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Diversity in Dutch Small and Medium Enterprises,
the Role of Sense of Inclusion and Organizational Learning Culture

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Abstract

With the Dutch labour market getting more diverse it is vital for employers in small and medium sized enterprises (SME's) to adjust their personnel policies on more diverse work teams. This cross-sectional field study investigates a possible mediating effect of sense of inclusion, the extent to which people experience belonging to a team, in the relationship between perceived diversity and turnover intention. In addition, a possible moderating effect of an orientation towards learning and sharing of knowledge as promoted by an organization (here denoted as organizational learning culture, OLC) is investigated. Employees of a holding in the Dutch automobile industry were invited for the study, in which 28 females and 82 males ($n = 110$) participated. Results unexpectedly showed a non-significant positive relation between perceived diversity and turnover intention. Moderation of OLC on this relation showed to be not significant. As expected, a significant positive relation of perceived diversity with sense of inclusion was found. Mediation analysis showed a significant, negative mediation effect of perceived diversity on turnover intention through sense of inclusion. These results show that when diversity is perceived within a team, people feel more included and experience less turnover intention. Therefore, addressing sense of inclusion may open up new pathways for employers to reduce turnover intention by influencing the way diversity within their work teams is perceived. Limitations of the underlying study were addressed and suggestions for further research on this topic were made.

Keywords: perceived diversity, turnover intention, sense of inclusion, organizational learning culture, SME.

Diversity in Dutch Small and Medium Enterprises, the Mediating Role of Sense of inclusion and Organizational Learning Culture

Due to ageing, globalization and immigration the Dutch society is becoming more and more diverse; in 2019 23.6% of the population has a migration background (CBS Statline, 2019), causing a more ethnically diverse workforce to emerge (Groeneveld, 2011). Ageing affects the labour market in two areas. First, -due to the shift into a higher retirement age- the labour market sees an increase of elderly workers that lead to a larger age bandwidth of people working together in a team. Second, ageing causes a growing outflow of elderly 'baby boom' workers into retirement. This outflow of 'baby boom' workers increases the need for inflow of young workers. These changes in workforce composition forces employers to also attract, hire and retain members from ethnic minority groups and a larger age bandwidth, thus increasing diversity in their work teams. But employers find it difficult to gain and retain a more diverse composition of their workforce and to create a sense of inclusion in order to attract and retain allochthone workers (Roberson, 2006). Especially, since research shows that working in diverse teams is related to higher turnover intention (Jackson & Joshi, 2011; Reynolds, Turner, & Haslam, 2003).

Literature shows that -for instance- learning culture (Jackson & Joshi, 2011) and sense of inclusion (Shore et al., 2011) affect the relation between perceived team diversity and turnover intention (Hamilton, Nickerson, & Owan, 2004). However, small and medium enterprises (SME's) act in a short term, 'one day at a time'-mindset as adequately described by Kourtit and Nijkamp (2011, p. 150): "These firms [SME's] tend to focus only on core business issues (the purely technological side of their business) and neglect other key strategic issues". SME's pay

less attention to strategic Human Resource Management (HRM) than their larger counterparts do (De Kok & Uhlaner, 2001). Paying attention to strategic HRM -with a HRM manager in charge- leads to significant more employee retention (De Kok & Uhlaner, 2001). These authors observe that one of the reasons for paying less attention to strategic HRM lies in the fact that collective labour agreements (CLA) prescribe the expected HRM practices, like training programs. These CLA's are often more formal, where as SME's are more likely to operate in an informal and flexible manner than are larger firms. It is argued that paying less attention to strategic issues like social interaction among employees (f.i. sharing of knowledge) might result in a lower sense of inclusion which in turn might lead to higher turnover intentions (De Kok & Uhlaner, 2001).

This research aims at making employers in Dutch SME's more aware of the benefits and pitfalls of diversity management. It intends to influence these benefits and pitfalls by identifying sense of inclusion (Shore et al., 2011) and organizational learning culture (Jackson & Joshi, 2011) as mediating variables. The study of Egan, Yang, and Bartlett (2004, p. 298) advocates a better understanding of the possible relationship between organizational learning culture and feelings of inclusion and organizational outcomes like turnover intentions. This knowledge might help organizations taking evidence based measures of which, on the one hand, the employees will benefit, while on the other hand the organization itself will benefit also. Employees might benefit as they experience less work stress and feel less the urge to leave the organization. Organizations might benefit from lower turnover and recruitment costs (Stewart, Volpone, Avery, & McKay, 2011).

Thus far the relation between perceived diversity, turnover intention, organizational learning culture and sense of inclusion has been only parsimoniously investigated. This research adds to existing knowledge by performing research among employees in a Dutch SME, including blue collar workers. In their meta-analysis Webber and Donahue (2001) propose more field

studies within the general (work)population to balance the number of field studies in relation to laboratory studies with students. By doing so this research takes a different perspective, as most studies on the effects of diversity are done in Anglo-Saxon countries, among students or white collar workers in large companies, and mostly do not include blue collar workers (Saldaña, 2014). In addition, this field study intends to build one of the many bridges that are needed to bring practical implications and effective policies together (Ellemers, Sahin, Jansen, & van der Toorn, 2018). It does so by identifying relevant personnel policy areas which can be influenced by employers with small or medium sized enterprises. Recognizing these areas is of paramount importance as SME's in the Netherlands are having trouble to adjust their human resource management (HRM) strategies in order to give members of diverse teams a sense of inclusion (De Kok & Uhlaner, 2001).

This research aims at contributing to the existing knowledge by answering the following questions, see figure 1:

1. Does perceived team diversity affect turnover intention in a Dutch SME?
2. Can sense of inclusion culture explain the effect of perceived diversity on turnover intentions?

3. Does organizational learning culture influence the relation between perceived diversity and turnover intention and, if so, to what extent?

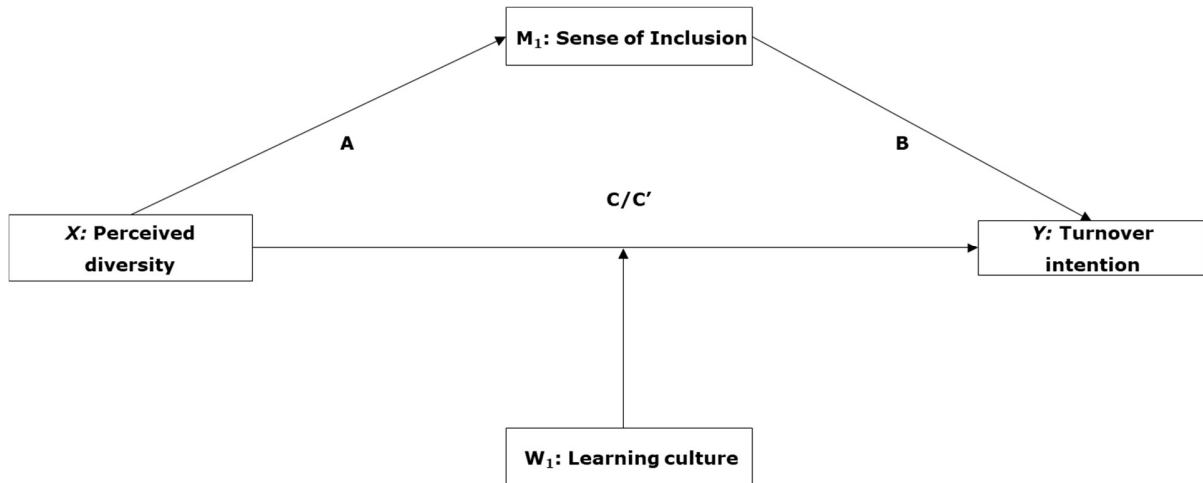


Figure 1. Conceptual diagram of the relation between perceived diversity and turnover intention, mediated by sense of inclusion and moderated by organizational learning culture.

Perceived Team diversity

Van Knippenberg, De Dreu, and Homan (2004) define diversity as ‘every difference between people on any attribute that may lead to the perception that another person is different from the self.’ People can differ from each other on visible and less visible attributes. Visible, objective attributes are age, gender and skin colour. Less visible attributes are ethnic background, educational level, personality, values and attitudes (Jackson & Joshi, 2011). Demographic team diversity refers to the more visible attributes of diversity such as age, gender and ethnicity (Molleman, 2005). Much research on team performance is focused on demographic and psychological characteristics of team members (Jackson & Joshi, 2011). Being a broad concept, researchers like Bell, Villado, Lukasik, Belau, and Briggs (2011) have narrowed down the concept of diversity from demographic diversity to more job-related diversity, such as organizational tenure and functional background. Different types of diversity may, however, influence team outcomes in different ways (Horwitz & Horwitz, 2007). For instance, cultural differences may be beyond consciousness level, resulting in effects of diversity not being noticed. Aronson, Wilson, and Akert (2005) argue that the actual reality has less influence on behaviour of team members than their perception of that reality. Assuming that the argument of Aronson, Wilson, and Akert also goes for perceived diversity, this research adheres to the definition of perceived diversity that stems from Shemla, Meyer, Greer, and Jehn (2016, p. 37). They define perceived diversity as ‘the degree to which team members are aware of personal differences that are reflected in their mental representation of the composition of the team they are a member of’.

Perceived diversity and turnover intention

When an employee perceives inequity or dissatisfaction in the structure of his work team, the employee will often consider seeking new employment opportunities (Dixon, 2007). These

considerations may, in the final stage of the thinking process, lead to making concrete plans to leave his or her job or employer. This final stage in the thinking process is defined as turnover intention (Chiu & Francesco, 2003). In accordance with the definition of Chiu & Francesco, this research adheres to the following definition of turnover intention: 'The final stage in the thinking process in which an employee decides to leave his job'.

The social identity theory (Turner & Tajfel, 1986) states that people tend to identify with the group or team they are in. This identification contributes to self esteem and feeling good about the team one is in. Being different from the group is negatively related to feeling attached to the group of which the employee is a member (Jansen, Otten, & van der Zee, 2017). The research of Jansen et al. (2017) suggests that this diminished attachment may also lead to more absenteeism. As absenteeism is seen as an important precursor of turnover (Jansen et al., 2017), feeling detached from the team may ultimately lead to quitting the job.

According to person-fit theory (Caplan, 1987), employees who work in diverse teams sense a better fit with their work team, when they perceive the diversity climate within their organization as high. This is caused by the related perception that the organization cares about them. Based on these perceptions employees are likely to continue their employment with the firm, resulting in low turnover intentions (McKay & Avery, 2005). As stated in the introduction, personnel policies are of low interest to SME's (Kourtit & Nijkamp, 2011). This implies that when an SME pays little attention to creating an inclusive friendly diversity climate, diversity may be perceived as low. It is argued that this perception might cause employees to feel more dissociated from their firm, leading to high turnover intention. This is confirmed by research from McKay et al. (2007), who found a significant negative correlation between perceived diversity climate and voluntary turnover intentions. As part of a broader research on SME's, Dixon (2007) investigated the relation between value/informational (perceived) dissimilarity and

visible dissimilarity and turnover intention. Value/informational diversity showed a significant relation with turnover intention, whereas visible diversity did not. These findings highlight the importance of the perceived diversity reflected by mental processes. As this research focusses on SME's, it is posed that perceived diversity is related to turnover intention.

H1: Perceived team diversity is related to turnover intentions. The more a team is perceived as diverse, the higher the turnover intention.

The mediating role of sense of inclusion

At present, little consistency in definitions of sense of inclusion can be found. Roberson (2006, p. 217) defines inclusion as “the removal of obstacles to the full participation and contribution of employees in organizations” whereas Hope Pelled, Ledford, and Albers Mohrman (1999, p. 1019) state that inclusion is “the degree to which an employee is accepted and treated as an insider by others in a work system”. Social inclusion refers to an individuals’ perception that they can be their authentic selves in a work context (Jansen, Otten, van der Zee, & Jans, 2014). However, despite these distinctive definitions, “literature concerning inclusion is still in its infancy” (Shore et al., 2011, p. 1268). Because their definition is closely related to the way sense of inclusion is measured in a work context, we adhere to the definition as proposed by Shore et al. (2011). They define sense of inclusion as: “The degree to which an employee perceives that he or she is an esteemed member of the work group through experiencing treatment that satisfies his or her needs for belongingness and uniqueness” (Shore et al., 2011, p. 1265). When an individual is excluded from group processes, like decision-making, they are more likely to intend to leave the organization (Mor Barak, Levin, Nissly, & Lane, 2006). As organizational inclusion is emphasizing the participation and involvement of employees in the work life, creating an inclusive organizational culture (inclusion) might result in lower turnover

and increase the benefits of a diverse environment (Chavez & Weisinger, 2008; Roberson, 2006).

This reasoning leads to the following hypotheses:

H2: Perceived diversity is related to sense of inclusion; The more employees perceive their team as diverse, the more included they will feel.

H3: Sense of inclusion is related to turnover intention; the more employees experience a sense of inclusion, the lower the turnover intention will be.

H4: Sense of inclusion mediates the relationship between perceived diversity and turnover intention; a higher sense of inclusion will lead to a less negative relationship between perceived team diversity and turnover intentions.

The moderating role of organizational learning culture (OLC)

A learning culture has been defined as a culture oriented towards the promotion and facilitation of learning by its employees (Schmitz, Rebelo, Gracia, & Tomás, 2014). These authors argue that a learning culture encourages the sharing and spreading of what is learned, for instance from mistakes. As such, a learning culture contributes to the development and success of the organization. Furthermore, organizations that have put learning and development of their employees up front, saw an increase in profitability, productivity and job satisfaction (Watkins & Marsick, 2003). The work of Ely and Thomas (2001) and Jackson and Joshi (2011) showed that organizations which embrace an integration and learning culture are more likely to benefit most from a diverse work force.

As stated by Egan et al. (2004, p. 282), “a learning organization is viewed as one that has capacity for integrating people and structure to move an organization in the direction of continuous learning and change”. These authors argue that little research has been done on the impact of organizational learning culture on turnover intentions. In addition, they stated that

learning culture should continue to be taken into consideration when studying organizational outcomes. The research from Egan et al. (2004) showed that organizational learning culture relatively weak, but significant, predicted employees' turnover intention. This leads to hypothesis 5:

H5: Organizational learning culture is related to turnover intention; the more employees recognise the organizational learning culture, the lower the turnover intention will be.

To investigate the interaction of organizational learning culture on the relation between perceived diversity and turnover intentions, hypothesis 6 is posed:

H6: The relation between perceived diversity and turnover intention is moderated by OLC; OLC strengthens the relation between perceived diversity and turnover intention.

Method

Participants

The study sample consisted of 450 workers, employed by an automotive holding. They work in small teams (range 6 – 18 team members) at 19 separate locations in the Rotterdam region in Zuid-Holland, the Netherlands. All communication with the participants was performed by the HR department of the holding. The employees were invited by the HR-department to fill in an Internet questionnaire through an anonymized hyperlink. To stimulate participation five BOL.com coupons of € 50.- were raffled. A total of 131 questionnaires were returned. Non-finished questionnaires ($n=21$) were excluded from analysis, resulting in 110 fully completed questionnaires. The fully completed questionnaires were filled in by 28 female (25%) and 82 (75%) male employees. Most participants, 30.9%, were between 15-25 years of age and 34.5%, worked between 0-2.5 years for the organization, see table 1.

Table 1
Gender, Age and Tenure of Participants (n = 110)

		Male	Female	%
Age	15 - 25 years	27	7	30,9
	26 - 40 years	23	7	27,3
	41 - 55 years	22	10	29,1
	> 55 years	10	4	12,7
Tenure	0 - 2,5 years	30	8	34,5
	2,5 - 5 years	17	3	18,2
	6 - 10 years	3	6	8,2
	11 - 15 years	13	7	18,2
	16 - 20 years	8	2	9,1
	> 20 years	11	2	11,8

Of the male participants, only 2 (1.8%) were born outside the Netherlands, 93.6% have a Dutch father, and 92.7% have a Dutch mother. All female participants, and their parents, were born in the Netherlands. This was unexpected as the general workforce (Age 19 - 65) in rural Rotterdam consists of only 49.6% people born in the Netherlands (Stadsregio-Rotterdam, 2017).

Prior to the gathering of data a power analysis was performed with the use of G*Power software. The analysis showed that a sample size of 104 participants was needed, to realise a power of .95 ($f^2 = .15, \alpha = .05$). With 110 participants the power requirement was met.

Procedure

The director of the HRM department of the holding agreed on distributing the survey among the employees. All employees received an e-mail in which they were invited to complete a questionnaire on their smartphone or (laptop) computer. A reminder to participate was sent after one week and after three weeks. After opening the questionnaire an introduction screen appeared which explained the aim of the study, that filling in the questionnaire was voluntary, that the questionnaire could be completed in working hours, that the questionnaire remained open for three weeks, that the questionnaire could be stopped at all times and that privacy was guaranteed. To guarantee full privacy, participant's age and tenure were asked with the use of respectively a 4-point scale and a 6 point scale. By clicking on the start button participants consented on participation and the survey appeared with questions about perceived diversity, sense of inclusion, job- and team satisfaction, turnover intentions, organization learning culture and demographics. Next, if the employee wanted to be part of the raffle, they were asked to fill in their e-mailadress. After the survey was closed, the management of the HR-department was debriefed and informed on the anonymized results of the survey.

Measures

All scales were tested on reliability via Cronbach's alpha (Cronbach, 1951). All items were translated into Dutch by the author.

Perceived Diversity. To measure perceived diversity the scale from Hentschel, Shemla, Wegge & Kearney (2013, $\alpha = .56$), was used. This scale consisted of three items: "I am very aware of the differences among my colleagues", "The composition of my team is very diverse" and "When I am supposed to describe my team, I automatically think about the differences among my colleagues." Because of the low value of Cronbach's alpha, the scale was inspected more closely. With the removal of the item "When I am supposed to describe my team, I automatically think about the differences among my colleagues.", Cronbach's alpha rose to $\alpha = .72$, therefore, this item was excluded from the analysis. Items were rated on a 5-point Likert scale ranging from 1 (completely disagree) to 5 (completely agree), with a high score indicating that the team was perceived as highly diverse.

Turnover intention. Turnover intention was measured with the Change of Job scale, which is a part of the VBBA (Vragenlijst Beleving en Beoordeling van Arbeid, Veldhoven and Meijman (1994), ($\alpha = .92$). The scale consisted of the following four items: "I sometime think about looking for another job", "I sometimes think about looking for another job outside this organization", "I am planning on looking for another job next year" and "I am planning on looking for another job outside this organization next year". Items were rated on a 5-point Likert scale ranging from 1 (seldom) to 5 (often), with a high score indicating a high turnover intention.

Sense of inclusion. The Perceived Group Inclusion Scale (Jansen et al., 2014) was used to measure Sense of Inclusion. This 16-item scale was adjusted to the target group that consists of workshop mechanics who have little experience with completing questionnaires. The adjustment resulted in a new, 8 item scale ($\alpha = .95$). Example items are "People at work give me

the feeling that I am part of this group”; “People at work like me”; People at work care for me” and “People at work allow me to express myself”. Items were rated on a 5-point Likert scale ranging from 1 (completely disagree) to 5 (completely agree), with high score indicating a high feeling of inclusion.

Organizational learning culture. The organizational learning culture was measured using the Learning and Innovation in Organizations Questionnaire (Marsick & Watkins, 2003, $\alpha = .91$). This questionnaire consisted of 6-items. Example items are “In my organization, people openly discuss mistakes in order to learn from them.” and “In my organization, people identify the skills they need for future work tasks.” Items were rated on a 5-point Likert scale ranging from 1 (completely disagree) to 5 (completely agree), with a high score meaning a strong organizational learning culture.

Demographics. Participants were asked about their age, gender, organizational tenure, educational level, country of birth of the participant and country of birth of participant’s parents.

Design

The underlying study has a cross-sectional, correlation design. This design does not allow to infer any directional conclusion of the measured effects nor to infer causal relationships, which limits the internal validity of the results. However, this design allows quantifying the strength of relationships between variables in the real world, which increases the external validity of this study.

Statistical analysis

Statistical Program for Social Sciences, SPSS 26, was used for the analysis of the data. To investigate characteristics of the sample, means scales were computed for items measuring perceived diversity, turnover intention, sense of inclusion and organizational learning culture. In addition, standard deviations and Pearson’s correlation were computed. Before performing

regression analysis, the variables were tested for multivariate outliers by generating scores for Mahalanobis distance. The underlying analysis contained three degrees of freedom which equated to a critical Chi^2 value of 11.34 at $p = .001$ (Field, 2013, p. 898). Outliers with a Chi^2 value > 11.34 were visually inspected. Four outliers with a value > 15 (Barnett & Lewis, 1974) were excluded from analysis.

To investigate the relation between perceived diversity and turnover intention (Hypothesis 1) a simple linear regression was performed. To investigate the relation between perceived diversity and sense of inclusion (Hypothesis 2), between sense of inclusion and turnover intention (Hypothesis 3) two simple linear regressions were performed. Using the PROCESS plug-in, (Hayes, 2017) a simple mediation was performed to test the idea that the relation between perceived diversity and turnover intention is mediated through sense of inclusion (Hypothesis 4).

To test the relation between OLC and turnover intention (Hypothesis 5) a simple linear regression was performed. The interaction effect of OLC on the relation between perceived diversity and turnover intention (Hypothesis 6), was tested with the use of PROCESS.

Results

Means, standard deviations, and Pearson correlations among the research variables are shown in table 2. Perceived diversity was not related to turnover intention ($r = -.10, p = .27$). Perceived diversity was positively related to sense of inclusion ($r = .41, p < .01$) and OLC ($r = .37, p < .01$), indicating that the more diversity an employee perceives within the team, the more included someone felt and the more an organizational learning culture was experienced. Turnover intention was negatively related to sense of inclusion ($r = -.44, p < .01$) indicating that the more an employee feels included, the lower the intention to leave the company was. Furthermore, OLC proved to be negatively related to turnover intention ($r = -.49, p < .01$); the more an organizational learning culture was experienced, the lower the intentions to leave the job were. Correlation between sense of inclusion and OLC was high ($r = .73, p < .001$).

Table 2
Variable means, standard deviation and Pearson's correlations.

	<i>M (SD)</i>	1	2	3	4
1. Perceived Diversity	4.27 (.78)	-			
2. Sense of inclusion	4.30 (.84)	.41**	-		
3. Organizational Learning Culture	3.98 (.86)	.37**	.73**	-	
4. Turnover Intention	1.76 (1.01)	-.11	-.44**	-.49**	-

Note. $N = 106$. ** $p < .001$.

Hypothesis 1

Hypothesis 1 posed that the more diverse a team is perceived, the higher the score on turnover intention will be. To test this hypothesis a linear regression was performed with turnover intention as dependent variable and perceived diversity as predicting variable. Absence of multicollinearity was assumed, $VIF < 10$. Homoscedasticity was examined through scatterplots, which showed that the assumptions for homoscedasticity and linearity were

violated. To correct for the violation, bootstrapping was performed. Results revealed that perceived diversity did not significantly predict turnover intention ($R^2 = .02$ ($F(1, 104) = 1.72$, $p = .19$), not confirming hypothesis 1. See table 3.

Hypothesis 2

Hypothesis 2 suggests that the more employees perceive their team as diverse, the higher the score on sense of inclusion will be. To test this hypothesis a linear regression was performed, where perceived diversity was regressed onto sense of inclusion. Absence of multicollinearity was assumed, $VIF < 10$. Homoscedasticity was examined through scatterplots, showing that the assumptions for homoscedasticity and linearity were violated. To correct for the violation, bootstrapping was performed. Results revealed that perceived diversity significantly predicted sense of inclusion ($R^2 = .14$, $F(1, 104) = 16.46$, $p < .001$), indicating that the more someone perceives their team as diverse, the more someone felt included. Hypothesis 2 is confirmed. See table 3.

Hypothesis 3

Hypothesis 3 suggests that the more employees experience a sense of inclusion, the lower the turnover intention will be. To test this hypothesis a linear regression was performed, where sense of inclusion was regressed onto turnover intention. Absence of multicollinearity was assumed, $VIF < 10$. Homoscedasticity was examined through scatterplots, showing that the assumptions for homoscedasticity and linearity were violated. To correct for the violation, bootstrapping was performed. Results revealed that sense of inclusion significantly predicted turnover intention ($R^2 = .19$, $F(1, 104) = 24.75$, $p < .001$), indicating that the more an employee experiences sense of inclusion, the less the employee has the intention to leave the job. Hypothesis 3 is confirmed. See table 3.

Table 3
Coefficients of Perceived Diversity (PD), Sense of Inclusion (SI), and Turnover Intention (TI).

Variable	<i>b</i>	<i>SE B</i>	β	<i>p</i>
1. PD → TI	-.19	.15	-.13	.19
2. PD → SI	.37	.09	.37	.00*
3. SI → TI	-.66	.13	-.44	.00*

Note: *N* = 110. * *p* < .001.

Hypothesis 4

A mediation analysis was performed with turnover intention as dependent variable, perceived diversity as independent variable and sense of inclusion as mediating variable. Results revealed a significant negative, mediating effect of perceived diversity on turnover intention when controlling for sense of inclusion ($b = -.25$, 95%, BCa CI [-.45, -.10]). As perceived diversity is higher, feelings of inclusion are higher ($b = .37$, 95%, BCa CI [.19, .55], $t = 4.06$, $p < .001$), leading to less turnover intention ($b = -.68$, 95%, BCa CI [-.97, -.40], $t = -4.76$, $p < .001$), confirming the hypothesis. See figure 2 and table 4.

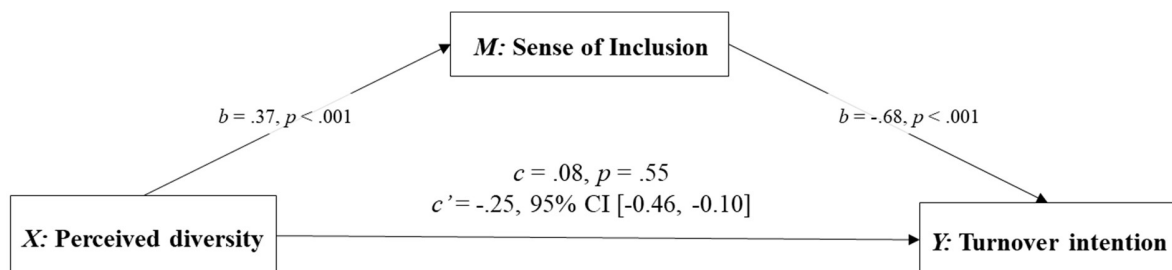


Figure 2. Statistical diagram showing the relationship between perceived diversity and turnover intention, mediated through inclusion feeling.

Table 4
Regression Coefficients, Standards Errors, and Model Summary Information for mediation of Perceived Diversity on Turnover Intention through Sense of Inclusion (Hayes, 2017).

Variabele	Consequent					
	M_1			Y		
	<i>b</i>	SE	p	<i>b</i>	SE	p
<i>X Perceived Diversity</i>	.37	.09	.000	-.19	.15	.19
M_1 <i>Inclusion Feeling</i>				-.68	.14	.000
Constant	2.80	.40	.000	4.47	.71	.000
	R ² = .14			R ² = .20		
	F(1, 104) = 16.46, p = <.001			F(3, 104) = 12.37, p = <.001		

Hypothesis 5

Hypothesis 5 suggests that the more an employee recognises an organizational learning culture, the lower his or hers turnover intention will be. To test this hypothesis a linear regression was performed, where organizational learning was regressed onto turnover intention. Absence of multicollinearity was assumed, VIF < 10. Homoscedasticity was examined through scatterplots, showing that the assumptions for homoscedasticity and linearity were violated. To correct for the violation, bootstrapping was performed. Results revealed that organizational learning culture significantly predicted turnover intention ($R^2 = .22$, $F(1, 104) = 29.48$, $p < .001$), indicating that the more an employee recognises an organizational learning culture, the less the employee has the intention to leave the job. Hypothesis 5 is confirmed. See table 5.

Table 5
Coefficients of Organizational Learning Culture (OLC) and Turnover Intention (TI)

Variable	<i>b</i>	SE B	β	<i>p</i>
1. OLC → TI	-.60	.11	-.47	.00*

Note: N = 110. * $p < .001$.

Hypothesis 6.

Hypothesis 6 posed that OLC strengthens the relation between perceived diversity and turnover intention. To test this hypothesis a moderation analysis was performed with turnover intention as dependent variable, perceived diversity as independent variable and organizational learning culture moderating variable. Results revealed that there was no significant moderation, as none of the predictor variables were significant. Turnover intention was not significantly predicted by either perceived diversity ($b = -.31, p = .72$) or organizational learning ($b = -.90, p = .29$). Moreover, the interaction effect between perceived diversity and organizational learning was not significant ($b = .07, p = .72$). Hypothesis 4 is not confirmed, see table 5.

Table 6
Regression coefficients, Standard Errors and Model Summary Information for moderation of the relation between perceived diversity and Turnover Intention through OLC (Hayes, 2017).

	<i>b</i>	<i>SE</i>	<i>t</i>	<i>p</i>
<i>Perceived Diversity</i>	-.31	0.09	-.36	.72
<i>OLC</i>	-.90	0.85	-1.07	.29
<i>Perceived Diversity * OLC</i>	.07	.20	.36	.72
Constant	5.41	3.54	1.53	.13

Note: Dependent variable Turnover Intention, $R^2 = .22$

Discussion

For employers it is important to identify the topics are important in order to adjust to the The first objective of this applied field study was to question whether perceived team diversity affects turnover intention in a Dutch SME. As no significant relation was found, this first hypothesis could not be confirmed. The second objective of the study investigated the role of sense of inclusion. Hypothesis 2 proposed that perceived diversity was related to sense of inclusion. This hypothesis was confirmed, as was hypothesis 3 which proposed that sense of inclusion was related to turnover intentions. Mediation analysis showed that the relation between perceived diversity and turnover intentions was mediated through sense of inclusion, thus confirming hypothesis 4. Literature (e.g. Mor Barak et al., 2006) confirmed these findings, although research on this subject is still in its infancy (Shore et al., 2011). Findings confirmed hypothesis 5, organizational learning culture was negative related to turnover intentions. Contradictive to literature (e.g. Ely & Thomas, 2001; Watkins & Marsick, 2003), the expected interaction of organizational learning on the relation between perceived diversity and turnover intention (Hypothesis 6) was not confirmed.

The rejection of hypothesis 1 might have been caused by the fact that participation in the study was voluntary and only people who are comfortable in their job responded. Another reason might be that the construct of perceived diversity was unclear to the people who answered the questions that constitute the perceived diversity scale. Especially because diversity refers to an infinite number of objective differences among members of a team, like age, nationality, and work abilities (van Knippenberg, De Dreu, & Homan, 2004). But perceived diversity also refers to a subjective, more individual perception of the extent of diversity within a work team (Shemla & Meyer, 2012). And, as such, the way diversity is perceived also depends on the frame of reference of that individual. This frame of reference might lead to a clear awareness of

differences within a team, although that team could 'technically' be seen as not very diverse. This could explain the high scores on perceived diversity. It is this versatility of the concept of diversity that might cause the inconclusive results of the research on diversity (Horwitz & Horwitz, 2007).

Most research shows a negative relation between perceived diversity and turnover intentions (McKay et al., 2007). However, the buffering effect of sense of inclusion that was found in this research also shows that addressing sense of inclusion as part of the personnel policies, may reduce turnover intention, as is confirmed by person-environment fit theory (Caplan, 1987). Addressing sense of inclusion is a practical implication of the underlying study that may encourage employers, and their HRM-managers, to develop a specific personnel policy on increasing the sense of inclusion within their organization. Especially, because this study found that employees in SME's who experience a sense of inclusion much less intent to leave the company.

In contrast with other research, (e.g. Egan et al., 2004) no significance interaction was found for organizational learning culture with the relation between perceived diversity and turnover intentions. Even though the respondents judged organizational learning culture with almost four out of five. This was unexpected as in previous work organizational learning culture is negatively associated with turnover intention. Why this study did not find such an effect remains unclear. As already stated by Egan et al. (2004, p. 286) 'little examination has been made of the impact of organizational learning culture on turnover intention'. Future research in SME's will have to determine if the number of employees that work at the company or team size within the company exerts significant influence on this relation.

Most scientific research on topics concerning personnel issues is done in large companies or among students. This applied field study contributes to previous research by investigating the

relevance of these issues in a Dutch SME. The topics addressed in this study are only scarcely investigated. The collected data and the specific focus on one, privately owned holding in the Dutch automotive sector may shed light on personnel issues that encompasses many SME's. This makes it one of the strengths of this study is that the data was collected from just one holding, consisting of several distinctive departments, although this also makes it difficult to generalize the results of the study.

Limitations

This study has several limitations. At first, being a cross-sectional study no causal relationships or conclusions can be drawn. This also has consequences for the accuracy of the direction of the arrows in the theoretical model, so the results of the study must carefully be interpreted. Second, questions must be raised about the reliability of the perceived diversity scale being that was used in this study. The 3-item scale showed a low reliability ($\alpha = .56$), which rose to $\alpha = .72$, after deleting one question. The scale was developed by Hentschel et al. (2013) and in their study showed a value of $\alpha = .72$ for the scale. This difference in initial values might be caused by the author's translation in Dutch. However, measuring perceived diversity with just two items limits the value of this scale and might result in lots of ambiguity. This ambiguity was also found by Shemla et al. (2016) in their review of previously used scales in diversity research. Although the 3-item Hentschel scale is used in a majority of diversity research, questions must be asked by assessing the perception of team differences with this scale. It must be inferred that future research should study perceived diversity much more intensively to gain a better understanding of the effects of perceived team diversity within work teams. Future research should focus on developing a general accepted definition of perceived diversity that might contribute to solving this issue.

Future research is needed to give more insight whether the findings of this research were caused by the specific characteristics of the investigated company or that they are more prevalent in the Dutch automotive sector and thus can be generalized to the whole sector.

Conclusion

Sense of inclusion and organizational learning culture are topics within the realm of influence of an employer. This study shows that this also applies to employers who employ a limited number of workers within a SME. Addressing these topics will become of paramount importance for employers and HRM managers, as the Dutch workforce is getting more and more diverse. After all, to stay competitive and successful, an employer has to stay closely attached to developments in the labour market and adjust to it. Addressing sense of inclusion and organizational learning culture may prove to be an essential key for the future success of the organization, for it can open up pathways to effectively reducing turnover and the associated costs.

Most scientific research on topics concerning personnel issues is done in large companies or among students. This study contributes to this previous research by investigating the relevance of these issues in a Dutch SME. As stated by Ellemers et al. (2018) more applied studies are needed to build bridges that bring practical implications and effective -personnel- policies together. As such, I sincerely hope this is one of them.

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