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Let's put diversity into perspective:

How different diversity perspectives in multicultural teams relate to team conflict and team performance.

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Abstract

The main aim of this study was to explore whether different diversity perspectives (integration-and-learning, acces-and-legitimacy and the discrimination-and-fairness perspective), proposed by Ely & Thomas (2001), could be distinghuished from each other in quantitative analyses. Furthermore, this study examines the degree to which the different diversity perspectives relate to two types of conflict (i.e. task conflict, relationship conflict) and team performance in multicultural teams. Self-reported data were collected in 22 Dutch healthcare teams among 8 healthcare organizations with a total number of 212 participants (N=212). Results showed that the three diversity perspectives could be reliably distinghuished from one another. Furthermore, results indicated that the integration-and-learning perspective relates to relational conflict and team performance, whereas the other two diversity perspectives were neither related to conflict nor team performance. Moreover, task conflict did not relate to team performance, while relationship conflict was detrimental to team performance. Finally, relational conflict only partially mediated the direct and positive relationship between integration-and-learning perspective and team performance.

Key words: Ethnic diversity, cultural diversity, diversity perspectives, task conflict, relationship conflict and team performance.

CONTENTS

1. INTRODUCTION

1.1 Introductory Text

The Dutch society is considerably more diverse then a few decades ago. Migrationflows from Dutch ex-colonies, guestworkers and their offsprings, fugitives and worldwide globalisation caused the Netherlands to be more ethnic diverse then ever. Currently, almost 20 percent of the more than 16 million residents in the Netherlands is from non-Dutch origin. More than 10 percent has a non-western background. In the last twelve years the number of non-western residents has been increased by 51 percent (CBS, 2008[1]). The ethnic diversity is not only noticeable in the street but also in organizations. The given population percentages also apply to the Dutch workplace (CBS, 2008[2]). Furthermore, ethnic diversity will continue to increase. According to prognosis, by the next twelve years the number of people with a non-western background will be increased by 18,5 percent, resulting in an estimated number of 2.1 million (CBS, 2008[3]).

This will have it's impact on organizations considering the changes in the labour market and in customer populations. The future labour pool will increasingly be composed of people with a non-Dutch background. Likewise, customer populations are getting culturally more diverse and the share of ethnic minority groups in determining customer demands becomes larger, so that organizations can expect more diverse customer demands. Hence, organizations face the challenge to diversify their organization. However, this is not an easy task as diversity has both positive and negative consequences for organizations.

Research has been performed on ethnic diversity and it's consequences for organizations. However, diversity research literature is divided on the direction of these consequences, because of mixed research findings. Some studies point out that ethnic diversity leads to positive organizational outcomes, such as enhanced performance (e.g. Richard, 2000). Some found no effects for ethnic diversity (e.g. Jehn & Bezrukova, 2003). Other studies show that ethnic diversity has negative consequences for organizations (e.g. Jackson & Joshi, 2003). Based on these mixed findings, there is now scientific consensus that the relationship between ethnic diversity and organizational performance is more complex than was formerly assumed (Kochan *et* al., 2003). Positive outcomes depend on many factors, most of them ascribed to group process. Teams particularly have been the focus of diversity studies. More knowledge on how to deal with diversity seems to be important in reducing negative consequences while

optimalizing positive consequences. Thus, it is vital for organizations to better understand the diversity dynamics that relate to positive or negative work outcomes.

A workgroup's 'perspective on diversity' seems an important yet little studied factor in the process. By means of qualitative research in three different American firms, Ely and Thomas (2001) found three differential perspectives on cultural diversity in the workforce: the *integration-and-learning* perspective, the *acces-and-legitimacy* perspective and the *discrimination-and-fairness* perspective. According to the authors, these diversity perspectives have different implications for the quality of team functioning (Ely & Thomas, 2001). However, neither the validity of these three perspectives, nor its impact on team conflict and team performance has been researched before in quantitative research. Therefore, the present study builds on the heuristic model of Ely & Thomas (2001) and proposes that the three diversity perspectives can be distinguished in quantitative analyses. In addition, based on Ely and Thomas (2001), the impact of the diversity perspectives on types of team conflict and team performance are hypothesized, as demonstrated in the research model below:

Figure 1: Research Model.
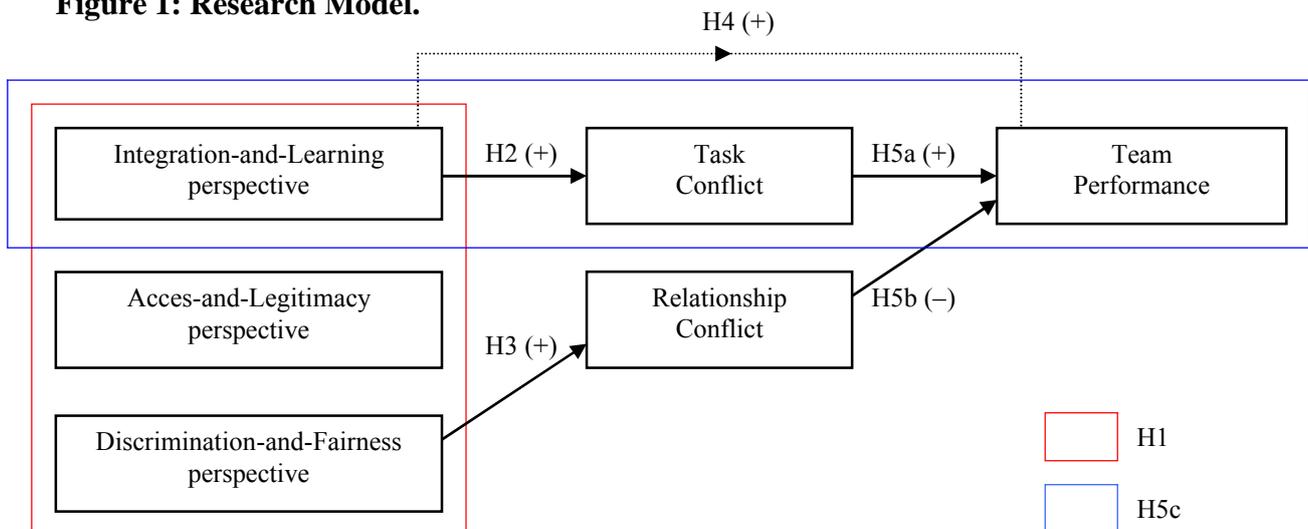
THEORETICAL BACKGROUND

1.2 Ethnic Diversity

Diversity at large can be defined as "the presence of differences among members of a social unit (Jackson, *et* al., 1995). In research on diversity all kinds of differences are studied. These diversity 'dimensions' range from gender- ,age-, and ethnic/cultural- or racial diversity to functional background-, education- and tenure diversity.

The present study focusses on ethnic diversity. Ethnicity is defined as a "selfconscious group of closely related people who -to some extent- share their customs, beliefs, values, institutions, language religion, history, and land of origin" (Cashmore, 1996; Smith, 1991; Oerlemans *et* al., 2008). Individuals of such a group who usually decend from a particular historical region can often be identified by physical characteristics which point to their 'ethnicity'. In this way ethnicity is seen as a readily detectable attribute (Jackson *et* al., 1995) or a subtype of social-category diversity (Oerlemans *et* al., 2008).

However, people with the same ethnicity are likely to share cultural values, norms and beliefs that spring from this historical background. In this sense ethnicity implies 'culture'. Therefore, it is assumed that ethnicity has an underlying cultural dimension or implies cultural identity. Cultural identity groupmembers tend to share certain worldviews (Alderfer & Smith, 1982). These worldviews are constructed through the cultural perspectives. Hence, it is very likely that in an ethnically diverse group cultural differences are present.

In conclusion, this study examines ethnically diverse teams, with the expectation that ethnic diversity brings along cultural differences.

1.3 Ethnic Diversity, Group Processes and Performance

It is often claimed that ethnic diversity benefits organizational performance. However, there are not many studies available to support this claim. In fact, studies on ethnic diversity and performance are relatively little in number and, above all, show mixed results.

Some laboratory studies showed that ethnic diverse work groups were more creative and had better quality decisions than homogeneous groups (McLeod & Lobel, 1992; McLeod, Lobel & Cox, 1992; Watson *et* al., 1993). These positive effect studies are often in essence based on the information-decisionmaking perspective. This theoretical perspective posits that ethnically diverse groups have a broader range of knowlegde and experience than ethnically homogeneous groups, which enhances performance even beyond negative aspects of diverse groups (Williams & O'Reilly, 1998).

On the contrary, a meta-analysis by Jackson, Joshi and Erhardt (2003) presents one study in which no effect was found (Jehn & Bezrukova, 2003) and several studies which found negative effects of ethnic diversity on performance (Jackson & Joshi, 2003; Kirkman, Tesluk & Rosen, 2001; Leonard, Levine & Joshi, 2003; Townsend & Scott, 2003). Williams and O'Reilly concluded in their review (1998) of 40 years of research that increased diversity, especially in terms of age, tenure and ethnicity, typically has negative effects on social integration and communication. Furthermore, ethnically heterogeneous teams experienced

more discrimination, communication breakdowns, intergroup conflict, and showed less satisfaction, lower commitment and higher turnover (Williams & O'Reillly, 1998). Especially for cultural minorities, negative effects like less acceptance, more stressreactions and lower selfworth are likely to prevail in diverse groups (Oerlemans *et al.*, 2008). The results of these studies are not promising for the performance of ethnically diverse organizations.

Some socio-psychological theories, such as the social-categorization theory and the social identity theory are often used to explain these negative results for ethnically diverse groups. For instance, the social categorization theory (Turner, Hogg, & Oakes, 1987) posits that people have a natural tendency to categorize themselves and others to make sense of the complex social world. In ethnically diverse groups ethnicity is a common basis for categorization as ethnic differences are most salient. In accordance with Stephan (1985) and Tsui *et al.* (1992) Pelled articulated (1996, p. 622) that: *Immediately apparent physical features tend to be more accesible than other characteristics; consequently, it is easier to use them as a basis for categorization.* Hence, the presence of employees with different ethnic backgrounds in a group is likely to result in such categorization by it's members.

In addition, the social identity theory (Tajfel *et al.*, 1971) states that people are eager to identify themselves with others who share the same category membership, and tend to favor this 'ingroup' over other 'outgroups', to which they do not belong (Kanter, 1977; Tajfel & Turner, 1979; Oerlemans *et al.*, 2008). So, in this sense it is understood that members of ethnically diverse groups categorize on ethnicity and tend to favor their own ethnic subgroup over other ethnic subgroups. Their social identity provides them with self-esteem and a sense of belonging (Tajfel *et al.*, 1971; Oerlemans *et al.*, 2008).

However, the perceived differences in ethnically diverse groups can evoke feelings of discomfort and anxiety as one can not easily identify with colleagues and gain the self-esteem and sense of belonging they seek. Moreover, when the power position and status of the social ingroup is threatened by outgroups, group polarization can occur, in which differences are exaggerated (Kanter, 1977; Tajfel, 1978; Oerlemans *et al.*, 2008) and intergroup interactions become hostile and fuel intergroup conflict (Ely & Thomas, 2001). Therefore, it is argued that in ethnically diverse groups natural human tendencies can influence group processes negatively by enhancing conflict and thereby, ultimately, leading to negative outcomes for groups (Williams & O'Reillly, 1998). In general, the socio-psychological theories are more suitable for explaining group processes in ethnically diverse groups than the information-decisionmaking perspective (Williams & O'Reilly, 1998). Moreover, they support the notion that ethnically diverse groups are vulnerable for conflict.

1.4 Conflict

Conflict is one of the most studied factors in research on group processes. Conflict can be understood as a condition where *interests, goals, roles and/or views between two or multiple parties (persons or groups) are or seem incompatible with each other* (Prein, 2001, p.9). So, interpersonal differences in a group lead to 'conflict' when they are genuinely, or perceived as, incompatible. A closer look at the conflict construct in literature leads to the division of conflict in dimensions or types. *Task conflict* and *relationship conflict* are two often measured types of conflict in empirical research (Jehn, 1994; 1995; Pelled, 1996; Pelled et al., 1999; De Dreu & Weingart, 2003). Task conflict refers to interpersonal disagreements about tasks, *including the nature and importance of task goals and key decision areas, but also procedures for task accomplishment and the appropriate choice for action* (Pelled, 1996, p.620). Relationship conflict, on the other hand, refers to *interpersonal clashes characterized by anger, distrust, fear, frustration and other forms of negative affect* (Pelled, 1996, p.620), being the more personal and emotional type of conflict.

Task conflict and relationship conflict are distinct types of conflict, but may overlap one another. A meta-analysis by De Dreu & Weingart (2003) of task- and relationship conflict studies showed that the differential validity between the types of conflict was low, with an average corrected correlation of ρ .52 (k=23; 95% CI = .49, .55) with intercorrelations in studies ranging from r = .18 to r = .84. Also, in a specific study on ethnic diversity and conflict, task conflict and relationship conflict were good predictors of each other (Pelled *et* al., 1999). This is not surprising considering that disagreements about tasks sometimes evoke negative affect depending on the nature and tone of the discussion (Pelled, 1996). When a task conflict is intensive enough it can trigger negative feelings and shift to relationship conflict. As explained by Ross (1989): *It is also possible for such (task) differences to generate emotionally harsh language, which can be taken personally* (Pelled, 1996, p. 140). In addition, task conflict can sometimes be used as cover of underlying personal conflicts. People in a relationship conflict are prone to give useless criticism on each other's task-related ideas, leading to task conflicts (Pelled, 1996; Pelled *et* al., 1999). In this case interpersonal problems are combated on the surface through (dysfunctional) task discussions. Despite this close connection between these types of conflict, task conflict and relationship conflict they are considered unique constructs (Jehn, 1995, 1997; Jehn *et* al., 1999; Jehn & Mannix, 2001; Pelled, 1996; Pelled *et* al., 1999; De Dreu & Weingart, 2003).

1.5 Ethnic Diversity, Conflict and Performance

Not surprisingly, it is argued that task conflict has a more positive impact on group performance whereas relationship conflict is argued to have a merely detrimental effect (Jehn, 1995, 1997; Amason, 1996; Amason & Schweiger, 1997; Simons & Peterson, 2000; Van de Vliert & De Dreu, 1994; De Dreu & Weingart, 2003; Jehn & Mannix, 2001). However, a meta-analysis on task conflict and relationship conflict by De Dreu & Weingart (2003) indicate that the types of conflict are about equally non-beneficial for workgroup performance. Nevertheless, task conflict had a less negative effect on group performance when the intercorrelation with relationship conflict was low compared to when it was high (De Dreu & Weingart, 2003). Therefore, the assumption is that task conflict has a less negative influence on performance than does relationship conflict.

Some studies even argue that a moderate degree of task conflict is beneficial for performance (Jehn, 1997; Jehn & Mannix, 2001). This has been confirmed by De Dreu (2006) who proposes that a moderate degree of task conflict is needed to enhance a team's innovation and complex decisionmaking, and therefore, argues that task conflict, to some extent, is beneficial. The exact nature of these relations is still unclear. However, task conflict seems more constructive in nature than relationship conflict. Relationship conflict appears to have only dysfunctional effects, like causing negativity, irritability, resentment and misunderstanding among team members which interferes with team performance (Jehn, 1997).

Little research is performed on ethnic diversity and the two types of conflict. One study which examined this relationship suggests that racial diversity is associated only with relationship conflict (Pelled *et* al., 1999). Ethnic diversity does not appear to lead easily to task conflict. However, the presence of different knowledge resources i.e. *informational diversity*, and of different values and opinions about tasks and goals of the organization i.e. *value diversity*, were positively related to task conflict (Jehn *et* al., 1999). It seems that different information resources, as are often suggested to be present in ethnic diverse groups, are either not that strongly present, or, are not fully utilized. Clark, Anand and Robertson (2000) argue that the latter is often the case. Furthermore, they argue that the participation of groupmembers in task-related issues is prerequisite for a group's ability to benefit from all its resources. Therefore, it seems to be in a group's interest to have some task conflict in which all members can be engaged with their differences of opinion and alternative insights to work.

Thus, ethnic diversity appears to be particularly related to relationship conflict, which in turn, is detrimental for performance. Ethnic diversity is less clearly related to task conflict, which

appears somewhat beneficial for group performance. Hence, these types of conflict appear important variables to take into account when assessing diverse groups and performance.

How a group deals with conflict appears particularly important for the functioning and performance of ethnically diverse groups (Ely & Thomas, 2001; West, 2002). In accordance, Jayne & Dipboye state (2004, p. 419) that: *effective conflict management is also crucial when managing diverse teams, as teammember diversity will almost assuredly bring about situations where perspecives and opinions collide.* In order to deal effectively with diversity and team conflict, and to achieve innovation, the 'team climate' must be considered (Jackson *et* al. 2003; West, 2002; Cox, 1993). West (2002) argues that a team's climate composed of particular conditions, such as effective conflict management, shared teams objectives, encouragement of participation, and a safe psychosocial climate, should be present in order for a team to deal effectively with conflict and to enhance performance.
Furthermore, the last few years it has been argued that an ethnically diverse team's 'perspective on diversity' can shape a team's climate, and thereby, can influence its group processes and performance (Thomas & Ely, 1996; Ely & Thomas, 2001). Eventhough a 'diversity perspective' is a complex factor, it renders increased understanding of the connection between ethnic diversity, group processes and group performance.

1.6 Diversity Perspectives

Positive or negative outcomes of ethnic diversity on work outcomes are likely to depend –at least in part- on particular perspectives on diversity held by work groups. Ely & Thomas supposed that *the perspective that governed work groups' orientation towards diversity was associated with different levels of individual and group functioning* (Ely & Thomas, 2001, p.240). Such a workgroup's 'diversity perspective', is a *group members' normative beliefs and expectations about cultural diversity and its role in their workgroup* (Ely & Thomas, 2001, p.234). Normative beliefs concern the value of cultural identity at work. The expectations concern possible advantages and disadvantages of cultural differences at work, or in the words of Ely & Thomas (2001, p.234): *expectations about the kind of impact, if any, cultural differences can and should have on the group and its work.*
By means of qualitative analysis Ely & Thomas (2001) identified three different diversity perspectives: the integration-and-learning perspective, the acces-and-legitimacy perspective and the discrimination-and-fairness perspective. These perspectives appear to affect the relationship between ethnic diversity and work group functioning differently.

1.6.1 Integration-and-Learning Perspective

In the integration-and-learning perspective cultural differences on the job are seen as potentially valuable resources. Diversity is seen as a resource for learning and adaptive change by focussing on work processes -*the way people do and experience the work* (Ely & Thomas, 2001, p. 240)- where people can learn form each other. *Hence, cultural differences can be a source of insight and skill that can be brought to bear on the organizations' core tasks* (Ely & Thomas, 2001, p. 241). Organizations with the integration-and-learning perspective occasionally rethink their primary tasks and processes and redefine their markets when needed. Sometimes discomfort with cultural differences and the changes can be experienced by the employees, but the need to look beyond feeling comfortable and to benefit from the different skills that people bring is considered more important (Ely & Thomas, 2001). Group functioning is assumed to be enhanced by this perspective, because it facilitates cross-cultural learning and constructive intergroup conflict (Ely & Thomas, 2001).

1.6.2 Acces-and-Legitimacy Perspective

The acces-and-legitimacy perspective is based on the premise that the organization's markets and clients are culturally diverse and that organization's workforce should be representative of these communities. The rationale is twofold. First, the representativeness would facilitate acces to different client communities c.q. gain credibility in these communities. They don't want to be a 'white organisation' in a 'black community'. Second, organizations are expected to be culturally representative out of socio-legitimate rules or demands from the government or larger society.

Although the acces-and-legitimacy perspective can lead to an ethnically diverse staffed workforce, it uses diversity only at the margins. It refrains from incorporating present cultural competencies or resources into the core functions. Work norms and standards are dictated by the dominant ethnic group (Ely & Thomas, 2001). Rethinking or changing of the organization's primary tasks, as a consequence of becoming more diverse, is not discussed.

It is typical for this perspective to see ethnic minority workers being placed only on ethnically similar clients or markets. Therefore, the acces-and-legitimacy perspective is characterized by ethnic segregation in the workforce. Furthermore, this ethnic segregation reflects ethnic relations in the national society accompanied by a similar asymmetric division of power and status of ethnic groups. Group functioning is improved by the ability to reach more diverse markets, but is inhibited by interethnic tensions and the lack of cross-cultural learning (Ely & Thomas, 2001).

1.6.3 Discrimination-and-Fairness Perspective

The discrimination-and-fairness perspective views a culturally diverse workforce as *a moral imperative to ensure justice and the fair treatment of all members of society* (Ely & Thomas, 2001, p. 245). Following this perspective an organization's workforce is supposed to be representative of society to facilitate equal opportunity and eliminate discrimination. A culturally diverse team is meant to be evidence of just and fair treatment of employees (Ely & Thomas, 2001). The notion of equality in this case, posits that everyone has to see and treat others as a 'human being' and thereby attaching no importance to cultural characteristics or colour. At the same time, this politically correct notion causes a sort of 'colour-blindness', and therefore, denying cultural differences as potential resources for work (Ely & Thomas, 2001). Moreover, the discrimination-and-fairness perspective fails to relate ethnic diversity to workgroup outcomes (Ely & Thomas, 2001). Diversity is not regarded as a factor which can improve work outcomes. The focus is on protecting equality rather than on the groups' performance. Group functioning seems to be impaired somewhat by the low morale of employees caused by the inability to express their cultural identity (Ely & Thomas, 2001).

Ely & Thomas (2001) found qualitative evidence for the perspectives in studying three professional American services firms of which all had a diverse workforce. By means of 81 interviews and observation during staffmeetings, a non-profit law firm, a financial services firm and a non-profit consulting firm were investigated. The first two firms were high functioning and multicultural firms. The consulting firm was experiencing conflicts and having performance concerns.

The three diversity perspectives were found in all three firms, but every single firm could be characterized by one of the three diversity perspectives. The law firm had a predominant integration-and-learning perspective, the financial services firm had a predominant acces-and-legitimacy perspective and in the consulting firm the discrimination-and-fairness perspective prevailed. The firms' succes was measured by intermediate group outcomes, including conflict, and work group functioning. These were linked to the firms' diversity perspective. (see Ely & Thomas, 2001 for a more thorough theoretical understanding of the perspectives).

2. THE PRESENT STUDY

2.1 The Diversity Perspectives

The present study focusses on the three diversity perspectives described in Ely & Thomas (2001) and explores their validity in the Dutch healthcare setting through quantitative research. Ely & Thomas (2001) linked the three perspectives to three different American services firms, whereas the present study examines these perspectives in Dutch healthcare teams, thereby, exploring the validity of the perspectives in this particular context. Keeping this in mind, the main explorative question is: Can the three different perspectives on diversity be distinguished in quantitative research? The three perspectives are broad and are based on at least two constructs, for instance: *integration* and *learning* in the first perspective. These constructs differ in essence from the constructs *acces*, *legitimacy*, *discrimination* and *fairness*. It is assumed, following a brief pilot study and in line with Ely & Thomas, that the three perspectives are distinguishable from one another in quantitative research.

Hypothesis 1 (H1): The integration-and-learning-, the acces-and-legitimacy- and the discrimination-and-fairness perspective can be distinguished in quantitative research.

2.2 Linkages between Diversity Perspectives and Conflict

It is assumed that the diversity perspectives are in different ways related to group functioning and to conflict (Ely & Thomas, 2001). The present study examines the links between the diversity perspectives and the types of conflict, whereby relations are expected between the integration-and-learning perspectives and the discrimination-and-fairness perspective on the one hand, and task conflict and relationconflict on the other hand. Relations between the acces-and-legitimacy perspective and conflict types are not expected, largely, because Ely & Thomas (2001) posit that the acces-and-legitimacy perspective is not necessarily associated with conflict. Despite their information that some ethnic minority employees reported feelings of 'resentment' against the ethnic dominant group and 'distrust' of this group, general reports of the ethnic relations were positive. It is assumed that the ethnic segregation of employees, following this perspective, reduces interethnic cooperation and contact and thereby inhibits appearance of conflict. The following hypotheses are also largely based on the qualitative study of Ely & Thomas (2001), because almost no quantitative research on the diversity perspectives has been performed before.

2.2.1 Integration-and-Learning Perspective and Conflict

On the one hand Ely & Thomas (2001) argue that in the integration-and-learning context employees deliberately confront each other with their differences in order to improve work. As a consequence of this confrontation of differences, interethnic tensions and conflict may be induced. This is in accordance with social categorization- and social identity theories. On the other hand, escalations and the negative affective nature of these tensions, i.e. relationship conflict, are likely to be somewhat inhibited by the integration-and-learning climate which is characterized by trust and respect (Ely & Thomas, 2001). This assumption is supported by employees' reports of feeling valued and respected by their collegues (Ely & Thomas, 2001). Hence, it is expected that these two inferences will neutralize a significant effect of the integration-and-learning perspective on relationship conflict.

Task conflict, however, is assumed to be related to the integration-and-learning perspective. This diversity perspective, together with the information-decisionmaking perspective (Williams & O'Reilly, 1998), assume that different cultural skills and insights, present in a ethnic diverse group, are brought to bear on tasks and, thereby, enhance work progress. There is some empirical evidence for this assumption. *Informational diversity*, which refers to a group where a broad range of knowledge and perspectives is present, is associated with task conflict (Jehn *et* al., 1999). To achieve this, ethnic minority members must get the opportunity to participate fully with all their abilities in work group discussions (Clark *et* al., 2000). The integration-and-learning perspective grants this opportunity as it values expression of different cultural opinions and insights in task discussion and thereby encourages participation of all ethnic members. Consequently, task conflict will increase. In addition, the integration-and-learning perspective appears to facilitate 'effective conflict management' and a 'safe psychosocial climate', which are two important conditions for enhancing task discussion and innovation in diverse teams (West, 2002). The perspective shapes a climate characterized by openness and trust, where ethnic minority employees can feel safe to question ruling opinions about tasks and to challenge others in task discussions. This is supported by an example where an executive director reported after a staffmeeting that staffmembers were *really willing to take the time to challenge each other and to be educated by each other* (Ely & Thomas, 2001, p. 249). Hence, it is hypothesized that:

Hypothesis 2 (H2): The integration-and-learning perspective is positively related to task conflict.

2.2.2 Discrimination-and-Fairness Perspective and Relationship Conflict

The discrimination-and-fairness perspective holds that people are concerned with equality and fair treatment of all individuals. As a consequence of this, differences of opinion between ethnically diverse team members are likely to be framed in the light of racial issues (Ely & Thomas, 2001). *Differences in work-related points of view were seen as a problem of primarily moral and ethical dimensions* (Ely & Thomas, 2001). This causes the group's attention to shift away from work-content issues, thereby, reducing emergence of task conflict. Hence, it is assumed that the discrimination-and-fairness perspective is not related to task conflict.

However, the perspective is assumed to be related to relationship conflict. The moral commitment to anti-discrimination following the discrimination-and-fairness view, causes dominant ethnic groupmembers to be overly cautious with discussing ethnic or cultural differences openly (Ely & Thomas, 2001). Out of anxiety to be called a 'racist' and to cause disharmony they tend to avoid situations of ethnic confrontation (Ely & Thomas, 2001). People tend to *subvert differences in the interest of preserving harmony* (Thomas & Ely, 1996). Every employee is expected to assimilate to the organizational culture characterized by equality and fairness. The only identity that is to be expressed is the groups work identity. However, for most ethnic minority members recognition of their cultural identity is important, because it provides them with self-esteem and a sense of belonging (Tajfel *et* al., 1971). Refusal of this recognition by others can, thus, have a negative impact on ethnic minority members. Ely & Thomas (2001) reported that the ethnic minority employees in the discrimination-and-fairness context felt undermined, devalued and disrespected and some of them even felt depressed. This negative affect which is accompanying interethnic relations is a clear indication of relationship conflict. Moreover, tensions can get bottled up, especially for ethnic minority employees. Thomas and Ely (1996) articulate that the inability for ethnic minority employees to fully engage in workplace relationships can *breed resentment and misunderstanding, fueling tensions that can further obstruct productive work relationships* (p. 375). Ironcially, the fear of accidently fostering ethnic confrontation at work induces interethnic conflict-avoidance, which can frustrate ethnic minorities and become a source of conflict in itself (Ely & Thomas, 2001). Thus, it is expected that:

Hypothesis 3 (H3): The discrimination-and-fairness perspective is positively related to relationship conflict.

2.3 Diversity Perspectives and Team Performance

Despite the belief that the diversity perspectives exert influence primarily on conflict and group functioning (Ely & Thomas, 2001), it is understood they also have implications for group performance. Group functioning is considered equivalent to group performance, because they are closely related constructs (Hackman, 1987; Gladstein, 1984; Williams & O'Reilly, 1998).

It is assumed that the integration-and-learning perspective has a positive effect on group performance whereas the acces-and-legitimacy perspective and the discrimination-and-fairness perspective are not related to team performance (Thomas & Ely, 1996; Ely & Thomas, 2001). *All three perspectives had been succesful in motivating managers to diversify their staff, but only the integration & learning perspective provided the rationale and guidance needed to achieve sustained benefits from diversity* (Ely & Thomas, 2001, p. 229). Hence, it is hypothesized that:

Hypothesis 4 (H4): The integration-and-learning perspective is positively related to team performance while the acces-and-legitimacy perspective and the discrimination-and-fairness perspective are not related to team performance.

2.4 Conflict as a Mediator on the relationship between the Integration-and-Learning Perspective and Team Performance

Cox (1993) supposes that diversity is a relatively distal factor to bottom-line performance, and therefore, he argues that inclusion of more proximate outcomes, such as team conflict, in assessing the diversity-performance link is important.

As has been put forward in previous sections, it is assumed there is a positive connection between the integration and learning perspective and group performance (Ely & Thomas, 2001). Also, task conflict is suggested to have somewhat beneficial effects on performance (De Dreu, 2006; Jehn, 1997; Jehn & Mannix, 2001) and was positively related to group performance in the context of ethnic diversity (Pelled *et* al., 1999). In past research only detrimental effects of relationship conflict on performance were found (e.g. Jehn, 1995). In addition and according to hypothesis 2, it is assumed that the integration and learning perspective is positively related to task conflict. Following the above linkages, it is hypothesized that:

Hypothesis 5a (H5a): Task conflict is positively related to team performance.

Hypothesis 5b (H5b): Relational conflict is negatively related to team-performance.

Hypothesis 5c (H5c): The positive relationship of integration-and-learning perspective on team performance is mediated by task conflict.

The above hypotheses lead to the following hypothesized paths in the research model:

Figure 1: Research Model.
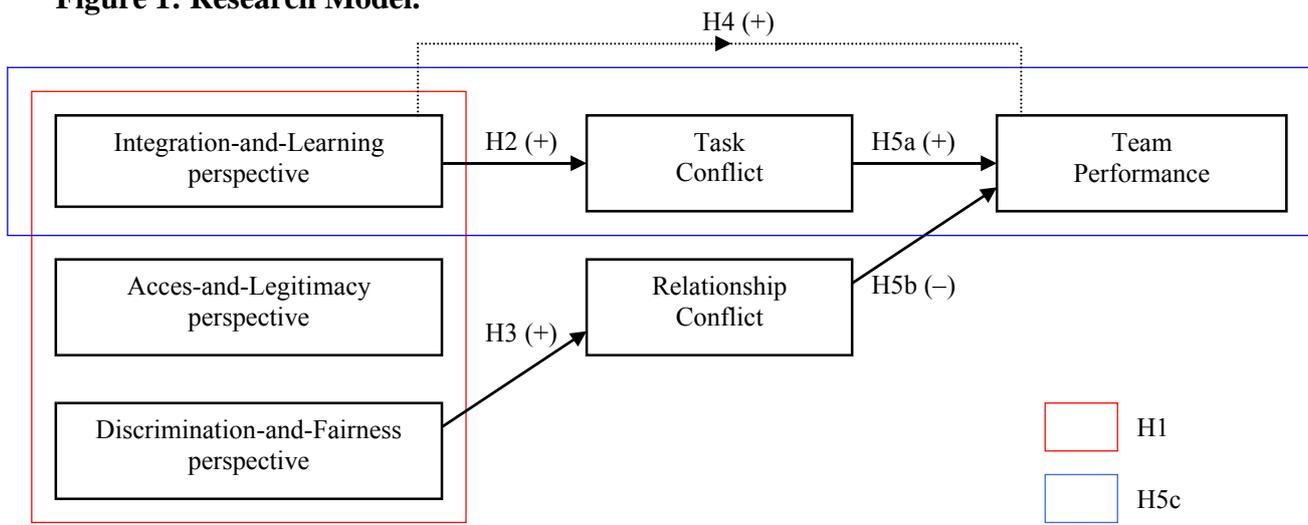
3. METHODS

3.1 Procedure

Data was collected in eight healthcare centres for elderly people. The healthcare centres were approached through a website of an employer organization for healthcare institutions in the Netherlands (*ActiZ*). Within the eight healthcare centres, a total number of twenty two teams participated in this research. Employees were asked to fill in a paper and pencil questionnaire. The questionnaires were offered to the teamleader or to another contactperson within the organization. The teamleader or contactperson was in charge of the data collection. Employees could decide themselves when to fill in the questionnaire. In order to guarantee the confidentiality of the information, envelopes were provided so that employees could return their questionnaire in a closed envelope. Data collection took place between february and may 2008. 212 employees filled in the questionnaire and the overall response rate across the 22 teams was 42%.

17

3.2 Sample

Demographic details of the sample are included in Table 1. Participants in this study included 13 men (6,1%) and 199 women (93,9%). The average age was 40.4 years (SD = 11.1). Approximately, one fourth (N=50) of the respondents had a non-western origin. A vast majority (N=23) of the non-western group had an ethnic Surinamese background. Other ethnic backgrounds were: Antillean, Turkish and South-East Asian among others. Employees with a western, but non-Dutch background (N=13) were mostly from German heritage (N=8). Among the employees with a non-Dutch background, 40 were first generation (born abroad) migrants and 23 were second generation migrants (which means that persons are born in the Netherlands, but have at least one parent who was born abroad). The average education level of the respondents was MBO, which is comparable to vocational education. The average teamsize was about 13 employees with a SD of 5,2, and the number of teammembers ranged from 1 to 21. The average tenure of employees was 115,5 months (9 years and 7,5 months), with a standard deviation of 108,9 (8 years and 1 month).

Table 1

Sample characteristics

Characteristic		Frequency		Percentage (%)
Gender	Men	13		6,1
	Women	199		93,9
	Total	212		100,0
Ethnic background	Dutch background	142		67,0
	Western background (Non-Dutch)	13		6,1
	Non-Western background	50		23,6
	Total	205		96,7
Non-Dutch generations	First generation non-Dutch	40		18,9
	Second generation non-Dutch	23		10,8
	Total	63		29,7
Education level	Secondary school	4		1,9
	MAVO/VMBO/LBO (pre-vocational education)	63		29,7
	MBO (vocational education)	108		50,9
	HAVO (pre-professional education)	8		3,8
	VWO (pre-scientific education)	5		2,4
	HBO (professional-academic education)	21		9,9
	WO (scientific-academic education)	1		0,5
	Total	210		99,1
Team size	> 7 (N teams)	31	(8)	14,6
	7 – 14 (N teams)	92	(9)	43,4
	14 < (N teams)	89	(5)	42,0
	Total (N teams)	212	(22)	100,0
Tenure of employees (in months)	> 12	51		23,9
	12 – 36	48		22,5
	36 <	107		50,2
	Total	206		96,7

3.3 Measures

The **diversity perspectives** are measured by 14 items with a 5-point Likert scale, ranging from "totally disagree"(1), to "neutral"(3), to "totally agree"(5). The 14 items are based on the three theoretical perspectives as introduced in qualitative research by Ely & Thomas (2001). The diversity perspective items in the questionnaire were introduced as follow: "*the next questions are about the atmosphere in your team concerning cultural diversity. Please indicate to what extent the next situations are applicable to your team*". Cronbach alpha's of the diversity perspectives are part of the first hypothesis and, therefore, are discussed in the "results" section.

The measurement of the **integration-and-learning perspective** was based on five "intercultural climate"- items of Harquail & Cox (1993). The intercultural climate items concern learning from cultural diversity and valuing cultural diversity at work, which is in line with the understanding of the integration-and-learning construct. Using these existing and tested items was preferred above constructing new untested items which may be accompanied by reliability and validity shortcomings. The five items of Harquail & Cox (1993) are translated from English to Dutch and relate to a team-level. One item example is: "*In my team... members learn from each other's cultural views*".

The **discrimination-and-fairness perspective** was measured by six items derived from the fairness construct in Mor Barak *et* al. (1998). The six items were translated from English to Dutch and were adjusted to measure this perspective on a team level, with respect to cultural diversity. The fairness construct reflects the discrimination-and-fairness perspective by stressing the importance of fair treatment of all employees and declining cultural characteristics to be of influence on matters. An item example is: "*In my team...decisions are made fairly and just, without cultural differences playing a role*".

Some difficulty was experienced by finding appropriate team-level items for the **acces-and-legitimacy perspective** as this is an organizational perspective. Ely & Thomas' (2001) qualitative view holds that the ethnic segregation of employees particularly takes place between teams or departments. In the present study this segregation is interpreted within teams. Every healthcare team is ethnically diverse and takes care of multiple ethnic clients. In accordance with the acces-and-legitimacy perspective, the caretaker and client are matched on ethnicity, whereby the involvement of ethnic minority employees is restricted to these ethnic roles. Following this, three items were created which attempt to catch the ethnic segregation of employees in a team on work tasks: "*In my team... initiatives concerning care of clients with a non-Dutch background is left to team members with a non-Dutch background*", "*In my*

team…team members with a non-Dutch background are matched to clients with a non-Dutch background as much as possible", and: "*In my team…team members with a non-Dutch background are not granted much space outside of the 'cultural role' which they fulfil*".

Task conflict was measured by four items of Jehn (1994) translated from English to Dutch by De Dreu (2005). Response was given by means of a 5-point Likert scale ranging from "(almost) never"(1) to "(almost) always"(5). One item example is: "*Between me and my team collegues…we argue about task-related issues*". The alpha of the task conflict scale was .77.

Relationship conflict was measured by four items of Jehn (1994) translated from English to Dutch by De Dreu (2005). A 5-point Likert scale was used, ranging from "(almost) never"(1) to "(almost) always"(5). Participants were instructed to give an answer that matched their opinion best. One item example is: "*Between me and my team collegues…the atmosphere is characterized by interpersonal irritations and anger*". The alpha for this scale was .87.

Team performance was measured subjectively with a measure of Bezrukova, Thatcher & Jehn (2004). Participants were asked about their opinion on the functioning and performing of their team. Response was given on a 5-point Likert scale, ranging from "totally disagree"(1) to "totally agree"(5). Item example: "*I think our team is generally effective in performing its work*". Cronbach's alpha for team performance was .79.

Control variables. Mixed results of demographic effects on group outcomes have been found in diversity research (Williams & O'Reilly, 1998). To control for demographic effects, gender, age, ethnicity (western/ non-western) and educational level were included in this study as control variables. Educational level is used as a proxy for functional diversity, which is found to relate positively to task conflict (Pelled *et* al., 1999) and negatively to group- and individual performance (Jehn & Bezrukova, 2004).

In addition, tenure of employees and team size were considered two important factors to control for. Individual tenure was a control variable, because the tenure of employees, i.e. the amount of month's team members are part of their team, can influence interactions in a group (Weingart, 1992). The size of a team was also controlled for, because research has shown that team size can influence group processes and outcomes (Brewer & Kramer, 1986). Furthermore, a larger team has the potential to be more heterogeneous (Bantel & Jackson, 1989; Jackson *et* al., 1991).

3.4 Statistical Analysis

In order to test the hypotheses of this study analyses were run through the data program SPSS 14.0. Initially, means, standard deviations and intercorrelations of the variables were computed. Hypothesis 1 was tested by performing a factor-analysis of the diversity perspective items, by using Principal Components Analyses (PCA) with varimax rotation. Hierarchical multiple regression analyses were used for testing H2 through H5c to control for other variables and thereby, assessing the predictive effects of the independent variables on the dependent variables more accurately. Analysis of hypotheses 2 and 3 included control variables and diversity perspectives as the independent variables, and task conflict (H2) or relationship conflict (H3) as the dependent variable. Analysis of hypotheses 4 through 5c included: control variables, diversity perspectives, task conflict and relationship conflict as independent variables, with the dependent variable being team performance. In order to analyse the hypothesized mediating effect of task conflict (H5c) on the direct relationship between integration-and-learning on the one hand, and team performance on the other hand, the mediation technique as suggested by Baron & Kenny (1986) was performed.

4. RESULTS

4.1 Principle Component Analyses (PCA) regarding the Diversity Perspectives

The explorative question and H1 of this study was wether the diversity perspectives could be distinguished from each other. Table 2 contains results from Principal Component Analyses (PCA), performed in SPSS. The intergation-and-learning perspective appears a unique factor with all five integration-and-learning items supporting the construct. Furthermore, the scale showed a good statistical reliability with a Cronbach's alpha of .83, and its items accounted for 23 percent of the variance.

The three items for acces-and-legitimacy also loaded on a unique factor. However, reliability was somewhat low with a Cronbach's alpha of .62 rising to .68 after deletion of the third item, and consisting of only two items. The two-item version of the acces-and-legitimacy construct was adopted for further analyses, because of its higher reliability which almost reached a Cronbach's alpha of .70. A Cronbach's alpha of .70 or higher was deemed reliable as a rule of thumb. The acces-and-legitimacy items accounted for almost 14 percent of the variance.

The discrimination-and-fairness items were divided over two factors, which however, were distinct from the integration-and-learning factor and the acces-and-legitimacy factor. The six items had a Cronbach's alpha of .75, thereby, the discrimination-and-fairness scale was considered reliable. Moreover, the six items accounted for almost 32 percent of the variance. Thus, the three diversity perspectives were distinguishable in this research supporting hypothesis 1, and allowing further analyses of these variables in subsequent hypotheses.

Table 2

Results of Principal Component Analysis of Diversity Perspective Items

| | Factor | | |
item	Integration and Learning	Acces and Legitimacy	Discrimination and Fairness
Integration-and-Learning 1	.55		
Integration-and-Learning 2	.72		
Integration-and-Learning 3	.85		
Integration-and-Learning 4	.80		
Integration-and-Learning 5	.72		
Access-and-Legitimacy 1		.82	
Access-and-Legitimacy 2		.87	
Access-and-Legitimacy 3		.55	
Discrimination-and-Fairness 1			.58
Discrimination-and-Fairness 2			.84
Discrimination-and-Fairness 3			.71
Discrimination-and-Fairness 4			.78
Discrimination-and-Fairness 5			.52
Discrimination-and-Fairness 6			.83
% of variance	23.27	13.66	31.63

4.2 Descriptive Statistics

Table 3 shows descriptive statistics for the study variables, including means, standard deviations, intercorrelations and Cronbach's alpha's.

Considering the diversity perspectives, the intergation-and-learning and the discrimination-and-fairness perspective were positively correlated ($r = .55$, $p > .01$). This is a medium-sized correlation according to Cohen (1988). Furthermore, the acces-and-legitimacy perspective was not correlated with the other two diversity perspectives.

Next, task conflict and relationship conflict were positively correlated, which is according to our expectations as discussed in the introduction. Furthemore, the integration-and-learning and the discrimination-and-fairness perspective were negatively correlated with relationship conflict, but did not correlate with task conflict. Moreover, relationship conflict showed a negative correlation with team performance, whereas task conflict was not correlated. Finally, the integration-and-learning perspective was positively related to team performance.

Table 3

Means, Standard Deviations, Intercorrelations, and (Cronbach's Alpha's)

Variable	M	SD	1	2	3	4	5	6
1. Integration-and-Learning perspective	4.04	.70	(.83)					
2. Acces-and-Legitimacy perspective	2.36	1.08	.03	(.68)				
3. Discrimination-and-Fairness perspective	4.11	.76	.55**	-.01	(.75)			
4. Task Conflict	2.87	.74	.11	.06	.11	(.77)		
5. Relationship Conflict	2.24	.80	-.22**	.09	-.22**	.23**	(.87)	
6. Team Performance	4.04	.61	.20**	.08	.13	.03	-.28**	(.79)

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

4.3 Hierarchical Regression Analyses of Conflict

Hierarchical regression analyses were performed for task conflict and relationship conflict separately. In a first model only control variables were included, and in a second model the diversity perspecties were added as predictors.

The first model in Table 4 shows that the control variables were neither related to task conflict nor to relationship conflict. In the second model, results indicate that only the integration-and-learning perspective was negatively related to relationship conflict (beta = -.19, p < .05). Hence, relationship conflict decreases when integration-and-learning is more present. Hypothesis 2, which proposed that the integration-and-learning perspective is positively related to task conflict, was not significant and therefore H2 was not supported.

H3 proposed that the discrimination-and-fairness perspective would be positively related to relationship conflict. This hypothesis was not supported as the discrimination-and-fairness perspective was not related to relationship conflict.

Table 4

Regression of Task Conflict and Relationship Conflict on Diversity Perspectives and Control Variables (showing standardized regression coefficients)

Independent variables	Task Conflict		Relationship Conflict	
	Model 1 (N = 182)	Model 2 (N = 179)	Model 1 (N = 182)	Model 2 (N = 179)
Controls				
Gender	-.02	-.03	.02	.01
Age	.01	.02	.13	.09
Ethnic Background	.03	.03	.01	.00
Education Level	.08	.06	.08	.14
Team Longevity	-.04	-.03	.00	.01
Team Size	.03	.03	.04	.03
Diversity Perspectives				
Integration-and-Learning		.04		-.19*
Acces-and-Legitimacy		.07		.09
Discrimination-and-Fairness		.10		-.09
R-squared	.01	.03	.02	.09
F	.32	.61	.70	1.99*

* *p* < .05; ** *p* < .01.

Table 5

Regression of Team Performance on Conflict, Diversity Perspectives and Control Variables
(showing standardized regression coefficients)

Independent variables	Model 1 (N = 181)	Model 2 (N = 178)	Model 3 (N = 176)
Controls			
Gender	.03	.04	.04
Age	.09	.10	.12
Ethnic Background	-.01	-.01	-.01
Education Level	-.09	-.13	-.10
Team Longevity	-.03	-.04	-.04
Team Size	.06	.04	.05
Diversity Perspectives			
Integration-and-Learning		.26**	.21*
Acces-and-Legitimacy		.06	.08
Discrimination-and-Fairness		-.04	-.07
Conflict			
Task Conflict			.08
Relationship Conflict			-.26**
R-squared	.02	.08	.14
F	.59	1.72	2.58**

* $p < .05$; ** $p < .01$; *** $p < .001$.

4.4 Hierarchical Regression Analyses of Team Performance

Hierarchical regression analyses of team performance were used in order to test hypotheses 4 through 5c. In a first model only control variables were included. In model 2 diversity perspectives were added as predictors to test H4, which proposed that the integration-and-learning perspective is positively related to team performance, whereas the other two diversity perspectives are not related. Finally in model 3, the types of conflict were added as predictors of team performance to assess H5a through H5c. Table 5 shows the results of these hierarchical regression analyses.

Model 1 shows that none of the control variables is related to team performance. The second model in Table 5 shows that only the integration-and-learning perspective is related to team performance showing a positive relation (beta = .26, p < .01), which is consistent with H4. Furthermore, the integration-and-learning perspective remained a significant predictor of team performance after adding the types of conflict to the regression in the third model (beta = .21, p < .05). Hence, the integration-and-learning perspective is associated with increased team performance in support of H4 and in accordance with Ely & Thomas (2001).

Model 3 also shows that task conflict was not a significant predictor of team performance. This is contrary to H5a, which proposed that task conflict would be positively associated with team performance. Thus, the assumption that task conflict is related to improved team performance was not supported by this research.

However, relationship conflict had a significant and negative relationship with team performance (beta = -.26, p < .05), which supports H5b. Hence, the more relationship conflict is present the lower a team's performance is.

A mediation effect of task conflict on the relationship between the integration-and-learning perspective and team performance was stated in H5c. According to Baron & Kenny (1986) connections must be present between: the diversity perspective and team performance, the diversity perspective and conflict type, and between conflict type and team performance, in order to speak of 'mediation'. Relations proposed in H2, H4 and H5a are prerequisites for the mediation effect hypothesized in H5c. Considering that the fact that H2 and H5a were not confirmed, i.e. task conflict was not related to the integration-and-learning perspective and to team performance, task conflict did not mediate the relationship between the integration-and-learning perspective and team performance, and therefore, H5c was not supported.

However, interestingly, the integration-and-learning perspective and team performance were both related to relationship conflict. Thereby, signs of a mediation effect of relationship conflict occurred on the relationship between the integration-and-learning perspective and team performance. Testing this mediation effect with results reflected in table 5, it was observed that relationship conflict partially mediated the direct relationship between integration-and-learning perspective and team performance. The integration-and-learning perspective was less strongly, but still significantly related to team performance beyond the effects of relationship conflict (Model 1: beta = .26, p < .01; Model 2: beta = .21, p < .05). Moreover, adding conflict in model 3 produced a significant increase in explained variance, $R^2 = .14$, $F(2, 176) = 2.58$, $p < .01$.

The empirical findings of this study are reflected in figure 2.

Figure 2: Empirical findings of this study
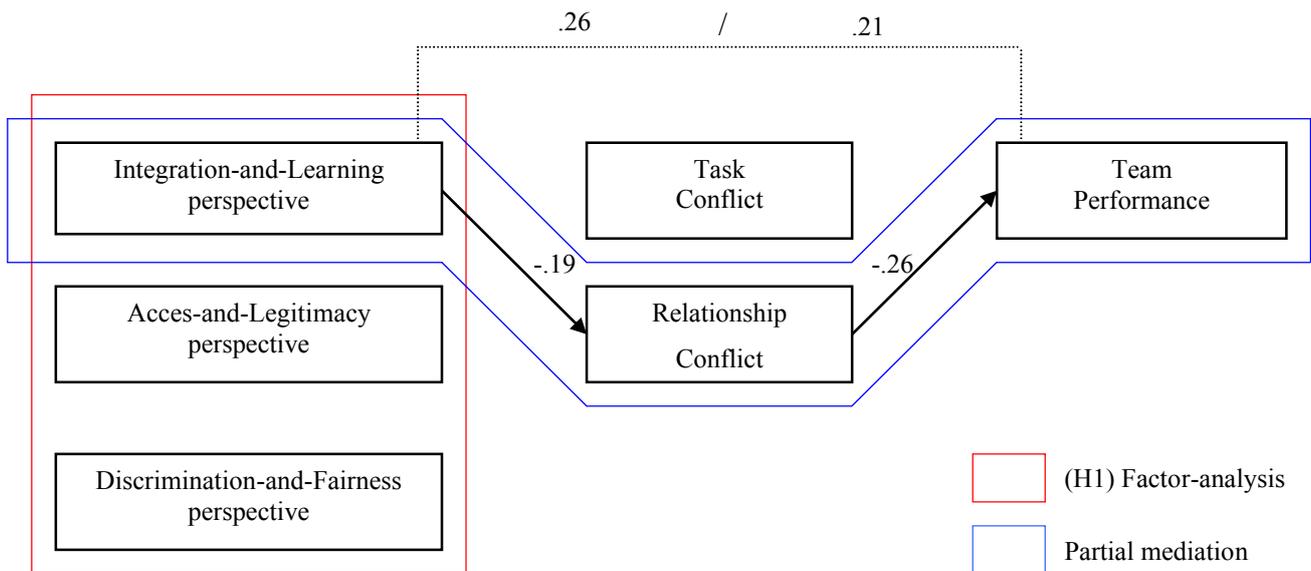
5. DISCUSSION

Ely & Thomas (2001) argued in their qualitative study that three distinct perspectives on cultural diversity in a work group have different implications for group conflict and group functioning. The aim of this study was to test, by means of quantitative research, wether these three perspectives on work group diversity were present in 22 Dutch healthcare teams. Furthermore, this study examined relations between diversity perspectives, types of conflict in teams and team performance. Results revealed that the integration-and-learning, acces-and-legitimacy and the discrimination-and-fairness perspective were valid and distinct diversity perspectives in the Dutch healthcare context under study. Only the integration-and-learning perspective was associated with reduced relationship conflict and enhanced team performance, whereas the other two diversity perspectives were not related to either conflict nor team performance. Further, task conflict was not related to team performance, whereas relationship conflict was detrimental to team performance. Furthermore, relationship conflict partially mediated the relationship between the integration-and-learning perspective on the one hand, and team performance on the other hand.

Below, these findings are further discussed in detail, together with limitations of the study, and recommendations for future research.

5.1 The Diversity Perspectives

Results showed that the three perspectives on ethnic diversity could be reliably distinghuished from one another in quantitative research (confirming hypothesis 1). This being said, the integration-and-learning perspective and the discrimination-and-fairness perspective showed some overlap. Results revealed that these perspectives were positively correlated. An explanation for this is that 'fairness' to some degree is present in the integration-and-learning perspective. A degree of fair treatment of individuals may be necessary in order to create a secure climate which is characteristic for the integration-and-learning perspective. In addition, the discrimination-and-fairness perspective may enhance integration of employees to some extent as discrimination is avoided.

5.2 Diversity Perspectives and Conflict

Findings indicate that task conflict did not relate to any of the diversity perspectives. That is to say, contrary to hypothesis 2, the integration-and-learning perspective did not enhance task conflict. One explanation for this could be that the tasks performed by the healthcare teams were relatively routine and executive in nature, meaning that tasks are relatively straighforward and are performed routinely. In literature it is argued that relatively routine tasks are self-evident and do not require extensive consideration and discussions, thereby reducing substantial task conflict, whereas relatively non-routine or complex tasks induce task discussions, because these tasks require non-standard solutions (Jehn, 1995; De Dreu & Weingart, 2003). Besides, the integration-and-learning perspective is mainly associated with workers using a process-approach of work, wherein it is valued to spend time on exploring and discussing new approaches to work. The healthcare employees were generally educated and employed to carry out (non-complex) caretaking tasks, which may indicate that extensive discussions on tasks and exchange of cultural insights were not required.

Another explanation for the absent positive relationship between task conflict and the integration-and-learning perspective could be that different opinions and insights as input for task discussions may not have stemmed from cultural differences among team members. This is confirmed by earlier research on diversity and task conflict. Task conflict was not found related to ethnic differences (Pelled *et* al., 1999) or to social-category diversity (Jehn *et* al., 1999). Instead, other factors may have fuelled task conflict.

Pelled, Eisenhardt and Xin (1999) suggest that task conflict is solely driven by work-related factors. They emphasize the importance of functional background differences in particular. Employees who differ in functional background are more likely to have conflicting

professional views on how tasks should be done, thereby inducing chances of task conflict. Similarly, task conflict in this study might have been driven by differences in the functional background of team members. However, these differences were not assessed by the integration-and-learning perspective, because this perspective and the other two diversity perspectives address cultural differences.

Contrary to what was expected in the third hypothesis, the discrimination-and-fairness was not associated with relationship conflict. An explanation for this could be that the focus on equality, fair treatment and harmony following the discrimination-and-fairness perspective reduces potential relationship conflict. The goal is to preserve harmony among ethnic different team members and therefore conflict is avoided at all costs (Ely & Thomas, 2001). In support of this, the discrimination-and-fairness perspective was negatively, but insignificantly, correlated with relationship conflict. This points rather at an opposite effect of what was expected in the third hypothesis.

Interestingly, the integration-and-learning perspective relates negatively to relationship conflict. Hence, it appears that the integration-and-learning perspective eases negative experiences and tensions among employees when they are confronted with each others differences, resulting in less relationship conflict. This effect may be due to an open climate and feelings of safety and respect which are fostered by the integration-and-learning perspective (Ely & Thomas, 2001). In such a context people can deal effectively with their differences and tensions. Ely & Thomas (2001) reported that tensions between employees were manageable in the integration-and-learning firm, because employees could discuss them. Once employees can discuss their issues openly, it is less likely they result in relationship conflict, because of the high levels of respect and trust among employees. Besides, it may prevent employees from perceiving differences solely as problematic or negative. As a consequence, cross-cultural learning can be increased and thereby foster the belief that discussing differences is beneficial in the end.

5.3 Diversity Perspectives and Team Performance

The integration-and-learning perspective appears to be beneficial for team performance whereas the other diversity perspectives are not (confirming hypothesis 4). This is in accordance with Ely & Thomas (2001), who stress the importance of viewing cultural differences as potential resources for work. The findings demonstrate that *acces-and-*

legitimacy i.e. 'representativeness' and *discrimination-and-fairness* i.e. 'equality', are not sufficient diversity notions, and that solely the notion of *integration-and-learning*, i.e. 'cross-cultural learning', pave the way for achieving sustained benefits of diversity. This is in accordance with conclusions presented in a recent dissertation about coping with cultural differences at work (Luijters, 2008).

5.4 Conflict and Team Performance

Task conflict did not relate to team performance. Therefore, the claim (e.g. Jehn, 1995) that task conflict increases team performance was not supported (rendering hypothesis 5a invalid). In the conflict literature it is argued that this supposedly straightforward relationship is more complex than expected. More recent studies demonstrate that task conflict is only to some degree and under certain circumstances advantageous for performance.

For instance, De Dreu (2006) found evidence for a curvilinear effect of task conflict on team innovation, suggesting that only moderate levels of task conflict are associated with increased innovation in teams. In the present study the average level of task conflict was 'moderate'. However, a longitudinal study by Jehn and Mannix (2001) reveals that moderate levels of task conflict are only beneficial for team performance in the middle stage of team interactions, where activities such as brain-storm sessions and discussions of task goals are supposed to take place. This could not be assessed in the present study, but may have influenced it's outcomes. High or moderate levels of task conflict towards the end of a team project were found dysfunctional for performance, because such levels of task conflict, then, may interfere with commitment to team goals and can thwart successful implementation of plans (Jehn & Mannix, 2001; Amason & Schweiger, 1994). In similar vein, moderate levels of team conflict may enhance team innovation, but at the same time, they appear to reduce short-term goal attainment in teams (De Dreu, 2006). These findings could explain the lack of beneficial effects of task conflict on team performance in this study.

In addition, it is likely that task conflict has more favourable effects when it is not closely related to negative affective conflict. Effects of task conflict on performance appear less negative when it is weakly rather than strongly correlated with relationship conflict (De Dreu & Weingart, 2003). In this study task conflict and relationship conflict were distinct phenomenon, but showed a positive intercorrelation which may have obscured possible positive effects of task conflict on team performance.

The finding of this study that relationship conflict was detrimental to team performance (confirming hypothesis 5b) is in line with previous studies (Jehn, 1995, 1997; Amason, 1996; Amason & Schweiger, 1997; Simons & Peterson, 2000; Van de Vliert & De Dreu, 1994; De Dreu & Weingart, 2003; Jehn & Mannix, 2001).

5.5 The Mediating role of Conflict

Finally, this research examined mediation effects of conflict on the relationship between diversity perspectives and team performance, as suggested by Baron & Kenny (1986). Considering that relations between task conflict on the one hand, and the integration-and-learning perspective and team performance on the other hand, were not significant (as explained in the paragraphs above), task conflict can not mediate the relationship between the integration-and-learning perspective and team performance (rejecting hypothesis 5c).

Contrary to expectations, not task conflict, but relationship conflict appeared as a (partial) mediating factor in the relationship between the integration-and-learning perspective and team performance. This finding shows that the integration-and-learning perspective reduces relationship conflict and thereby enhances team performance. That is to say, the integration-and-learning perspective tends to inhibit relationship conflict, which in turn, decreases detrimental effects on performance.

One explanation for this could be that the integration-and-learning perspective stimulates open discussions concerning cultural differences, but also stimulates a climate of trust and respect (Ely & Thomas, 2001). These characteristics specifically may account for the inhibition of relationship conflict and lead to higher performance as is also suggested in Jehn and Mannix (2001). In their longitudinal study on intragroup conflict and group performance they showed that well-performing teams were characterized by high levels of trust and respect and by holding open conflict discussion norms. These factors appear to stimulate team members to actually discuss and overcome their issues, so that work progress can be achieved and is not interfered by interpersonal problems.

The partial nature of the mediation effect indicates that other factors may play a role as well in the beneficial effects of the integration-and-learning perspectives on team performance. For example, team creativity or team innovation may explain some of the positive links between the integration-and-learning perspective and performance.

5.6 Limitations of the Study

There are a number of limitations of the study that are worth mentioning. A first limitation is the low amount of participating teams (N=22). This amount was too low to perform statistical analyses on a team level. As a consequence, analyses were performed on the individual level (N=212). Therefore, the assessments of within team coherence regarding diversity perspectives could not be executed. However, within-team discrepancies of diversity perspective may have been present. That is to say, discrepancies between team members with different ethnic backgrounds, and between team leader and subordinates. The assessment of such potential differences could have led to more insights in the diversity perspectives. Future studies dedicated to such differences may give us more decisive answers.

Further, the explorative nature of the study caused the acces-and-legitimacy perspective to turn out as a less reliable construct, and therefore, it reduces reliability of results around the acces-and-legitimacy perspective. In addition, this perspective was initially directed to the organizational level, thereby making it more difficult to adjust it to team level. For instance, the discussion by Ely & Thomas (2001) of ethnic segregation between team or departments, was adjusted to segregation between team members, that is to say, segregation within a team. Despite these issues, the acces-and-legitimacy items loaded on a unique factor and the scale was close to being 'reliable'. In general, the explorative work of this study was an asset.

The cross-sectional design of this study can be considered a limitation, because it can not identify the causality of relations between variables. For example, the integration-and-learning perspective may lead to an enhanced team performance; however, a good team performance may also result in more trust, respect and cohesion among team members which can feed back to a more positive perspective on diversity. Furthermore, this research design could not take into account the dynamic nature of team processes and phenomena such as conflict. Longitudinal studies have demonstrated that conflict types can proceed differently over time changing in amount, intensity and type of conflict depending on factors such as the interaction phase of a team and its conflict resolution efficacy among others (Jehn & Mannix, 2001; Greer *et* al., 2007).

Furthermore, the assumption that the reported team conflict stems from ethnic diversity was not assessed in this research. This assumption was based on social categorization- and social identity theories and on ethnic diversity research of Pelled *et* al. (1999) which showed that

ethnic diversity is strongly associated with relationship conflict. The present study was part of a larger researchproject wherein another study assessed this relationship using the same data-set. It turns out that conflict was not related to ethnic differences (Woltersom, 2008). That means that the measured conflict levels are caused by other factors. However, this study mainly focussed on examining diversity perspectives (in relation to conflict and team performance) and thereby it did not depend on the above relations necessarily.

A last limitation of this research is that there was no measure of objective team performance. Unfortunately, in this case such a measure was not feasable, because different organizations were approached which had differential- or no measures to assess team performance, rendering a comparison impossible. Instead, team performance was measured by employees' perception of team performance which gives an indication of objective performance, but may not always reflect objective reality. Earlier research has shown that perceived team performance was sometimes significantly different from a more objective measure of performance (Jehn *et* al., 1999). Halo-effects may have taken place. For instance, a cosy atmosphere in a team with low conflict levels may cause team members to evaluate other aspects of the team such as team performance also positively while the cosiness might rather interfere with team productivity and therefore with actual performance. This should be kept in mind when interpreting results on perceived team performance, because such subjective measures may contain bias.

5.7 Recommendations for Future Research

Based on results and on limitations of this study some recommendations for future research are proposed. First of all, more research is needed on the coherence between perspectives of team members concerning diversity, and the presence of a 'team perspective'. Hence, there may be huge discrepancies between individual perspectives on diversity among team members and team leaders, or on the other hand, there may be a strong team perspective on diversity where team members and team leaders share the same diversity perspective. In addition, more longitudinal research on the diversity perspectives, particularly the integration-and-learning construct, is recommended to learn about the conditions under which they are present and can be developed. In relation to this, their interaction effects with team outcomes such as team conflict needs to be assessed in a longitudinal research design to learn more about the causality of their relations. Also, variables such as creativity or innovation

should be included in such research as these factors may account for some explained variance of the integration-and-learning perspective on increased team performance.

Another recommendation is to use a measure of objective team performance to rule out potential bias of subjective measures.

Finally, more intervention research directed at the promotion of the integration-and-learning perspective in ethnically diverse teams may emphasize the practical value of this perspective and may set an example for other organizations to adopt such a view on diversity.

6. CONCLUSION

In conclusion, this study examined a set of linkages among diversity perspectives, conflict and performance in teams. Quantitative evidence was found for three diversity perspectives (integration-and-learning, acces-and-legitimacy and the discrimination-and-fairness perspective) initially detected by Ely & Thomas (2001) in qualitative analyses.

In addition, task conflict was neither predicted by diversity perspectives nor could predict team performance in this research. Moreover, this study confirms earlier discussions and theories that relationship conflict has more negative consequences for teams and their performance than does task conflict, and that especially relationship conflict is associated with ethnically diverse teams.

Furthermore, findings suggest that an integration-and-learning perspective on diversity has the quality to reduce relationship conflict, and thereby helps to enhance team performance. Moreover, effects of the acces-and-legitimacy- and the discrimination-and-fairness perspective on the one hand, on conflict and team performance on the other hand were absent, which emphasizes the unique beneficial effects of the integration-and-learning perspective for ethnically diverse teams.

In short, this research sends out a message to ethnically diverse workforces that they should pursue an *integration-and-learning* perspective on diversity, because it will reduce the negative consequences of diversity and will increase the ability to achieve enhanced performance.

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APPENDIX:

The Questionnaire

Culturele diversiteit in Zorgteams

_____

Een onderzoek naar de invloed van culturele diversiteit op team-functioneren, teamprestaties en gezondheid van werknemers

Uitgevoerd door:
Universiteit Utrecht,
Sectie Sociale en Organisatie Psychologie
Drs. W.G.M. Oerlemans, Dr. M.C.W. Peeters

Inleiding

Beste deelnemer/deelneemster,

Hartelijk dank voor uw deelname aan dit onderzoek over culturele diversiteit in de zorgsector van de Universiteit Utrecht, in samenwerking met Actiz.

Hieronder staan enkele aandachtspunten:

- Voor het slagen van het onderzoek is het erg belangrijk dat u alle vragen invult.
- Er zijn geen juiste of onjuiste antwoorden, het gaat ons om uw persoonlijke mening.
- Denk niet al te lang na en geef aan wat u het best passende antwoord vindt.
- Vul de vragen op een rustig moment in, waarbij u ongestoord kunt werken.
- Alle informatie wordt vertrouwelijk behandeld door onderzoekers van de Universiteit Utrecht.

Het invullen duurt ongeveer 20 minuten.

 Alvast hartelijk dank voor uw medewerking!

A. Achtergrondgegevens

Vul a.u.b. de onderstaande vragen in:

1	Bent u man of vrouw?	☐ man ☐ vrouw
2	Hoe oud bent u?	…....(jaar)
3	Wat is de hoogste opleiding die u heeft afgerond? *(Als uw opleiding er niet bij staat, kruis dan de opleiding aan die het meest op de door u gevolgde opleiding lijkt)*	☐ lagere school ☐ MAVO, LBO, VMBO ☐ MBO ☐ HAVO ☐ VWO ☐ HBO ☐ WO
4	Hoelang bent u binnen uw zorginstelling werkzaam?	…..jaar …..maanden
5	Hoelang bent u in uw huidige team werkzaam?	…..jaar …..maanden
6	Wat is uw huidige functie/beroep?	………………………..
7	Binnen welke zorginstelling/locatie bent u werkzaam?	………………………..
8	Binnen welk team bent u werkzaam?	………………………..
9	Bent u in Nederland geboren?	☐ Ja, ga door met vraag 12 ☐ Nee
10	In welk land bent u geboren?	…………………………..
11	Hoeveel jaar woont u in Nederland?	☐ …………….jaren
12	Hoe is uw kennis van de Nederlandse taal?	☐ Slecht ☐ Matig ☐ Voldoende ☐ Goed ☐ Uitstekend

13	In welk land is uw vader geboren? In welk land is uw moeder geboren?	…………………………… ……………………………
14	Met betrekking tot mijn etnische afkomst voel ik me…..	☐ Nederlands ☐ Marokkaans ☐ Turks ☐ Surinaams ☐ Antilliaans ☐ Overig, namelijk……………….
15	Bent u teamleider?	☐ Ja, ga door met vraag 16 ☐ Nee, ga door met vraag 19
16	Hoelang bent u al teamleider?	…..jaar …..maanden
17	Uit hoeveel mannen en vrouwen bestaat uw team?	………mannen en ………..vrouwen
18	Kunt u inschatten welke culturele achtergrond uw teamleden hebben *(a.u.b aantal collega's invullen)*?	*Culturele afkomst aantal* Nederlands …….. Surinaams …….. Antilliaans …….. Turks …….. Marokkaans …….. Anders, nl: …….. …….. …….. …….. …….. …….. …….. …….. …….. …….. …….. ……..

Hieronder wordt gevraagd naar <u>uw eigen mening </u> over uw prestaties op het werk. Kies in welke mate het volgende op u van toepassing is:

Nooit	Sporadisch	Af en toe	Regelmatig	Dikwijls	Zeer dikwijls	Altijd
1	**2**	**3**	**4**	**5**	**6**	**7**

19	Ik help collega's met hun werk als zij terugkeren na een periode van afwezigheid	1	2	3	4	5	6	7
20	Ik behaal de doelstellingen die voor mijn functie gelden	1	2	3	4	5	6	7
21	Ik voldoe aan alle prestatienormen binnen mijn functie	1	2	3	4	5	6	7
22	Ik help collega's met een hoge werkdruk of met andere problemen die zij hebben	1	2	3	4	5	6	7
23	Ik voldoe aan alle eisen die mijn functie/beroep aan mij stelt	1	2	3	4	5	6	7
24	Ik ben bereid om dingen te doen die niet direct bij mijn beroep horen, maar wel in het belang zijn voor mijn team	1	2	3	4	5	6	7

Hieronder wordt gevraagd naar <u>uw eigen mening</u> over hoe uw team functioneert en presteert. Kies het antwoord dat volgens u het meest van toepassing is.

1	**2**	**3**	**4**	**5**
Helemaal mee oneens	Enigszins mee oneens	Niet mee oneens, niet mee eens	Enigszins mee eens	Helemaal mee eens

25	De hoeveelheid werk dat ons team af krijgt is groot	1	2	3	4	5
26	De kwaliteit van het werk dat ons team aflevert ligt boven het gemiddelde van andere teams	1	2	3	4	5
27	Ik vind dat ons team goed presteert	1	2	3	4	5
28	Ik denk dat ons team over het algemeen effectief is in het werk	1	2	3	4	5
29	Ons team is erg effectief in dingen op tijd afkrijgen	1	2	3	4	5

C. Culturele diversiteit

Let op: de volgende vragen gaan over culturele diversiteit. Het kan zijn dat u in een volledig Nederlands (autochtoon) team werkt. In dat geval behoort u tot een controlegroep. Toch zijn wij geïnteresseerd in uw mening over culturele diversiteit. Vult u daarom alstublieft toch de volgende vragen in, ook al zijn ze soms niet op u of uw team van toepassing. Bedankt.

De volgende vragen gaan over de mate waarin u zich verbonden voelt met zowel uw culturele afkomst en het team waarin u werkzaam bent. Vult u a.u.b. het antwoord in dat het beste bij u past.

1	2	3	4	5
Helemaal mee oneens	Enigszins mee oneens	Neutraal	Enigszins mee eens	Helemaal mee eens

30	Ik ben trots op mijn culturele afkomst		1 2 3 4 5
31	Ik voel een sterke verbondenheid met mijn culturele afkomst		1 2 3 4 5
32	Ik voel me goed over mijn culturele afkomst		1 2 3 4 5
33	Ik ben trots op mijn team		1 2 3 4 5
34	Ik voel een sterke verbondenheid met mijn team		1 2 3 4 5
35	Ik voel me goed over mijn team waarin ik werk		1 2 3 4 5

*De volgende vragen gaan over **de sfeer binnen uw team met betrekking tot culturele diversiteit**. Geef a.u.b. aan in hoeverre de volgende situaties op uw team van toepassing zijn:*

1	2	3	4	5
Helemaal mee oneens	Enigszins mee oneens	Neutraal	Enigszins mee eens	Helemaal mee eens

"In mijn team…"

36	…worden teamleden *anders* behandeld vanwege hun culturele afkomst	1 2 3 4 5
37	…worden teamleden aangenomen aan de hand van objectieve criteria, onafhankelijk van iemands culturele afkomst	1 2 3 4 5
38	…worden alle teamleden eerlijk beoordeeld, culturele afkomst speelt hierbij geen rol	1 2 3 4 5
39	…krijgen teamleden taken toebedeeld aan de hand van hun talenten en vaardigheden, en niet vanwege hun culturele afkomst	1 2 3 4 5

1	2	3	4	5
Helemaal mee oneens	Enigszins mee oneens	Neutraal	Enigszins mee eens	Helemaal mee eens

"In mijn team…"

40	…worden beslissingen eerlijk en rechtvaardig genomen, zonder dat culturele verschillen een rol spelen	1	2	3	4	5
41	…wordt geen belang gehecht aan culturele verschillen	1	2	3	4	5
42	…heeft men respect voor werknemers met verschillende culturele achtergronden	1	2	3	4	5
43	…is er sprake van samenwerking en integratie tussen teamleden met verschillende culturele achtergronden	1	2	3	4	5
44	…leren teamleden van elkaars culturele opvattingen	1	2	3	4	5
45	…worden culturele verschillen tussen teamleden in alle openheid besproken	1	2	3	4	5
46	…wordt culturele diversiteit gezien als meerwaarde voor het functioneren van het team	1	2	3	4	5
47	…worden allochtone teamleden en allochtone cliënten zoveel mogelijk aan elkaar gekoppeld	1	2	3	4	5
48	…worden initiatieven met betrekking tot de zorgverlening van allochtone cliënten overgelaten aan allochtone teamleden	1	2	3	4	5
49	…krijgen teamleden met een allochtone achtergrond weinig ruimte buiten de 'culturele rol' die ze vervullen	1	2	3	4	5

*De volgende vragen gaan over **uw mening met betrekking tot cultuurbehoud en -aanpassing van allochtone werknemers**. Behoort u tot deze groep, vul dan a.u.b. uw eigen voorkeur in. Autochtone werknemers geven aan in hoeverre ze het eens/oneens zijn met de stellingen.*

1	2	3	4	5
Helemaal mee oneens	Enigszins mee oneens	Neutraal	Enigszins mee eens	Helemaal mee eens

"Ik vind het belangrijk dat allochtone werknemers op het werk…"

50	…zich aanpassen aan de Nederlandse waarden en normen, maar *met* behoud van hun eigen culturele waarden en normen	1	2	3	4	5
51	…zich *volledig* aanpassen aan de Nederlandse waarden en normen, *zonder* behoud hun eigen culturele waarden en normen	1	2	3	4	5
52	…hun eigen culturele waarden en normen behouden, *zonder* zich aan te passen aan de Nederlandse waarden en normen	1	2	3	4	5
53	…behandeld worden als individu, waarbij verschillen in culturele waarden en normen niet van belang zijn	1	2	3	4	5
54	…zich aanpassen aan de Nederlandse cultuur, maar *met* behoud van hun eigen cultuur	1	2	3	4	5

1	2	3	4	5
Helemaal mee oneens	Enigszins mee oneens	Neutraal	Enigszins mee eens	Helemaal mee eens

"Ik vind het belangrijk dat allochtone werknemers op het werk…"

55	…zich volledig aanpassen aan de Nederlandse cultuur, *zonder* behoud hun eigen cultuur	1	2	3	4	5
56	…hun eigen cultuur behouden, *zonder* zich aan te passen aan de Nederlandse cultuur	1	2	3	4	5
57	…behandeld worden als individu, waarbij cultuurverschillen *geen* rol van betekenis spelen	1	2	3	4	5
58	…zich aanpassen aan de Nederlandse gebruiken, maar *met* behoud van hun eigen culturele gebruiken	1	2	3	4	5
59	…zich aanpassen aan de Nederlandse gebruiken, *zonder* behoud van hun eigen culturele gebruiken	1	2	3	4	5
60	…hun eigen culturele gebruiken behouden, *zonder* zich aan te passen aan de Nederlandse gebruiken	1	2	3	4	5
61	…behandeld worden als individu, waarbij verschillen in culturele gebruiken *niet* belangrijk zijn	1	2	3	4	5

Onderstaande stellingen gaan **het daadwerkelijke gedrag van allochtone werknemers binnen uw team**. *Geeft a.u.b. aan in hoeverre de volgende situaties* **op uw team** *van toepassing zijn.*

1	2	3	4	5
(Bijna) nooit	Zelden	Af en toe	Regelmatig	(Bijna) altijd

"Binnen mijn team…"

62	…passen allochtone werknemers zich aan de Nederlandse waarden en normen aan, maar *met* behoud van hun eigen culturele waarden en normen	1	2	3	4	5
63	passen allochtone werknemers zich *volledig* aan de Nederlandse waarden en normen aan, *zonder* behoud van hun eigen culturele waarden en normen	1	2	3	4	5
64	…behouden allochtone werknemers hun eigen culturele waarden en normen, zonder aanpassing aan de Nederlandse waarden en normen	1	2	3	4	5
65	…spelen verschillen in culturele waarden en normen geen rol van betekenis	1	2	3	4	5
66	…passen allochtone werknemers zich aan de Nederlandse cultuur aan, maar met behoud van hun eigen cultuur	1	2	3	4	5
67	…passen allochtone werknemers zich volledig aan de Nederlandse cultuur aan, zonder behoud van hun eigen cultuur	1	2	3	4	5

1	2	3	4	5
Helemaal mee oneens	Enigszins mee oneens	Neutraal	Enigszins mee eens	Helemaal mee eens

"Binnen mijn team…"

		1	2	3	4	5
68	…behouden allochtone werknemers hun eigen cultuur, *zonder* zich aan te passen aan de Nederlandse cultuur	1	2	3	4	5
69	…spelen cultuurverschillen *geen* rol van betekenis	1	2	3	4	5
70	…passen allochtone werknemers zich aan de Nederlandse gebruiken aan, maar *met* behoud van de eigen culturele gebruiken	1	2	3	4	5
71	…passen allochtone werknemers zich *volledig* aan de Nederlandse taal aan, zonder behoud van hun eigen culturele gebruiken	1	2	3	4	5
72	…behouden allochtone werknemers hun eigen culturele gebruiken, *zonder* zich aan te passen aan de Nederlandse gebruiken	1	2	3	4	5
73	…spelen verschillen in culturele gebruiken *geen* rol van betekenis	1	2	3	4	5

U krijgt een aantal uitspraken te lezen die betrekking hebben op uw gedrag. Geef a.u.b. op een schaal van 1 tot 5 aan in hoeverre dit gedrag op u van toepassing is.

1	2	3	4	5
Helemaal niet van toepassing	Niet van toepassing	Neutraal	Enigszins van toepassing	Geheel van toepassing

		1	2	3	4	5
74	Ik vind andere godsdiensten interessant	1	2	3	4	5
75	Ik verdiep me in andere culturen	1	2	3	4	5
76	Ik voel aan wat hoort in een andere cultuur	1	2	3	4	5
77	Ik zoek contact met mensen met een verschillende achtergrond	1	2	3	4	5
78	Ik zoek naar nieuwe methoden om iets te bereiken	1	2	3	4	5
79	Ik heb een brede interesse	1	2	3	4	5
80	Ik relativeer mijn eigen cultuur	1	2	3	4	5
81	Ik sta open voor nieuwe ideeën	1	2	3	4	5
82	Ik vind het leuk oplossingen voor problemen te bedenken	1	2	3	4	5

D. Werkrelaties en team-functioneren

De volgende vragen gaan over de samenwerking met uw teamleden. Kies bij elke vraag het antwoord dat het meest op u van toepassing is.

1	2	3	4	5
(Bijna) nooit	Zelden	Af en toe	Regelmatig	(Bijna) altijd

83	Mijn teamleden hebben aandacht voor mijn gevoelens en problemen	1	2	3	4	5
84	Mijn teamleden laten merken waardering te hebben voor de manier waarop ik mijn werk doe	1	2	3	4	5
85	Als het nodig is helpen mijn teamleden me met bepaalde taken.	1	2	3	4	5
86	Als het nodig is geven mijn teamleden mij advies over hoe ik iets moet aanpakken	1	2	3	4	5

Hieronder staan een viertal vragen over ongewenste omgangsvormen binnen uw team. Vult u a.u.b. het antwoord in dat als beste uw mening weergeeft.

1	2	3	4	5
(Bijna) nooit	Zelden	Af en toe	Regelmatig	(Bijna) altijd

87	Hoe vaak komt het voor dat er kwetsende opmerkingen worden gemaakt tegen u vanwege uw culturele afkomst?	1	2	3	4	5
88	Hoe vaak komt het voor dat u gepest of getreiterd wordt vanwege uw culturele afkomst?	1	2	3	4	5
89	Hoe vaak komt het voor dat u genegeerd wordt vanwege uw culturele afkomst?	1	2	3	4	5
90	Hoe vaak komt het voor dat u onrechtvaardig behandeld wordt vanwege uw culturele afkomst?	1	2	3	4	5

*De volgende vragen gaan over **de mate waarin u creatief bent binnen uw team**. Geef a.u.b. aan in hoeverre de volgende stellingen op u van toepassing zijn:*

1	2	3	4	5
(Bijna) nooit	Zelden	Af en toe	Regelmatig	(Bijna) altijd

91	Ik stel nieuwe manieren voor om de kwaliteit van de zorgverlening te verbeteren	1	2	3	4	5
92	Ik heb nieuwe en innovatieve ideeën	1	2	3	4	5
93	Ik kom met creatieve oplossingen voor problemen in de zorgverlening	1	2	3	4	5
94	Ik stel nieuwe manieren voor om taken beter uit te voeren	1	2	3	4	5

*De volgende vragen gaan over **de mate waarin uw team creatief is**. Geef a.u.b. aan in hoeverre de volgende stellingen op u van toepassing zijn:*

1	2	3	4	5				
(Bijna) nooit	Zelden	Af en toe	Regelmatig	(Bijna) altijd				

95	Mijn team bedenkt nieuwe manieren om de kwaliteit van de zorgverlening te verbeteren	1	2	3	4	5
96	Mijn team heeft nieuwe en innovatieve ideeën	1	2	3	4	5
97	Mijn team komt met creatieve oplossingen voor problemen	1	2	3	4	5
98	Mijn team bedenkt nieuwe manieren om taken uit te voeren	1	2	3	4	5

Vul het getal in dat als beste uw mening weergeeft:

1	2	3	4	5				
(Bijna) nooit	Zelden	Af en toe	Regelmatig	(Bijna) altijd				

"Tussen mij en mijn teamleden..."

99	...staat het ter discussie wie welke verantwoordelijkheden op zich neemt	1	2	3	4	5
100	...is er sprake van een strijd om de macht	1	2	3	4	5
101	...is het onduidelijk wie welke status heeft; dit staat ter discussie	1	2	3	4	5
102	...is het de vraag wie er opdraait voor zaken die misgaan	1	2	3	4	5
103	...verschillen we van mening over hoe we het werk het beste kunnen aanpakken	1	2	3	4	5
104	...debatteren we over welke manier van werken optimaal is	1	2	3	4	5

1	2	3	4	5				
(Bijna) nooit	Zelden	Af en toe	Regelmatig	(Bijna) altijd				

"Tussen mij en mijn teamleden..."

105	...stellen we onze manier van werken ter discussie	1	2	3	4	5
106	...discussiëren we over taakinhoudelijke zaken	1	2	3	4	5
107	...zijn er fricties en wrijvingen	1	2	3	4	5
108	...is er sprake van botsende persoonlijkheden	1	2	3	4	5
109	...wordt de sfeer gekenmerkt door onderlinge irritaties en boosheid	1	2	3	4	5

1	2	3	4	5
(Bijna) nooit	Zelden	Af en toe	Regelmatig	(Bijna) altijd

110	...zijn er emotionele conflicten	1 2 3 4 5
111	...zijn persoonlijke normen en waarden aanleiding voor onderlinge irritaties en frustratie	1 2 3 4 5

De volgende vragen gaan over de samenwerking binnen uw team. Vul het antwoord in dat het beste uw mening weergeeft.

Geheel mee oneens	Mee oneens	Een beetje oneens	Neutraal	Een beetje eens	Mee eens	Geheel mee eens
1	2	3	4	5	6	7

"In mijn team..."

112	...kunnen alle teamleden goed met elkaar opschieten	1 2 3 4 5 6 7
113	...respecteren alle teamleden elkaar	1 2 3 4 5 6 7
114	...vertrouwen alle teamleden elkaar	1 2 3 4 5 6 7
115	...doen alle teamleden hun gedeelte van het werk goed	1 2 3 4 5 6 7
116	...stemmen alle teamleden het werk op elkaar af om het op tijd af te krijgen	1 2 3 4 5 6 7
117	...wisselen alle teamleden onderling ideeën en informatie uit	1 2 3 4 5 6 7
118	...is er sprake van een goede samenwerking	1 2 3 4 5 6 7

E. Arbeidsgerelateerde gezondheid

Kruis het gezicht aan dat het meest bij u past:

---

119. Over het algemeen ben ik ..... tevreden over mijn werk.

1	2	3	4	5

Kruis het gezicht aan dat het meest bij u past:

---

120. Over het algemeen ben ik ..... tevreden over mijn team waarin ik werk.

| 1 | 2 | 3 | 4 | 5 |

Kruis het gezicht aan dat het meest bij u past:

---

121. Over het algemeen ben ik ..... tevreden over mijn zorginstelling waarbinnen ik werk.

| 1 | 2 | 3 | 4 | 5 |

De volgende vragen hebben betrekking op hoe betrokken u bent bij uw team. Wilt u aangeven hoe vaak iedere uitspraak op u van toepassing is door steeds het best passende antwoord in te vullen?

1	2	3	4	5		
Helemaal mee oneens	Enigszins mee oneens	Neutraal	Enigszins mee eens	Helemaal mee eens		

122	Ik ervaar problemen van mijn team als mijn eigen problemen	1	2	3	4	5	
123	Ik voel me emotioneel gehecht aan mijn team	1	2	3	4	5	
124	Mijn team betekent veel voor mij	1	2	3	4	5	
125	Ik voel me thuis binnen mijn team	1	2	3	4	5	
126	Ik voel me als "een deel van de familie" binnen mijn team	1	2	3	4	5	
127	Ik vind het leuk om over mijn team te praten met mensen van buiten de zorginstelling	1	2	3	4	5	
128	Ik zou graag nog een lange tijd binnen mijn team willen blijven werken	1	2	3	4	5	
129	Ik denk dat ik me aan een ander team net zo makkelijk zou kunnen hechten als aan mijn team	1	2	3	4	5	

*De volgende uitspraken hebben betrekking op hoe u uw werk beleeft en hoe u zich daarbij voelt. Wilt u aangeven hoe vaak iedere uitspraak op u van toepassing is door steeds het **best passende** cijfer (van 0 tot 6) te omcirkelen?*

Nooit	Sporadisch	Af en toe	Regelmatig	Dikwijls	Zeer dikwijls	Altijd
0	**1**	**2**	**3**	**4**	**5**	**6**

130	Ik voel me mentaal uitgeput door mijn werk	0 1 2 3 4 5 6
131	Ik twijfel aan het nut van mijn werk	0 1 2 3 4 5 6
132	Een hele dag werken vormt een zware belasting voor mij	0 1 2 3 4 5 6
133	Ik weet de problemen in mijn werk goed op te lossen	0 1 2 3 4 5 6
134	Ik voel me 'opgebrand' door mijn werk	0 1 2 3 4 5 6
135	Ik heb het gevoel dat ik met mijn werk een positieve bijdrage lever aan het functioneren van de organisatie	0 1 2 3 4 5 6
136	Ik merk dat ik teveel afstand heb gekregen van mijn werk	0 1 2 3 4 5 6
137	Ik ben niet meer zo enthousiast als vroeger over mijn werk	0 1 2 3 4 5 6
138	Ik vind dat ik mijn werk goed doe	0 1 2 3 4 5 6
139	Als ik op mijn werk iets afrond vrolijkt dat me op	0 1 2 3 4 5 6
140	Aan het einde van een werkdag voel ik me leeg	0 1 2 3 4 5 6
141	Ik heb in deze baan veel waardevolle dingen bereikt	0 1 2 3 4 5 6
142	Ik voel me vermoeid als ik 's morgens opsta en er weer een werkdag voor me ligt	0 1 2 3 4 5 6
143	Ik ben cynischer geworden over de effecten van mijn werk	0 1 2 3 4 5 6
144	Op mijn werk blaak ik van het zelfvertrouwen	0 1 2 3 4 5 6

De volgende uitspraken hebben betrekking op hoe u uw werk beleeft en hoe u zich daarbij voelt. Wilt u aangeven hoe vaak iedere uitspraak op u van toepassing is door steeds het best passende antwoord te kiezen?

Nooit	Sporadisch	Af en toe	Regelmatig	Dikwijls	Zeer dikwijls	Altijd
0	**1**	**2**	**3**	**4**	**5**	**6**

145	Op mijn werk bruis ik van de energie	0	1	2	3	4	5	6
146	Als ik werk voel ik me fit en sterk	0	1	2	3	4	5	6
147	Ik ben enthousiast over mijn baan	0	1	2	3	4	5	6
148	Mijn werk inspireert mij	0	1	2	3	4	5	6
149	Als ik 's morgens opsta heb ik zin om aan het werk te gaan	0	1	2	3	4	5	6
150	Wanneer ik heel intensief aan het werk ben, voel ik mij gelukkig	0	1	2	3	4	5	6
151	Ik ben trots op het werk wat ik doe	0	1	2	3	4	5	6
152	Ik ga helemaal op in mijn werk	0	1	2	3	4	5	6
153	Mijn werk brengt mij in vervoering	0	1	2	3	4	5	6

De Universiteit Utrecht wil, in samenwerking met Actiz, nagaan hoe de opvattingen en meningen omtrent culturele diversiteit zich door de tijd heen ontwikkeld. Omdat de anonimiteit en vertrouwelijkheid van deze gegevens gewaarborgd zijn, vragen we u om een persoonlijke code aan te maken. Deze code maakt het mogelijk om uw antwoorden op deze vragenlijst en te koppelen aan een toekomstige vragenlijst. De code luidt als volgt:

1. Wat is de eerste letter van de voornaam van uw moeder?   ……

2. Wat is de eerste letter van de achternaam van uw vader?   ……

3. Wat is de eerste letter van de voornaam van uw vader?   ……

4. Wat zijn de laatste 2 cijfers van uw geboortejaar?   ……

Hartelijk dank voor uw medewerking!

Eventuele opmerkingen kunt u in onderstaand tekstvlak plaatsen:

54

--Einde van de vragenlijst--

Bedankt voor uw medewerking!