynde etkileyebilecek ve duygusal atıřmaya neden olabilecek sosyal kategorileřtirmeye de yol amaktadır. Bu, bilgi iřleme srecine ve dolayısıyla grup performansına zarar vermektedir.

İliřkisel demografi yaklařımı, eřitlilięi bir iř birimindeki bireylerin farklılıkları olarak analiz eder. Farklılıęın daha benzer ve daha farklı bireyler zerinde farklı etkileri olduęunu ne srer (Guillaume vd., 2012). Arařtırmaların oęu, benzerlięin daha fazla baęlanma, katılım ve zdeřleřmeye yol atıęını gstermektedir (Kristof-Brown vd., 2005; Ostroff vd., 2005; Riordan, 2000; Wheeler vd., 2007; Meyer vd., 1993). Farklılık ise sosyal btnleřmeyi ve iř arkadaşlarından duyulan memnuniyeti azaltır (Cunningham, 2007) ve iřten ayrılma niyetini artırır (Tsui vd., 1992; O'Reilly vd., 1991). Farklılık zerine kısıtlı sayıda arařtırmalar olmasına raęmen, bulguların oęu, demografik farklılıęın sosyal entegrasyonu ve grupla zdeřleřmeyi azalttıęı iin alıřma gruplarının btnlię iin genellikle zararlı olduęunu gstermektedir

(van Dick vd., 2008, Hentschel vd., 2013; Dumas vd.) diğerleri, 2013; Guillaume vd., 2012).

Grup mevcudiyeti, literatürde nadiren çalışılan bir diğer kavramdır ve bir grup insanın birbirine bağlı bir birim olarak algılanma derecesini ifade eder (Campbell, 1958). Literatürde, benzerlik ve mevcudiyetin birbirini etkilediğini görebiliriz. Benzerlik, mevcudiyet algısını artırırken, mevcudiyeti yüksek olan gruplar da daha homojen olarak algılanmaktadır (Brewer ve Harasty, 1996; Brewer, Weber & Carini, 1995). Çalışma gruplarında insanlar kendilerine benzeyen diğer insanlarla, fay hatlarıyla ayrılmış alt gruplar oluşturma eğilimindedir (Lawrence & Zyphur, 2011; Lau & Murnighan, 1998). Alt gruplarla özdeşleşmenin çalışma grupları için birçok olumsuz sonucu varken, Ortak Grup İçi Kimlik Modeli, ortak bir grup içi kimliğe sahip olan üst grupla özdeşleşmenin bütünleştirici bir rolü olduğunu öne sürmektedir (Kramer, 1991; Gaertner vd., 1993). ; Dovidio vd., 2008; Williams & O'Reilly, 1998).

Optimal Ayırt Edicilik Teorisi, bireylerin gruplar içinde ait olma ve ayırt edicilik ihtiyaçları arasında bir denge kurmak istediklerini öne sürer. Bu iki güdüden en az biri engellendiğinde, insanlar grubu gerçekte olduğundan daha güçlü fay hatlarına sahip olarak algırlarlar (Brewer, 1991). Yapılan araştırmalar aynı zamanda grup mevcudiyetinin grupla özdeşleşme ile yakından ilişkili olduğunu göstermektedir (Castano, 2004; Jans vd., 2011). Mevcudiyet kavramının sonuçlarına ilişkin sınırlı araştırma olmasına rağmen, gruba ve grup üyelerine karşı olumlu bir tutuma yol açabileceği görülmektedir. Algılanan grup mevcudiyeti yüksek olan bireyler, birlikte çalışma sürecine daha olumlu bakabilirler. Böylece gruptan daha fazla memnuniyet hissedip, grupta daha fazla vatandaşlık davranışı algılarken, çatışma ve nezaketsizlik gibi kişilerarası sorunları daha az algılayabilirler. Ayrıca, çalışmalar grup mevcudiyetinin bilgi işleme entegrasyonunu arttırdığını göstermektedir. Bu nedenle, algılanan grup mevcudiyeti yüksek olan grup üyelerinin performans algısı da yüksek olabilir.

Farklılıklara yönelik inançlar, çeşitliliğin grubun işleyişi için faydalı olduğuna dair inançlardır (van Knippenberg ve Haslam, 2003). Farklılıklara yönelik inançları yüksek olan kişiler, çatışma ve ayrımcılık gibi istenmeyen sonuçlara yol açabilecek alt gruplardan ziyade bireysel farklılıkları algırlarlar. Grup üyelerinin farklılıklarını, gruba değer katan bireysel ayırt edicilik olarak görürler. Bu nedenle, farklılıklara yönelik inançlar, farklılığın algılanan grup mevcudiyeti üzerindeki olumsuz etkilerini zayıflatabilir.

İlişkisel demografi literatürü genel olarak, demografik farklılığın istenen grup sonuçları üzerinde olumsuz, istenmeyen sonuçlar üzerinde ise olumlu bir etkisi olduğunu göstermektedir. Demografik farklılığın algılanan nezaketsizlik (Cunningham vd., 2013; Avery vd., 2008; He vd., 2019) ve duygusal çatışma (Chattopadhyay vd., 2008; Pelled, 1996; Randel ve Jaussi, 2008) ile pozitif bir ilişkisi; vatandaşlık davranışı (Van der Vegt vd., 2003; Chattopadhyay, 1999), memnuniyet (Cunningham, 2007) ve algılanan performans (Lefkowitz, 1994; Mount vd., 1995, Bertolino vd., 2013) ile ise negatif bir ilişkisi olduğunu gösteren birçok çalışma vardır. Farklılığın grup mevcudiyeti üzerindeki muhtemel olumsuz etkisine dayanarak, farklılığın aynı zamanda nezaketsizlik, vatandaşlık davranışı, duygusal çatışma, gruptan memnuniyet ve algılanan performansı grup mevcudiyeti aracılığıyla da etkilemesini bekleyebiliriz. Ayrıca farklılıklara yönelik inançlar da bu dolaylı etkileri azaltabilir.

Çalışmanın Önemi

Bu çalışma, çeşitlilik literatüründe yeni bir kavram olan farklılıklara yönelik inançların düzenleyici etkisini incelemeyi amaçlamaktadır. Araştırmaların çoğu, demografik farklılığın sosyal bütünleşmeyi ve grupla özdeşleşmeyi azalttığı için çalışma gruplarının birliğine zarar verdiğini göstermektedir. Ayrıca çoğunlukla farklılıklara yönelik inançların çalışma gruplarında çeşitliliğin olumsuz etkilerini azalttığını görüyoruz. Literatürden farklı olarak, bu çalışma, demografik farklılığı bağımsız değişken olarak kullanarak, farklılıklara yönelik inançların düzenleyici

etkisini ilişkisel demografi perspektifinden analiz etmektedir. Çalışmada, farklılıklara yönelik inançların, demografik farklılık ile algılanan grup mevcudiyeti arasındaki negatif ilişkiyi zayıflattığı ileri sürülmektedir.

Bu çalışma aynı zamanda literatürde kısıtlı olarak çalışılan grup mevcudiyeti özellikle işyeri bağlamında inceleyerek literatüre katkı sağlamaktadır. Araştırmaların çoğu, grup mevcudiyetini psikolojik bağlamda analiz ederken, grup mevcudiyetinin işyerleri için sonuçlarını örgütsel davranış perspektifini kullanarak araştırma konusunda yeterince çalışma yapılmamıştır. Literatürdeki bu boşluğu doldurmaya katkı sağlamak amacıyla mevcut çalışma, grup mevcudiyetinin nezaketsizlik, vatandaşlık davranışı, gruptan memnuniyet, duygusal çatışma ve algılanan performans üzerindeki etkisini incelemektedir.

Çalışmanın son katkısı, çeşitlilik ve özdeşleşme üzerine yapılan çalışmaların temelini oluşturan çok önemli teori ve modeller olan sosyal kimlik teorisi, benzerlik-çekim paradigması, optimal ayırt edicilik teorisi, kategorileştirme-ayrıntılıdırma modeli ve ortak grup içi kimlik modelini birleştiren bir model öne sürmesidir.

Araştırma Soruları

Bu tez, farklılıklara yönelik inançların, demografik farklılığın (cinsiyet, milliyet ve bilgi farklılığı) nezaketsizlik, vatandaşlık davranışı, gruptan memnuniyet, duygusal çatışma ve algılanan performans ile grup mevcudiyetinin aracılık ettiği dolaylı ilişkisi üzerindeki düzenleyici etkisini araştırmaktadır. Ayrıca, grup mevcudiyetinin nezaketsizlik, vatandaşlık davranışı, gruptan memnuniyet, duygusal çatışma ve algılanan performans üzerindeki doğrudan etkisi de analiz edilecektir. Çalışmanın temel amacı aşağıdaki araştırma sorularına yanıt bulmaktır:

1. Farklılıklara yönelik inançlar, demografik farklılık (cinsiyet, milliyet ve bilgi farklılığı) ile grup mevcudiyeti arasındaki ilişkiyi düzenler mi?

2. Grup mevcudiyetinin algılanan nezaketsizlik, algılanan vatandaşlık davranışı, gruptan memnuniyet, algılanan duygusal çatışma ve algılanan performans üzerindeki etkisi nedir?
3. Farklılıklara yönelik inançlar, demografik farklılığın (cinsiyet, milliyet ve bilgi farklılığı) algılanan nezaketsizlik, algılanan vatandaşlık davranışı, gruptan memnuniyet, algılanan duygusal çatışma ve algılanan performans üzerindeki grup mevcudiyeti tarafından aracılık edilen dolaylı etkilerini düzenler mi?

Çalışmanın Yöntemi

Araştırmanın verileri Orta Doğu Teknik Üniversitesi İşletme Bölümü Örgütsel Davranış dersine kayıtlı öğrencilerden, anket yapılarak toplanmıştır. Dersin bir parçası olarak tüm öğrenciler, dönem boyunca birlikte çalıştıkları yirmi gruba (altı kişilik on dokuz grup ve beş kişilik bir grup) ayrıldı. Çeşitliliği sağlamak için gruplar cinsiyet, milliyet ve bilgi açısından mümkün olduğunca heterojen bir şekilde oluşturulmuştur. Grup olarak yapmaları gereken iki ödev vardı. Her ikisi de, bir sonuca ulaşmak için grup üyelerinin her bir üyenin sahip olduğu farklı bilgileri bir araya toplaması gereken ödevlerdi. Covid 19 pandemisi nedeniyle dönem boyunca eğitim uzaktan gerçekleştirilmiştir. Öğrenciler çoğunlukla farklı şehirlerde yaşadıkları için birbirleriyle iletişim kurmak için çevrimiçi platformları ve e-postayı kullanmışlardır. Her bir ödev için Zoom uygulaması üzerinden düzenli olarak buluşmaları ve hazırladıkları ödevi sundukları son toplantılarını kaydetmeleri istenmiştir.

Araştırmada, literatürde yaygın olarak kullanılan ve güvenilirliği yüksek anketler kullanılmıştır. Demografik farklılıklar olarak cinsiyet, milliyet ve bilgi farklılığı olmak üzere üç farklılık türü Öklid Uzaklığı formülü kullanılarak her bir grup üyesi için ayrı ayrı hesaplanmıştır. Eğitim-öğretim yılının ilk döneminin farklı üç zaman diliminde üç ayrı anket METU Survey internet sitesinde çevrimiçi olarak doldurulmuştur. Öğrenciler ilk anketi 4. hafta ve 5. haftada (1. zaman) Ödev 1'e

başlamadan önce doldurdular. İkinci anket 10. hafta ile 12. hafta (2. zaman) arasında, Ödev 1’den sonra ve Ödev 2’den önce tamamlandı. Son olarak, üçüncü anket anket, dönemin sonunda (17 ve 18. haftalar) dersler bittikten sonra, notlar açıklanmadan önce (3. zaman) dolduruldu. Zaman 1’de farklılıklara yönelik inançlar, zaman 2’de grup mevcudiyeti ve zaman 3’te nezaketsizlik, vatandaşlık davranışı, gruptan memnuniyet, duygusal çatışma ve algılanan performans ölçülmüştür. 119 öğrenciden 94 kişi üç anketi de tamamlamıştır. Anketlere katılım gönüllü gerçekleşmiştir. Ancak, her üç anketi de dolduranlar, final ders notlarına eklenen ekstra puan kazanmışlardır. Ayrıca her üç ankete de katılan öğrenciler arasında çekiliş yapıp seçilen üç öğrencinin her birine 100 TL değerinde birer D&R hediye çeki verilmiştir. Ekstra puan alabilecek ve çekilişe katılabilecek olanların belirlenebilmesi için anketlerde öğrencilerden öğrenci kimlik numaralarını yazmaları istenmiştir. Yine de öğrencileri üç anket boyunca takip edebilmek amacıyla onlara farklı kimlik numaraları atanmıştır.

Demografik farklılık ve grup mevcudiyeti arasındaki farklılıklara yönelik inançlar tarafından düzenlenen ilişkiyi ve grup mevcudiyetinin söz konusu bireysel sonuçlar üzerindeki etkilerini test etmek için hiyerarşik regresyon analizi kullanılmıştır. Demografik farklılık ve bu bireysel sonuçlar arasındaki, grup mevcudiyetinin aracılık ettiği, farklılıklara yönelik inançlar tarafından düzenlenen dolaylı ilişkileri test etmek için ise bootstrap analizi kullanılmıştır. Yaş ve bölüm kontrol değişkenleri olarak kullanılmıştır.

Çalışma Bulguları ve Tartışma

Bu çalışmanın temel amacı, grup üyelerinin demografik farklılıkları (cinsiyet, milliyet ve bilgi) ve grup mevcudiyeti algıları arasındaki ilişkide farklılıklara yönelik inançlarının düzenleyici rolünü ve çeşitli bireysel sonuçların bu düzenlenen dolaylı ilişkisinden nasıl etkilendiğini araştırmaktır. Yapılan analizlerin sonucunda hem beklenen hem de beklenmeyen sonuçlar elde edilmiştir.

Farklılık ve Grup Mevcudiyeti Arasındaki İlişkide Farklılıklara Yönelik İnançların Düzenleyici Etkisi

Literatürde demografik farklılığın genel olarak sosyal bütünleşmeyi ve grupla özdeşleşmeyi azaltarak çalışma gruplarının birliğine zarar verdiği görülmektedir. Farklılıklara yönelik inançlar ise genellikle çeşitliliğin çalışma grupları üzerindeki olumsuz etkilerini engellemekte veya zayıflatmaktadır. Bu nedenle, mevcut çalışma, farklılıklara yönelik inançların demografik farklılıklar ile algılanan grup mevcudiyeti arasındaki olumsuz ilişkiyi zayıflattığı ileri sürmüştür. Ancak bazı beklenmedik sonuçlar bulunmuştur. Hiyerarşik regresyon analizi, farklılıklara yönelik inançların cinsiyet farklılığı ve grup mevcudiyeti arasındaki ilişki üzerindeki düzenleyici etkisini desteklemiştir. Bununla birlikte, düzenleyici etkinin yönü beklenenin tam tersi çıkmıştır. Başka bir deyişle, farklılıklara yönelik inançları yüksek olan farklı bireyler, farklılıklara yönelik inançları düşük olan farklı bireylere göre gruplarının mevcudiyetini daha düşük olarak algılamışlardır. Bu sonuç, farklılıklara yönelik inançların algılanan çeşitliliğin grupla özdeşleşme ve gruptaki sosyal entegrasyon üzerindeki olumsuz etkisini olumlu yönde düzenlediğini gösteren literatürle çelişmektedir (van Dick vd., 2008; Hentschel vd., 2013; Dumas vd., 2013; Guillaume et al., 2012). Grupla özdeşleşmenin önemli bir öncülü olan grup mevcudiyeti için bu ters bulgu dikkat çekicidir. Bu sonuç aynı zamanda Homan ve arkadaşlarının (2010) farklılıklara yönelik inançların grup üyelerinin alt gruplara ilişkin algılarını zayıflattığını gösteren çalışmasıyla da uyumlu değildir. Daha önceki çalışmaların aksine, mevcut çalışmada farklılıklara yönelik inançların gruptaki bölünmeleri farklı üyeler için daha görünür hale getirdiği görülmüştür. Bu nedenle, bu sonucun nedeni belirsizdir. Yine de, bazı olası açıklamalar yapılabilir. İlk olarak, farklılıklara yönelik inançlar literatürü çoğunlukla bu kavramın çeşitlilik ile birlikte olan etkisine odaklanmaktadır. Ancak, bu çalışma farklılıklara yönelik inançları, farklılıkları bağımsız değişken olarak kullanarak ilişkisel demografi perspektifinden incelemiştir. Bu farklı bakış açısı literatürden farklı bir sonuca yol açmış olabilir. Bir diğer açıklama ise, farklılıklara yönelik inançların bu bireyleri farklılıklara karşı daha duyarlı hale getirme olasılığıdır. Çeşitliliğin gruplar için faydalı olduğu inancı, grup içindeki bölünmeleri fark etmeyi kolaylaştıran bir faktör olmuş olabilir. Acar (2010)

da paylaşılan liderliğin algılanan çeşitlilik ile duygusal çatışma arasındaki düzenleyici etkisi üzerine yaptığı çalışmada benzer beklenmedik bir sonuç bulmuştur. Sonuçlar, beklenenin aksine paylaşılan liderliğin algılanan çeşitliliğin duygusal çatışma üzerindeki olumlu etkisini güçlendirdiğini göstermektedir.

Mevcut çalışmanın sonuçlarına göre, farklılıklara yönelik inançların milliyet ve bilgi farklılığının grup mevcudiyeti ile olan ilişkisinde anlamlı bir düzenleyici etkisi bulunmamıştır. Bunun nedeni büyük olasılıkla milliyet ve bilgi açısından farklı olan katılımcıların yüzdelerinin (sırasıyla %10,6 ve %16), cinsiyete göre farklı olan katılımcıların oranına (%35,1) kıyasla çok düşük olmasıdır.

Grup Mevcudiyetinin Çeşitli Bireysel Sonuçlar Üzerindeki Doğrudan Etkisi

Grup mevcudiyetinin sonuçları hakkında çok kısıtlı araştırma bulunmaktadır. Bununla birlikte, mevcut çalışmada, grupla özdeşleşme ile olan yakın ilişkisine dayanarak, mevcudiyet algısının algılanan nezaketsizlik, algılanan vatandaşlık davranışı, gruptan memnuniyet, algılanan duygusal çatışma ve algılanan performans ile ilişkili olduğu öne sürülmüştür. Bu ilişkiler hiyerarşik regresyon ile test edilmiştir. Analiz sonuçları, grup mevcudiyetinin nezaketsizlik üzerindeki olumsuz etkisini ortaya koymuştur. Buna göre, bir grup üyesinin grup mevcudiyeti algısı yüksek olduğunda, grubunda daha az nezaketsiz davranış gözlemlemiştir. Literatürde bu ilişki ile ilgili herhangi bir araştırmaya rastlanmamıştır. Ancak iletişim eksikliği, öfke ve korku gibi olumsuz duyguların nezaketsizliğin öncülleri arasında olduğu belirtilmektedir (Barlett vd., 2015; Reio ve Callahan, 2004). Mevcudiyeti yüksek olan gruplardaki bireyler arasında güçlü bağları olduğundan, bu tür grupların üyelerinin ve yeterli iletişime ve birbirlerine karşı daha az olumsuz duygulara sahip olmaları şaşırtıcı değildir. Ayrıca, grup mevcudiyetinin vatandaşlık davranışıyla olumlu bir şekilde bağlantılı olduğu öne sürülmüştür. Bulgular da bu öneriyi desteklemiştir. Algılanan grup mevcudiyeti yüksek olan kişilerin, gruplarında vatandaşlık davranışlarını algılama olasılıkları daha yüksektir. Bu sonuçlar, özdeşleşme ve vatandaşlık davranışları arasındaki ilişkiyi gösteren çalışmalarla uyumludur (van Dick vd., 2006; Riketta, 2005). Araştırmanın bir diğer hipotezi grup

mevcudiyetinün gruptan memnuniyeti olumlu yönde etkilediğidir. Bu hipotez de desteklenmiştir. İnsanlar, grubun mevcudiyetini daha yüksek olarak algıladıklarında gruplarından daha fazla memnuniyet hissetmişlerdir. Literatürde bu ilişki hakkında bir sonuç bulunamamıştır. Ancak, Van Dick ve ark. (2004), özdeşleşmenin iş tatmini üzerindeki etkilerini örgüt düzeyinde ortaya koymuştur. Bu, mevcudiyeti yüksek olan gruplar için de geçerli olabilir. Grup mevcudiyeti ve duygusal çatışma arasındaki olumsuz ilişki desteklenmemiştir. Bununla birlikte, çalışmadaki gruplar, bu çalışma için oluşturulmuş ve çok fazla geçmişten gelen kişiler arası etkileşimlerin olmadığı geçici takımlardı. Dolayısıyla duygusal çatışmaya neden olacak kişilerarası süreçler gerçekleşmemiş olabilir. Son olarak, grup mevcudiyeti ile algılanan performans arasında anlamlı bir pozitif ilişki bulunmuştur. Bu, Kategorileştirme-Ayrıntılandırma modelinin varsayımları ile uyumludur. Mevcudiyeti yüksek olan gruplarda, güçlü bir şekilde özdeşleşmiş grup üyeleri arasında daha güçlü bağlar olduğundan, daha az mevcudiyeti olan gruplara göre daha iyi bilgi detaylandırması sağlayabilir (van Knippenberg vd., 2004).

Özdeşleşme literatürü çoğunlukla bu kavramın psikolojik boyutu ile sınırlı olsa da, grup mevcudiyeti ve grupla özdeşleşme arasındaki yakın ilişkiyi düşündüğümüzde sonuç şaşırtıcı değildir. Literatür grupla özdeşleşme kavramını çok uzun süredir araştırmaktadır. Mevcut çalışmanın sonuçları, bu kavramın bir öncülü olarak grup mevcudiyetinün etkilerini de doğrulamıştır.

Farklılık ve Bireysel Sonuçlar Arasındaki Dolaylı İlişki Üzerinde Düzenleyici Olarak Farklılıklara Yönelik İnançlar

Literatür çoğunlukla, demografik farklılığın arzu edilen grup sonuçlarıyla negatif olarak bağlantılı olduğunu, buna karşın istenmeyen sonuçlarla pozitif olarak ilişkili olduğunu göstermektedir. Bu nedenle, bu çalışmada demografik farklılığın algılanan nezaketsizlik ve algılanan duygusal çatışma üzerinde olumlu bir etkisi olduğunu, gruptan memnuniyet, algılanan vatandaşlık davranışı ve algılanan performans üzerinde olumsuz bir etkiye sahip olduğunu öne sürülmüştür.

Farklılık ve bağımlı değişkenler arasındaki dolaylı ilişkide farklılıklara yönelik inançların düzenleyici etkisini test etmek için bootstrap analizi yapılmıştır. Milliyet ve bilgi farklılığının değişkenlerden hiçbirinin üzerinde anlamlı bir etkisi bulunmamıştır. Öte yandan, cinsiyet farklılığı için anlamlı ilişkiler bulunmuştur. Bununla birlikte, farklılıklara yönelik inançların düzenleyici etkileri beklenenin tersi yönlerdedir. Genelde çeşitliliği ele alan literatürden farklı olarak demografik farklılığın kullanılması ve farklılıklara yönelik inançların olası duyarlılaştırıcı etkisini bu beklenmeyen bulguların açıklaması olabilir.

Sonuçlara göre farklılıklara yönelik inançlar, cinsiyet farklılığı ile nezaketsizlik arasındaki dolaylı ilişkiyi düzenlemektedir. Farklılıklara yönelik inançları yüksek olan farklı kişiler, gruplarının mevcudiyetini daha düşük olarak algıladılar ve gruplarında daha fazla nezaketsizlik davranışı gözlemlediler. Bu beklenmedik bir sonuç olmasına rağmen, cinsiyet farklılığı ile nezaketsizlik arasındaki olumsuz dolaylı ilişki, Cunningham ve arkadaşlarının (2012) farklılığın nezaketsizlik ile güçlü bir şekilde bağlantılı olduğunu öne süren araştırması ile tutarlıdır. Chattopadhyay (1999), demografik farklılıklar ve örgütsel vatandaşlık davranışı arasındaki ilişkiye demografik özellikler ve grup kompozisyonunun aracılık ettiğini ortaya koymuştur. Benzer şekilde bu çalışmada da cinsiyet farklılığı ile vatandaşlık davranışı arasındaki dolaylı ilişki desteklenmiştir. Ayrıca, öne sürülenin tersi yönde olmasına rağmen farklılıklara yönelik inançların düzenleyici etkisi bulunmuştur. Buna göre, farklılıklara yönelik inançları yüksek olan grup üyeleri, daha fazla mevcudiyet algıarken, gruplarında daha az vatandaşlık davranışı gözlemlemişlerdir. Araştırmanın bir diğer sonucu da, farklılıklara yönelik inançların cinsiyet farklılığı ile gruptan memnuniyet arasındaki ilişkiyi düzenlediğidir. Farklı insanlar yüksek farklılıklara yönelik inançlara sahip olduklarında, grubun mevcudiyetini daha düşük olarak algıladılar ve bu da onların gruptan daha az memnuniyet duymasına yol açar. Duygusal çatışma için, düzenlenen dolaylı bir ilişki bulunamamıştır. Bu sonuç, Pelled'in (1996) cinsiyet ve görev süresi farklılığının algılanan duygusal çatışma üzerinde olumlu dolaylı bir etkisi olduğunu ortaya koyan çalışmasıyla tutarlı değildir. Ancak,, bu sonucun muhtemel nedeni de yine grupların kalıcı olmaması ve uzun bir

kişilerarası geçmişin olmamasıdır. Son olarak, sonuçlar, farklılıklara yönelik inançların, cinsiyet farklılığı ile algılanan performans arasındaki grup mevcudiyetinün aracılık ettiği dolaylı ilişkiyi düzenlediğini göstermiştir. Farklılık inançlarına sahip farklı kişiler, daha düşük bir grup mevcudiyeti algısına sahip olup gruplarını daha az başarılı olarak algılamışlardır. kategorileştirme-detaylandırma modeli'ne (KDM) göre çeşitlilik, bilginin detaylandırılması için hem faydalıdır hem de sosyal kategorizasyon sürecinin olumsuz sonuçları nedeniyle bilgi için zararlıdır. Bu çalışmanın sonucu, KDM'nin sosyal kategorileştirme kısmı ile tutarlıdır. Ancak farklılıklara yönelik inançların farklılığın algılanan performans üzerindeki olumsuz etkisini güçlendiren düzenleyici etkisinin nedeni hala belirsizdir

Katkılar

Bu çalışmanın literatüre çeşitli katkıları bulunmaktadır. Öncelikle görece yeni bir kavram olan farklılıklara yönelik inançlar moderatör olarak incelenmiştir. Literatür daha çok farklılıklara yönelik inançların çeşitliliğin olumsuz etkilerini pozitif olarak düzenlediğini gösterirken, bu çalışma aynı zamanda istenmeyen sonuçları da beraberinde getirebileceğine işaret etmektedir. Ayrıca, farklılıklara yönelik inançların çeşitlilik ve bireysel sonuçlar arasındaki düzenleyici rolü üzerine birçok çalışma olmasına rağmen, bu kavram çok nadiren farklılıkla birlikte araştırılmıştır. Bu çalışma, farklılıklara yönelik inançlar literatürünü ilişkisel demografi yaklaşımıyla inceleyerek yeni bir bakış açısı sunmaktadır.

Diğer bir katkı ise literatürde yeterince çalışılmamış bir kavram olan grup mevcudiyeti kavramının özellikle işyeri bağlamında incelenmesidir. Çalışmalar daha çok grup mevcudiyetinün psikolojik yönüne odaklanırken, bu kavramın sonuçlarının örgütsel davranış perspektifinden incelenmesi ihmal edilmiştir. Mevcut çalışma, pek çok istenen ve istenmeyen çalışma grubu sonuçları ile grup mevcudiyeti arasındaki ilişkileri ortaya koymuştur. Son olarak, bu çalışma literatüre, çeşitlilik ve özdeşleşme araştırmalarının temelini oluşturan çok önemli teoriler olan sosyal kimlik teorisi, benzerlik-çekim paradigması, optimal ayırt edicilik teorisi, kategorileştirme-

ayrıntılılandırma modeli ve ortak grup içi kimlik modelini birleştiren bir model sunmaktadır.

Sınırlamalar ve Gelecekteki Araştırmalar İçin Tavsiyeler

Her akademik araştırmada olduğu gibi bu çalışmanın da bazı sınırlılıkları bulunmaktadır. Bunlardan ilki örneklem özellikleri ve nispeten küçük örneklem büyüklüğüdür. Araştırmanın verileri 94 katılımcıdan toplanmıştır. Bu katılımcılar Orta Doğu Teknik Üniversitesindeki lisans öğrencileridir ve çok büyük bir çoğunluğu İşletme bölümünde okumaktadır. Ayrıca, İşletme bölümü dışı öğrenci ve yabancı uyruklu öğrenci oranlarının sınırlı olması nedeniyle gruplarda yeterli milliyet ve bölüm heterojenliği sağlanamamıştır.

Dikkate alınması gereken bir diğer sınırlılık ise metodoloji ile ilgilidir. Değişkenler, ortak yöntem yanlılığına yol açabilecek özbildirim anketleriyle ölçülmüştür. Ayrıca, anket sonuçlarının tamamen anonim olacağı açıkça belirtilmiş olmasına rağmen, öğrenciler dersi veren öğretim üyesinin cevapları göreceğinden şüphe duymuş olabilirler. Bu, sorulara verdikleri yanıtların doğruluğunu etkilemiş olabilir.

Gelecekteki araştırmalar için deney, çalışmanın bulgularını tamamlamak için uygun bir yöntem olabilir. Buna ek olarak, farklılığa yönelik inançların derin farklılık ve mevcudiyet arasındaki ilişki üzerindeki düzenleyici etkisini araştırmak çok faydalı olacaktır. Son olarak, bu çalışmadaki değişkenler yalnızca bireysel düzeyde incelemiştir. Çok düzeyli bir araştırma, çalışmada kullanılan değişkenlerin grup düzeyindeki etkilerini veya sonuçlarını ortaya koyabilir.

Yöneticiler İçin Çıkarımlar

Çeşitlilik, istenen ve istenmeyen birçok önemli sonuca yol açtığından, çeşitlilik yönetimi örgütler için giderek daha önemli hale gelen bir konudur. Mevcut çalışma,

alışma gruplarında eřitlilik ynetimine ynelik ıkarımları ile yneticilere bakıř aısı sunmaktadır. İlk olarak, sonular, insanlar kendilerini mevcudiyeti olan bir grubun bir parası olarak hissettiklerinde, gruplara ve diğerk yelerin davranıřlarına karřı olumlu bir tutuma sahip olduklarını gsterdi. Daha az nezaketsizlik davranıřı ve daha fazla vatandaşlık davranıřı gzlemleyip, grubu daha bařarılı grdler ve daha fazla memnuniyet hissettiler. Yneticiler ve firmalar, alışma gruplarındaki yelerin farklılığının olumsuz etkilerini ortadan kaldırmak iin bu gruplarda birlik duygusu oluřturmaya alıřmalıdır. Diğerk yandan yneticiler, farklılıklara ynelik inanların grup mevcudiyetin zayıflatıcı etkisinin ve bunun sonucunda grupta daha fazla sorun algılanmasına neden olduğunun farkında olmalıdırlar. Yksek farklılıklara ynelik inanlara sahip olan insanlar, gruplardaki blnmeleri daha abuk algılama eğilimine sahiptir. Bu bireylerin alışma gruplarıyla daha btnleřmiř hissetmeleri iin aba gsterilmelidir. Bylece diğerk yelerin davranıřlarını daha olumlu yorumlamaları ve gruplarına karřı daha olumlu bir tutum iinde olmaları saėlanabilir.

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YAZARIN / AUTHOR

Soyadı / Surname : Dindar
Adı / Name : Nefide
Bölümü / Department : İşletme / Business Administration

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