

REPUBLIC OF TURKEY
SELÇUK UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF BUSINESS ADMINISTRATION
MANAGEMENT AND ORGANIZATION

**EXPLORING THE EFFECTS OF DIVERSITY
MANAGEMENT ON ORGANIZATIONAL CLIMATE**

Mohammad Farid Noorzad

MASTER THESIS

Advisor
Asst. Prof. Mustafa Tahir Demirsel

Konya–2018



T. C.
SELÇUK ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü Müdürlüğü



Bilimsel Etik Sayfası

Öğrencinin

Adı Soyadı	Mohammad Farid Noorzad
Numarası	144227011015
Ana Bilim / Bilim Dalı	İşletme Yönetim ve Organizasyon
Programı	Tezli Yüksek Lisans ☒ Doktora ☐
Tezin Adı	Farklılıkların Yönetiminin Örgütsel İklim Üzerindeki Etkileri Exploring The Effects of Diversity Management on Organizational Climate

Bu tezin proje safhasından sonuçlanmasına kadarki bütün süreçlerde bilimsel etiğe ve akademik kurallara özenle riayet edildiğini, tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez yazım kurallarına uygun olarak hazırlanan bu çalışmada başkalarının eserlerinden yararlanılması durumunda bilimsel kurallara uygun olarak atıf yapıldığını bildiririm.

Öğrencinin imzası
(İmza)



T. C.
SELÇUK ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü Müdürlüğü



Yüksek Lisans Tezi Kabul Formu

Öğrencinin	Adı Soyadı	Mohammad Farid Noorzad		
	Numarası	144227011015		
	Ana Bilim / Bilim Dalı	İşletme Yönetim ve Organizasyon		
	Programı	Tezli Yüksek Lisans ☒	Doktora	☐
	Tez Danışmanı	Yrd. Doç. Dr. M. Tahir Demirsel		
	Tezin Adı	Farklılıkların Yönetiminin Örgütsel İklim Üzerindeki Etkileri Exploring The Effects of Diversity Management on Organizational Climate		

Yukarıda adı geçen öğrenci tarafından hazırlanan başlıklı bu çalışma **21...**/**03...**/**2018** tarihinde yapılan savunma sınavı sonucunda oybirliği/~~oyçokluğu~~ ile başarılı bulunarak, jürimiz tarafından yüksek lisans tezi olarak kabul edilmiştir.

Ünvanı, Adı Soyadı Danışman ve Üyeler İmza

Yrd. Doç. Dr. M. Tahir Demirsel

Yrd. Doç. Dr. Aydın Yöcel

Doç. Dr. Ali Şükrü Çetinkaya

DEDICATION

This work is dedicated to my dear mother who has made many sacrifices for me, to my dear father for his care and support over all my life, to my dear sister and brothers, especially, Mohammad Jawed Noorzad for his support and care. To my dear friend Burak Emre Kunt who made me feel at home during years being in Turkey and to Mohammad Zarif Sediqi and Mohammad Haroon Abasy for their sincerity.



ACKNOWLEDGMENTS

I am very thankful to “Yurtdışı Türkler ve Akraba Topluluklar Başkanlığı” for the scholarship and providing me with the chance to make my dream real.

Herewith, I am very pleased to express my sincere gratitude to my advisor Assist. Prof. Dr. Mustafa Tahir Demirsel for his support and guidance during working on this thesis.

I am very glade to express my sincere gratitude and profound respect to Assoc. Prof. Dr. Ali Şükrü Çetinkaya for his guidance and research methodology courses have taught me important points and thanks to Assist. Prof. Dr. Aydın Yüceler for the constructive contributions as jury member for my thesis defense.

I am very grateful to all teachers and administrative personnel of Institute of social science of Selçuk University. I would like to thank staff of Directorate of Organized Industrial Zone of Konya as well as all employees of companies operating in the zone for their contribution and providing the required data of this work.



T. C.
SELÇUK ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü Müdürlüğü



Öğrencinin	Adı Soyadı	Mohammad Farid Noorzad
	Numarası	144227011015
	Ana Bilim / Bilim Dalı	İşletme Yönetim ve Organizasyon
	Programı	Tezli Yüksek Lisans
	Tez Danışmanı	Yrd. Doç. Dr. M. Tahir Demirsel
	Tezin Adı	Farklılıkların Yönetiminin Örgütsel İklim Üzerindeki Etkileri

ÖZET

Bu tez çalışmasının amacı, farklılık yönetiminin örgütsel iklim üzerindeki etkilerini araştırmaktır. Çalışmada her iki kavram detaylı bir şekilde ele alındıktan sonra aralarındaki ilişkiyi ölçmek amacıyla ampirik bir araştırma yapılmıştır. Söz konusu araştırmada kullanılan veriler, Konya İkinci Organize Sanayi Bölgesinde yer alan şirketlerde idari pozisyonlarda çalışan personelden bir anket formu aracılığıyla elde edilmiştir. Bölgede faaliyet gösteren ve yaklaşık 1050 idari çalışanı bulunan 216 şirkete rastgele örnekleme yöntemi ile 450 adet anket formu dağıtılmış ve bunlardan 305 tanesi geri dönmüştür. Elde edilen anketlerin incelenmesi sonrasında, istatistiksel bir analiz yapmak için geçerli ve faydalı olan toplam 273 adet anket değerlendirmeye alınmıştır. Verileri analiz etmek için SPSS paket programı kullanılmıştır. Çalışmadaki değişkenler arasındaki ilişkiyi test etmek için Pearson Korelasyon Analizi, Basit / Çoklu Doğrusal Regresyon Analizi, T-testi ve ANOVA Testi gibi istatistiksel teknikler kullanılmıştır. Korelasyon analizi sonucunda, farklılık yönetimi ve çalışanlar tarafından algılanan örgüt iklimi arasında pozitif yönlü ve anlamlı bir ilişki olduğu gözlemlenmiştir. Regresyon analizi sonucunda ise farklılıkları kucaklayan ve avantaj olarak kabul eden işletmelerin politikaları, uygulamaları ve prosedürlerinin çalışanlar tarafından algılanan örgütsel iklimi pozitif yönde etkilediği anlaşılmıştır.

Anahtar Kelimeler: Farklılık, Farklılık Yönetimi, Örgüt, Örgüt İklimi, İdari Çalışanlar, Konya İkinci Organize Sanayi Bölgesi.



T. C.
SELÇUK ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü Müdürlüğü



Öğrencinin	Adı Soyadı	Mohammad Farid Noorzad
	Numarası	144227011015
	Ana Bilim / Bilim Dalı	İşletme Yönetim ve Organizasyon
	Programı	Tezli Yüksek Lisans
	Tez Danışmanı	Yrd. Doç. Dr. M. Tahir Demirsel
	Tezin Adı	Exploring The Effects of Diversity Management on Organizational Climate

SUMMARY

The objective of this thesis is to explore the effects of diversity management on organizational climate. After a comprehensive looking at the related concepts and literature, an empirical study was done aiming to test the relationship between the two variables. To end this, the required data was collected by questionnaires filled by the administrative employees working in the companies located in The Second Organized Industrial Zone of City of Konya, Turkey. Of the 216 companies operating in the zone with approximately 1050 administrative employees, 70 companies, randomly, accepted to fill the questionnaires. Almost 450 questionnaires were distributed to the administrative employees of the 70 companies, of them, 305 questionnaires returned. To analyze the data, in the SPSS package some statistical techniques including Pearson Correlation, Simple/Multiple Linear regression, t-test, and ANOVA were run to test the assumed relationship between variables. The result of the correlation test shows an approximately strong positive and meaningful relationship between diversity management and employees' perceived organizational climate. Furthermore, the results of the regression tests confirmed that policies, practices, and procedures by organizations for embracing diversity and accepting it as an advantage, positively affect employees' perceived organizational climate.

Keywords: Diversity, Diversity Management, Organization, Organizational Climate, Administrative Employees, Konya Second Industrial Zone.

CONTENTS

DEDICATION	ii
ACKNOWLEDGMENTS	iii
ÖZET	iv
SUMMARY	v
TABLES	xi
FIGURES	xii
INTRODUCTION	1

CHAPTER-I

DIVERSITY AND DIVERSITY MANAGEMENT

1.1. Concept and Definition of Diversity	4
1.2. Dimensions of Diversity	6
1.2.1. Factor approach	6
1.2.1.1. Two-group approach.....	6
1.2.1.2. Multi-faceted approach.....	8
1.2.2. Proportions Approach.....	10
1.3. Three Level of Dimensions	11
1.3.1. Internal Dimensions of Diversity	11
1.3.1.1. Age.....	11
1.3.1.2. Gender	14
1.3.1.3. Race and Ethnicity	15
1.3.1.4. Sexual Orientation	16
1.3.2. External Dimensions of Diversity	17
1.3.2.1. Personality	17
1.3.2.2. Religion	19
1.3.2.3. Culture	20
1.3.2.4. Education Level.....	22
1.3.2.5. Disability	23
1.3.3. Organizational Dimensions of Diversity	24
1.3.3.1. Role and Status	24
1.3.3.2. Patterns of work.....	26
1.3.3.3. Level of Income.....	26
1.3.3.3.1. Main-Base Wage System:	26
1.3.3.3.2. Incentive Wage System:.....	27

1.3.3.3. Profit Sharing System:	27
1.4. Advantages and Disadvantages of Diversity	28
1.4.1. Advantages of Diversity	28
1.4.2. Disadvantages of Diversity	29
1.5. Concept of Diversity Management	30
1.6. Organization and Diversity Management	34
1.7. Theories and Approaches forming bases of Diversity Management in Organization	35
1.7.1. Social Identity Theory	36
1.7.2. Stereotype and Prejudice	38
1.7.3. Discrimination and Othering	40
1.7.4. Similarity-Attraction Approach or Paradigm	42
1.7.5. Information-Processing Approach.....	43
1.7.6. Organizational Demography	44
1.7.7. Relational Demography.....	45
1.8. Diversity Approaches and Initiatives	46
1.9. Equal Employment Opportunity (EEO).....	48
1.10. Affirmative Action (AA).....	49
1.11. Differences between AA/EEO and Diversity Management (DM).....	50

CHAPTER-II

ORGANIZATIONAL CLIMATE

2.1. Concept of Organization	53
2.1.1. Formal Organizational Structure:	56
2.1.2. Informal Organizational Structure:.....	56
2.2. Organizational Climate	57
2.2.1. Concept and Definition of Organizational Climate.....	57
2.2.2. Significance of Organizational Climate	60
2.2.3. Elements of Organizational Climate	61
2.2.4. Dimensions of Organizational Climate	62
2.3. Types of Organizational Climate	64
2.3.1. Innovative Climate	65
2.3.2. Growth Climate	65
2.3.3. Leadership Climate.....	66
2.3.4. Supportive Climate.....	66
2.3.5. Justice Climate	67

2.3.6. Bureaucratic Climate.....	67
2.3.7. Open Climate.....	68
2.3.8. Autonomous Climate.....	68
2.3.9. Controlled Climate	68
2.4. Factors Influencing Organizational Climate	68
2.4.1. Individual Factors.....	69
2.4.1.1. Satisfaction	69
2.4.1.2. Promotion and Advancement	70
2.4.1.3. Support and Dignity Given to Employees	70
2.4.1.4. Inhibition	71
2.4.1.5. Sense of Trust	71
2.4.1.6. Awareness from Other Members.....	72
2.4.1.7. Taking Risk.....	73
2.4.1.8. Friendship Relations	73
2.4.2. Organizational Factors	74
2.4.2.1. Organization Structure.....	74
2.4.2.2. Organizational Politics.....	75
2.4.2.3. Organization Goal.....	75
2.4.2.4. Reward Level and Wage.....	76
2.4.2.5. Organizational Conflict	76
2.4.2.6. Incongruity in Organization.....	77
2.4.2.7. Strict Supervision and Control.....	78
2.4.2.8. Communication	79
2.4.2.9. Leadership	79
2.4.2.10. Decision Making.....	80
2.4.2.11. Organization Development Opportunities	81
2.4.2.12. Organizational Openness	82
2.4.2.13. Responsibility	82
2.4.2.14. Working Conditions.....	83
2.4.3. Environmental Factors	84
2.4.3.1. Limiting or Encouraging Environment.....	84
2.4.3.2. Administrative Support.....	85
2.4.3.3. Compatibility	86
2.4.3.4. Management Criticism.....	86
2.5. Organizational Climate and Organizational Culture	87

2.5.1. Organizational Culture	88
2.5.2. Distinguishing Organizational Climate from Organizational Culture.....	88

CHAPTER-III

CONCEPTUAL FRAMEWORK AND EMPIRICAL RESEARCH

3.1. CONCEPTUAL FRAMEWORK	92
3.1.1. Previous Works	92
3.1.2. Variables Selection.....	95
3.1.2.1. Independent Variable: Diversity Management.....	95
3.1.2.1.1. Managerial Practices	95
3.1.2.1.2. Approaches toward Diversity.....	95
3.1.2.2. Dependent Variable: Organizational Climate	95
3.1.2.2.1. Structure	96
3.1.2.2.2. Standards.....	96
3.1.2.2.3. Responsibility.....	96
3.1.2.2.4. Recognition	96
3.1.2.2.5. Support.....	96
3.1.2.2.6. Commitment.....	97
3.1.3. Hypotheses and Research Model	97
3.1.3.1. Hypotheses of the Research	97
3.1.3.2. The Research Model.....	99
3.2. AN EMPIRICAL RESEARCH.....	100
3.2.1. Importance and objective of the research.....	100
3.2.2. Data Collection Method	102
3.2.2.1. Population	102
3.2.2.2. Sampling	102
3.2.2.3. Data Collecting Instruments and Scale	103
3.2.3. Research Findings	104
3.2.3.1. Demographics Results.....	104
3.2.3.1.1. Participants' Demographic Outcomes.....	104
3.2.3.1.2. Companies' Demographic Outcomes	107
3.2.3.2. Reliability Test of Variables	108
3.2.3.3. Variables' Items Descriptive Statistics.....	109
3.2.3.3.1. Diversity Managements Dimensions' Items Descriptive Statistics....	109
3.2.3.3.2. Organizational Climate Dimensions' Items Descriptive Statistics.....	111

3.2.3.4. Factor Analysis and Validity Test of Data	115
3.2.3.5. Test of Hypotheses	119
3.2.3.5.1. Correlation Test of Diversity Management & Organizational Climate	120
3.2.3.5.2. Regression Analysis Outcomes	122
3.2.3.5.2.1. Simple Linear Regression Outcomes	122
3.2.3.5.2.2. Multiple Linear Regression Analysis Outcomes	123
3.2.3.5.3. Independent Sample T-Test Outcomes	126
3.2.3.5.4. ANOVA Test Outcomes	127
3.2.4. Results of the Study	130
3.2.5. Discussion and Limitations	131
CONCLUSION	133
RESOURCES	136
1. Appendix (Turkish Questionnaire)	155
2. Appendix (English Questionnaire)	158
3. Appendix (CV)	161

TABLES

Table-1: Categories and Types of Diversity	9
Table-2: Dimensions of Organizational Climate	63
Table-3: Types of Organizational Climate.....	64
Table-4: Participants Gender, Marital Status, Age and Education Level	104
Table-5: Participants Ethnicity, Religion, Disability, Years of Being Incumbent in the Current Organization, Total Work Experiences.....	105
Table-6: Working Types, Positions and Working Departments of Participants	106
Table-7: Surveyed Companies Demographic Characteristics.....	107
Table-8: Diversity Management and Organizational Climate Cronbach Alpha Test	108
Table-9: Percentage Distribution, Means and Std. D of Managerial Practices' items	109
Table-10: Participation Percentage Distribution, Means and Std. Deviations of Approaches' items	110
Table-11: Percentage Distribution, Means and Std. Deviations of Structure' items	111
Table-12: Percentage Distribution, Means and Std. Deviations of Standard' items	112
Table-13: Percentage Distribution, Means and Std. Deviations of Responsibility items	113
Table-14: Percentage Distribution, Means and Std. Deviations of Recognition's items	113
Table-15: Percentage Distribution, Means and Std. Deviations of Support's Items.....	114
Table-16: Percentage Distribution, Means and Std. Deviations of Commitment Items	115
Table-17: Exploratory Factor Analysis of Diversity Management	116
Table-18: Exploratory Factor Analysis of Organization Climate	117
Table-19: Normality Test of Dataset.....	119
Table-20: Summary of Pearson's Correlations	121
Table-21: Simple Linear Regression-Method of Enter	123
Table-22: Multiple regression analysis of Managerial Practices, Approaches and Attitudes with Organizational Climate-Method of Enter.....	124
Table-23: Independent Sample t-Test of Variables Based on Gender	126
Table-24: Independent Sample t-Test of Variables Based on Marital Status	126
Table-25: ANOVA Test of Variables Based on Different Range of Ages	128
Table-26: ANOVA Test of Variables Based on Education Level	129
Table-27: The Outcomes of the Study	130

FIGURES

Figure- 1: Visible and Invisible Dimensions of Diversity	8
Figure-2: Three level of Diversity.....	12
Figure-3: Research Model.....	99



INTRODUCTION

The world is changing dramatically and we are living in an age where borders are no more important. Increasing globalization has deeply influenced the world's economy and factors such as immigration, generational gaps and the growth of individuals' mobility have led to appearance of national and international labor markets filled with a diverse workforce. For instance, Australia is composed of 220 nationalities speaking 130 languages, and 17% of Australians are not speaking English at home. It is expected that by 2030, around 20-25 percent of Australians will be composed of Asians. Moreover, 21 percent of small businesses of Australia speak and communicate with the languages other than English (D'Netto, & Sohal, 1999: 530). Moreover, the US population, where 38% will be minority Americans by 2025, is becoming increasingly ethnically diverse, in turn, divers workforce (USA Census Bureau, 2002).

Additionally, gender, skin color, race, ethnicity etc. are the characteristics that human beings are born with. No one is a playing role in selecting any of the above characteristics making one different from the others. As a result, they also change the composition of the labor force leading to the creation of diverse work atmosphere in which employees of different genders, age groups, races, ethnicities and nationalities work together. It is worthwhile to mention that the forgoing few characteristics are not the only reason for diversity in the workforce, but, as Salomon and Schork (2003: 38) indicated that diversity is much more than the clearly visible parameters of race, age and gender. It means that it includes invisible parameters such as religion, education, sexual orientation, personality type, and a variety of other factors that may or may not be obvious at the first meeting.

The characteristics of the workforce are not only important from employee's perspective, but also prominent in terms of organization. The researches show that leaders/managers of organizations and employees are slowly awakening to the positive benefits available through a diverse workforce. For example, James Preston former CEO of Avon says, "intelligence is nothing to do with color of skin or gender, his/her way of thinking or philosophical reasoning and is not important where he/she is from, whether Irish, Netherlandish or Chinese. The point we matter the most, is the

intelligence of person that is the point we are in search of'. In 2014, 37% of leaders, 28% of managers and 32% of employees believed that diversity has positive impact on the organization performance while it was 31%, 23% and 21% in 2011, respectively (LMA, 2014).

The positive outcomes of the diversity includes new solutions for organizational problems, language diversity which open doors for the business, reducing costs of production, efficiency and productivity, enhancing the employees feeling of belonging to the organization, innovations, talent pools, enhancing comradeships among employees, empowering the humanitarianism spirit and making them global citizens.

In today's competitive environment, human capital is the most valuable asset and is the only mean for the organization's success. The competitiveness of any organization is directly associated with this factor. Men, as employees, enter with their distinct characteristics into a social system, named organization. Perception of these men having diverse features, from the climate of organization whether it is inclusive or not, affects their behavior and attitudes. As Cox and Finley (1995), posit that the diverse climates influence individuals in terms of their effective outcomes (how they feel about their work in terms of satisfaction, identification and involvement) and achievement outcomes (their career progress in terms of opportunity, effectiveness and recognition). Meanwhile, positive job-related attitudes (job involvement, job satisfaction and organizational commitment) of employees are considered as an asset and give a competitive position to an organization through involved, satisfied and committed workers. Employees' attitudes lead to some behavioral outcomes and intention to behave in a certain way toward the surrounding environment and people (Robbins, 1998: 140-141).

Therefore, the way employee's behavior is something subject to their perceptions from the climate existing in the organization. In other words, all plans, policies and procedures imposed by top managers on organization, directly affect perception of workers, in turn, leads to certain behaviors and attitudes. If the policies are inclusive and cover all workers bearing diverse features, leads to an inclusive and accepting climate that can drive workers to behave in a desired way and turn them into a competitive workforce. In other words, positive perceptions of workers from the climate of organizations lead to different positive results including high job

satisfaction, high career and organizational commitment, high cross-cultural sales, low turnover intentions, and low absenteeism. Here, it denotes the importance of diversity management as a way of making diverse climate and a new way of making inclusive plans, policies and procedures in the organizations.

Managing all these diverse features can be a problematic issue for the many managers. As Milliken and Martins (1996:403) claim that, the diversity is a “double-edged sword”, if managed well it will lead to innovation and creativity, if not it will demolish group and organizational goals. However, the researches show that diversity management through considering and accepting employees’ emotions, their characteristics and ideas regardless of their socioeconomic status and giving them a sense of belonging leads to a positive organizational culture which will enhance the employees performance as well. Therefore, managing and valuing diversity through imposing policies, practices and procedures is a key component of effectively managing the diverse workforce. In other words, climate as a normative environment first has to change relevant behaviors in order to take effect.

During this research, I found out that there is a lack of empirical evidence addressing the impact of diversity management on the organizational climate. Therefore, this thesis focuses on finding the answer whether diversity management has a positive empirical effect on the organizational climate or not. The data for quantitative section of this study has been collected using questionnaires from the administrative employees of Second Organized Industrial Zone of City of Konya. The collected data were then analyzed using different statistical techniques in SPSS.

This thesis is composed of three chapters. The first chapter is the literature review of diversity and diversity management whereas the second chapter is a literature review related to organizational climate. The third chapter is the empirical study, limitations and making conclusion based on the findings.

CHAPTER-I

DIVERSITY AND DIVERSITY MANAGEMENT

1.1. Concept and Definition of Diversity

According to Oxford Dictionary, the meaning of diversity is the way of being diverse or a couple of varied things, which originates in Old French diversite, derived from Latin diversitas, or from diversus and diverse (oxforddictionaries.com).

This term –diversity- mostly shows expanse of differences between groups of people. A simple definition of this terminology can be referred to the extent to which a workgroup or organization is heterogeneous regarding to personal characteristics and functional attributes (Jehn et. al., 1999: 741-742). However, most researchers have taken a narrow approach and confined the issues of diversity to race, ethnicity, and gender. Instead, diversity must be defined in an inclusive approach, considering the variety of dimensions along which people differ. According to Sürgevil (2010: 11) usage of the term diversity shows the primary permanent dimensions of persons and groups differences in race, ethnicity, gender, ability, and age.

Some definitions focus on various dimensions of diversity including ethnicity, race, class, religion, learning and communication style, place of birth and occupation, while some other definitions pay attention to only demographic characteristics. As cited by Alper and colleagues, Mc.Grath (1995) claims that the demography cannot reflex the complete meaning of diversity. He emphasizes that the diversity, alongside concept of business skills, values, beliefs and attitudes, also has organizational dimensions such as personality, cognitive and behavioral styles, and status. To put in simple words, human being does not consist only of material elements, but he is bio-psycho and socio-philosophy creature as well (Alper et.al, 2001:7). It means that whenever talking about an individual diversity, we should consider both visible and invisible diversities related to individuals personality. This is because we will not be able to recognize a man just by considering his physical characteristics while ignoring his profound emotional structures and psychological features.

After evaluation of some definitions related to diversity, we can put such claim that there are two ways to look forward diversity issues, which include looking at diversity in a narrow meaning and in a broad meaning. The prior one or narrow

meaning is defined as a situation in which a group or members of a group differ from each other in terms of age, ethnicity, education and gender, while the later or broad meaning covers demographic characteristics, socioeconomic status, personality diversity, types of work, education and many other elements (Luthans, 1994: 50-51).

As mentioned in the above, we are facing with many different dimensions of diversity, which is indicator of the fact that definition of diversity has also changed while years went on. In organizations where different individuals work together, individuals own diverse perspectives comparing to each other (Friday and Friday, 2003: 866). Some workers might see this diversity as a new approach, a colored formation and new ideas, while few other might deal with diversity as impeding factor to success of the organization. Actually, the diversity in organizations is an advantage since it enhance competition. For example, diverse people can look over a problem from different angles and give various solutions to similar problems (Raatikainen, 2002: 82).

In the past, the perception of diversity bore the implicit meaning of demographic features such as age, gender, ethnicity, etc. Nowadays, however, it describes other issues like seniority, educational background, emotional orientation, physical abilities, social and economic status, and religion and so on. In other words, the diversities within organization and demographical diversities of the employees lead to diversities in relationships and task in organizations, which are classified to visible and invisible features, will be discussed in coming pages. (Tüz ve Gümüş, 2010:2).

In general, diversity describes the parameters including ethnicity, religion, color, nationality, economic status, different and similar behaviors among people, values and different ways of life. Meanwhile, diversity can be showed in many forms, encompassing gender, age, race, social class, education, language, disability, national origin, language preference and use, learning style, lifestyle, politics, and geographical locale. In addition to these, usage of the terms such as fair, inclusive, and multicultural in domain of diversity discussions, point out to employees' recognizing and accepting of group differences, through respect, communication, and collaboration.

1.2. Dimensions of Diversity

In order to determine the boundaries of diversity's concept, it is necessary to focus on individual differences. Every individual, as a person, owns different characteristics comparing to others, and such differences make him/her diverse from others. Meanwhile, people are unique and different based on their lifestyle, visions, ambitions, experiences, and the way they are planning to achieve their goals (Eren, 2004: 91).

Human beings are also distinct in activities, emotions and processes. For example, they show diversity in learning, forgetting, remembering, thinking, physiological features, talents, information, conflict, excitement, emotion, attention, sight, hearing and so on. Not only these specific features differentiate people from each other, but also there are some common characteristics as well. All these similarities and differences play an important role on an individual behavior and motivation. This is why the researchers study each person individually by focusing on the unique characteristics of an individual or by studying the effects of specific diversity like gender, age, race, knowledge, experience, region, occupation, etc. (Aksu, 2008: 26).

As human development, inheritance, and mutually interacting with society is a resultant process, because of this principle, differences among people is a natural outcome. The society a person lives in, socio-economic level and culture of that society, the person's gender and intelligence; lead to creation of some characteristics being peculiar to that person (Yeşilyaparak et al, 2003: 38-39).

According to Sürgevil (2010: 10), there are two approaches for categorization of diversity's dimensions: factor approach and percentage approach.

1.2.1. Factor approach

This approach owns two sub-groups including (a) two-group diversity approach, (b) multiple-group diversity dimensions.

1.2.1.1. Two-group approach

This approach categorizes dimensions into primary/secondary dimensions, visible/invisible dimensions and surface-level /deep-level diversity dimensions. The primary dimensions of diversity are including age, ethnicity, gender, physical

abilities/qualities, race and sexual orientation. Secondary dimensions of diversity are those that can be changed, and include, but are not limited to: educational background, geographic location, income, marital status, military experience, parental status, religious beliefs, and work experiences (Sürgevil, 2010: 10-11).

Moorhead and Griffin (2001: 69-73) characterizes diversity as having six primary permanent dimensions (age, ethnicity, gender, physical attributes/abilities, race and sexual orientation) and eight changeable dimensions (education, geographic location, income, marital status, military experience, parental status, religious beliefs and work experience). These dimensions vary in degrees of visibility. The primary attributes are more visible, whereas secondary attributes are less visible or even invisible, particularly those that are more psychological and job-related.

As mentioned before, that diversity is not just seen as demographic differences. However, McGrath et al. (1995) as cited in Point and Singh (2003: 751), see diversity as a cluster of attributes, which are demographic (e.g. race, gender, age etc.), task-related knowledge and abilities; values, beliefs and attitudes; personality and cognitive and behavioral styles, and status in the organization.

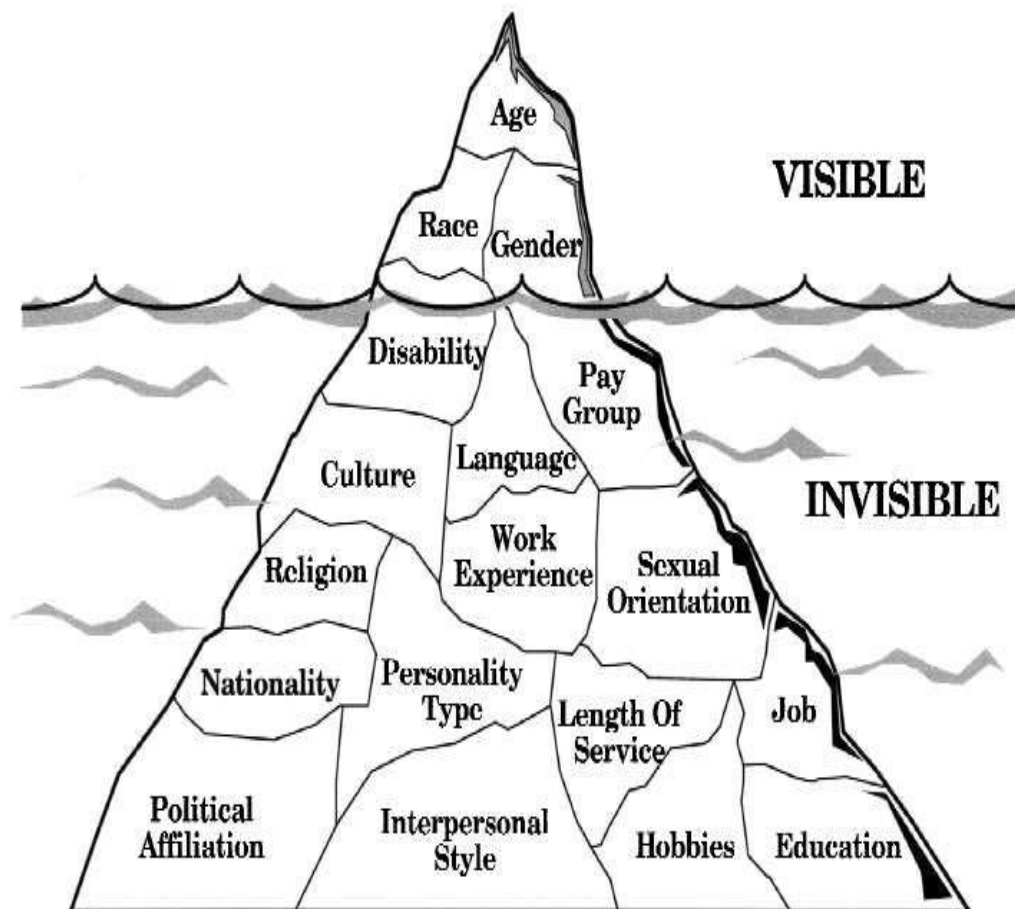
As you see diversity iceberg in the following figure (1), Salomon and Schork (2003: 38) indicated that diversity is much more than the clearly visible parameters of race, age and gender. It means that it includes religion, education, sexual orientation, personality type, and a variety of other factors that may or may not be obvious at a first meeting.

Harrison et.al. (1998: 97-98) divided diversities into groups of surface-level and deep-level. In the surface-level diversity, heterogeneity can be defined as differences among group members in overt, biological characteristics that are typically reflected in physical features. Such characteristics include age, sex, and race/ethnicity. Heterogeneity at a deep level includes differences among members' attitudes, beliefs, and values. Jackson and colleagues conceptualized a similar form of diversity, termed diversity in underlying attributes, which include attitudes, values, knowledge, and skills. They noted that these aspects of individuals are more "subject to construal and more mutable" (Jackson et al., 1995; 217) than other aspects.

1.2.1.2. Multi-faceted approach

A problem with the two-factor approaches is that they depend on the measurement of a limited set of variables, often operationalized as only one focal characteristic. A way to overcome this limitation is to measure diversity as a multifaceted concept. In this approach, diversity is conceptualized in terms of an array of attributes, or a profile. Thus, multifaceted approaches utilize several clusters of categories and their interactions. For example, as cited in Mannix and Neil (2005: 36), McGrath et al. (1995) created the following five diversity categories: (a) demographic attributes; (b) task-related knowledge, skills, and abilities; (c) values, beliefs, and attitudes; (d) personality and cognitive and behavioral styles; and (e) status in the work group's organization. Although they seem exhaustive, these categories are still somewhat imperfect, Table-1.

Figure- 1: Visible and Invisible Dimensions of Diversity



Source: Salamon and Schork (2003:38)

Point and Singh (2003: 756) studied 174 leading corporate websites in eight countries. According to the specifications available in their websites and given information about diversity, they found out that gender (or sex) was mentioned most, by 48% of the companies whereas culture (45 %), race and ethnicity (37 %), age (31 %), nationality and country of origin (29 %) and disability (28 %). They claim that mentioned frequencies of dimensions i.e. gender/sex, race/ethnicity, age and disability, also are similar to mostly examined dimensions in the literature. They identified 27 criteria and organized all of them under six categories: geography differences, visible differences, opinion/beliefs differences, social status differences, education/personal/professional background differences and other differences. In the following Table-1, mentioned researchers organized all types of diversities into six category.

Table-1: Categories and Types of Diversity

Name	Categories	Dimensions
Mannix and Neal (2005)	Social-category differences	Race, Ethnicity, Gender, Age, Religion, Sexual, orientation and Physical abilities
	Differences in knowledge or skills	Education, Functional knowledge, Information or expertise, Training and Experience Abilities
	Differences in values or beliefs	Cultural background and Ideological beliefs
	Personality differences	Cognitive style, Affective disposition and Motivational factors
	Organizational- or community-status differences	Tenure or length of service and Title
	Differences in social and network ties	Work-related ties, Friendship ties, Community ties and In-group memberships

Point and Singh (2003)	Mention diversity or equal opportunity Geographic	Culture, Nationality & country of origin, Language and Location
	Visible differences	Gender, Race & ethnicity, Age, Disability, Color and Tattoo/physical difference/life style
	Opinion/beliefs/orientation	Religion, Sexual orientation, Political opinion, Union affiliation and Thinking types
	Social status	Marital status, Social class/caste, Parental status, Family status and Health status
	Education/personal/professional background	Experience, Personal Background, Profession, Education and General Background
	Other	Not specified and General other

Sources: Point and Singh, (2003: 757); and Mannix and Neal, (2005: 36)

1.2.2. Proportions Approach

This is an alternative way to the previous approach-factor approach, taken by some of the most influential work on diversity. This approach considers the minority/majority membership proportions in the group. The Inequality and Heterogeneity (1977) research of Blau which is cited in Sürgevil, (2010: 10-11) considers the importance of proportions playing role in determining the quality of relations among those groups which have demographic differences. Blau's theory argues that, based on pure statistics alone, heterogeneity in the group will result in increased contact between demographically diverse individuals. As such, based on the logic of the social contact hypothesis—in which simple social contact and interaction is predicted to increase attraction, liking, and understanding—the quality of relations between heterogeneous individuals will be improved (Pettigrew and Tropp, 1982: 751).

As cited in Mannix and Neil (2005: 37-38), Kanter (1977) in a research named “Men and Women of the Organization” proved the importance of effects of in-group and out-group members’ proportions on outcomes. In other words, he argues that when looking at the impacts of group members on the outcomes, the proportions of the group matters. Sürgevil, (2010: 21) categorized theoretical framework of Kanter under the four groups depending on the percentage of minority group members. (a) Uniform groups, having similar external status—for instance, a group with only men; (b) Skewed groups, minority members have percentage of 1%-15% of the group; (c) Tilted groups, the minority members percentage is 15%-35% and (d) Balanced groups, both percentage of minority and majority are mostly alike, with the minority group ranging from 35%-65%.

1.3. Three Level of Dimensions

In the following figure (2), Aksu (2008: 31) categorizes dimensions of diversity into three levels including internal, external and organizational. All three levels will be explained in the following pages:

1.3.1. Internal Dimensions of Diversity

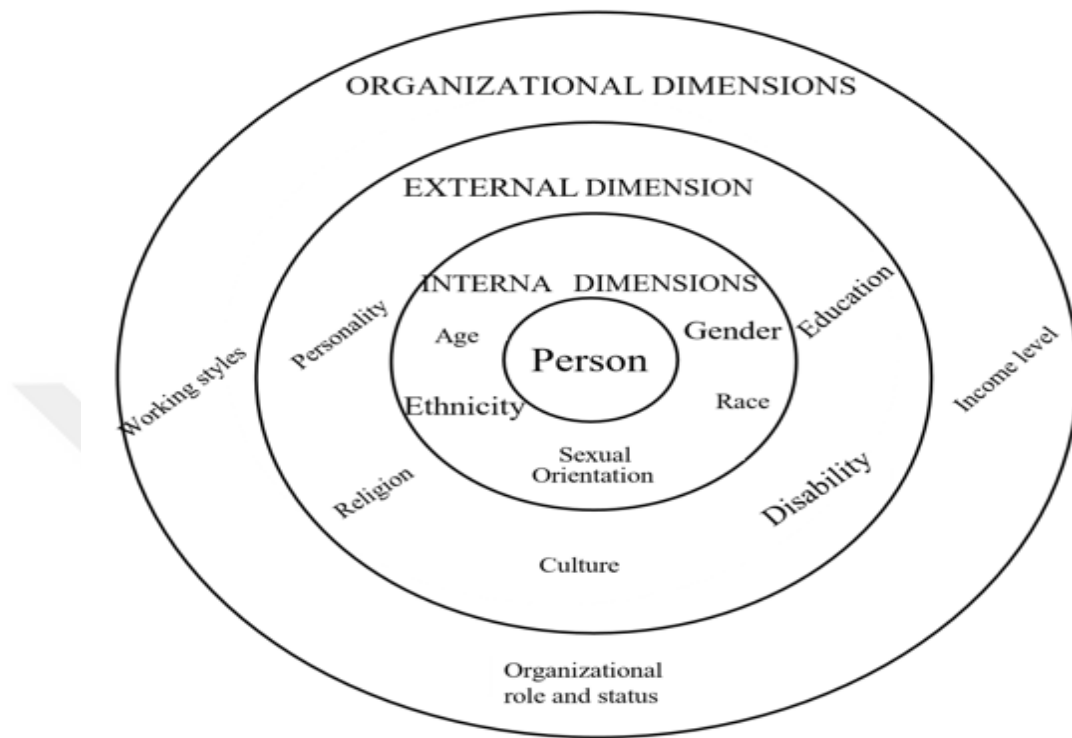
The internal dimensions are those personal differences that have a tremendous impact on the primary phases of socialization as well as on every stage of life. As seen in Figure (2), age, gender, sexual orientations, race, ethnicity are the parameters that come under the name of internal dimensions. However, for instance, religion might be important to someone while might not for another. Since internal diversity dimensions are exposure to the eyes of others, they are the first factors that leading to reactions such as prejudice and discrimination. As of these reasons, internal diversity dimensions are visible, firstly attentions-grabbing and noticeable characteristics. Hereafter, all the mentioned parameters will be elaborated one by one:

1.3.1.1. Age

Age distribution is one of the internal dimensions of diversity. Age distribution especially that of workforce is important from viewpoint of diversity management and it differs from a country to country. Age distributions has shown many differences and there are varying characteristics of different generations such as Baby Boomers, Generation X, Millennials, and so on. While some of these categories can be over-

simplifications, it is certainly true that people of different ages tend to think differently and have very different experiences (Blackman, 2017)

Figure-2: Three level of Diversity



Source: (Salamon and Schork, 2003:39)

Those who were born within 20 year after Second World War, the Baby Boomers, mostly gets older (Aksu, 2008: 32). Workforce of the United States, for example, are getting older overall as the Baby Boomers move into the over age fifty and women constitute more of the increase in older workers. This group's children, who are active workforce, may play role of caregiver to their elderly parents, face increased stress, take scheduled days off, come late and leave early, have above-average use of telephone and absentees (Moorhead and Griffin, 2001: 69). Because of the mentioned negative issues affect attitudes and behavior of workers, from viewpoint of diversity management, the managers should take them into account.

Based on the statistics of 2015, of the 78.7 million population, 50 percent of Turkey' population is under age 31 that shows diverse populations and has the largest youth population comparing to European countries (Invest in Turkey, 2016). Meanwhile, Afghanistan with 32 million estimated population, 63 percent of them

being under the age of 25, might have the largest youth population comparing to each country (UNFPA Afghanistan, 2014).

Effectively using all category of ages in the workplace is playing important role from the viewpoint of diversity management. Consequently, when looking at the distribution of population' ages of these countries, we are facing with different category of generations.

The age differences between the oldest and the youngest workers in some organizations are 50 years. Firstly, some of them, Baby Boomers who were born between 1946 and 1964 are about to retirement. It is believed that Baby Boomers are expensive, difficult to manage, resistant to change and are not update with new technology. However, current businesses need to hire the broad-based business experiences of Baby Boomers who own skills and knowledge that many younger people cannot offer.

Secondly, Generation X who were born in 1965-1981 are interested in change and embrace diversity, challenge, responsibility, honesty and creative input, compared to the boomers' preference for a more rigid, work-centric approach. In addition to this, Gen X-ers consider work-life balance unlike the Boomer who prefer to work long hours.

Thirdly, Generation Y also called Millennials are born in 1982-2000 are famous as a technological generation and are very comfortable with it. Unlike the Boomers who wants face-to-face talks, Gen Y prefers to communicate through platforms such as email, Instant Messaging (IM), blogs and text messages. The typical Gen Y is smart, creative, productive and achievement-oriented. They seek personal growth, meaningful careers, and mentors or supervisors to encourage and facilitate their professional development. Moreover, they are surrounded by many choices and therefore do not tend to stay in one job for very long.

Finally, experts predict that with Generation Z there will be a return to values such as respect, responsibility and restraint. However, with the way technology is heading, most of the jobs that Gen Z will be filling have not even been created yet (Collier, 2014).

Based on given detail in the above paragraph, we witness many differences in different groups of age. While these differences are good for organizations, they can

cause conflicts as well. For example, Boomers think X Generation are lazy, selfish and requires works ethics whereas Generations X think that Baby Boomers are self-absorbed and workaholics. Both of them think that generations Y are selfish and self-entitled (Collier, 2014).

Managers need to set up physical facilities, equipment and training methods to maximize productivity of entire workforce having different ages. In the past, those workers who could not meet the standard and expectations of the workplace had little allowances. In the future, however, the workplace will be necessary to set up based on the features of the older workers (Moorhead and Griffin, 2001: 70).

1.3.1.2. Gender

Gender is one of the most important dimension of diversity that lasts since birth up to last day of our life. Since half of the people in the world are women, the main goal of the early attempts such as equal employment opportunity and affirmative action focused on this parameter (Moorhead and Griffin, 2001: 70). If you think that women make up tiny percentage of workforce due to their role in family, this is not the case any more in some countries. For example, the percentage of workforce in the United States is 52.7% men and 47.2% women. In another words, it is close to half (United State Department of Labor, 2017).

Many organizations are more interested in making the choice to hire more women. Now, women are not trapped in traditional jobs like secretary, teacher and receptionist. They are holding many other types of jobs and moving into more all the time. The increasing number of women in the workforce indicates that managers are facing with different attitudes, capabilities and backgrounds, and managers should take care of them (Moorhead and Griffin, 2001: 71).

From the viewpoint of organizations, social importance of gender of a woman is divided into two categories: (a) women as a mother and (b) different traditions and expectations related to her gender. Being mother is more biological rather cultural and is unchangeable fact. However, this phenomenon does not have any negative impact on her career development and can be ignored in many situations. Based on gender differences, an individual has obvious social positions and/or personal categories -men and women (Aksu, 2008: 33-34).

The stereotype regarding to gender's role has turned into a belief in men and women. Based on this concept, woman is perceived as an emotional, gentle one, while man is believed to be aggressive, adventurous and physically strong (Aksu: 2008: 32). In addition to this, the major problem that women, today, are facing with is "glass ceiling syndrome". In fact, glass ceiling creates barriers for women and prevent them to get promotions and reach top level of managements in the organizations. For example, Öge and colleagues found out that women in Turkey, those who are involving in academic field do not face any glass ceiling barriers, however, they, generally, claim that women face gender-based obstacles in Turkey (Öge et. al., 2014: 3022).

In order to overcome the gender-based discriminations during employment, women started a movement in 1970s and 1980s to reach equality in society in general and in workplace especially (Moorhead and Griffin, 2001: 71). The major legislations regarding to the equality of women in employment include- The Equal Pay Act 1970, The Sex Discrimination Act 1975, The Employment Protection (Consolidation) Act 1978, Social Security Act 1989 and The Trade Union and Employment Right Act 1993. In addition to those, many countries put new laws and signed international Acts and Conventions to fight against gender-related discrimination and prejudices. For example, Turkey signed European Social Charter in 1979; including Turkey, many countries have accepted the Discrimination (Employment and Occupation) Convention, 1958 and many other Acts and Conventions relating to fight against gender inequality in the workplace.

1.3.1.3. Race and Ethnicity

Alongside the age and gender, ethnicity is accepted as one of dimension of diversity due to a publication about workforce of 2000 in 1987 by two researchers, Johnston and Packer (Kurowski, 2002: 183). Because differences exist within a culture regarding attitudes toward, belief about and values surrounding workplace, shows that race and ethnicity are so important issues for managers. Recently, data shows that there is an increase in both number and percentage of workforce from different ethnic and racial groups. However, significant barriers exist in front of minorities and women and keep them away from the top levels of management. The primary one, as mentioned before, is "glass ceiling" (Moorhead and Griffin, 2001: 70).

Scientifically, it is not valid to categorize people based on race since it is a social construct. Categorizations based on race are not strong but weak proxies for genetic diversity and need to be phased out. W.E.B. Du Bois who is an American sociologist, more than 100 years ago, worried about that race was being used as a biological explanation, while he understood to be cultural and social differences between different populations of people. He stood against the ideas of “black and white” as discrete groups. He claimed that these divisions disregarded the scope of human diversity (Gannon, 2016).

Society produces and protects ethnic differences. Ethnicity, in general meaning, covers race, language or national identity of a social group or it can collect various forms of collective identity such as religion, nation, culture and sub-culture.

Ethnicity, in a new approach, has two meanings-political and cultural. The prior one shows political mobility or consciousness of an ethnic group, and later focuses on members' relation to others cultural values or practices. Difference in awareness in both of them is shared feature that they have. Political and cultural ethnicity groups, while vary from each other, can be analyzed in different meanings such as race groups, ethnic minority status, subgroups. For example, in American culture, Jewish population sometimes is called either ethnic group, racial group, or sometimes called sub-group. At the same time, Blacks population in America is called ethnic group, not "race group," although it is completely melted in the dominant culture and no characteristics has left other than race differences (Aksu, 2008: 36).

1.2.1.2. Sexual Orientation

Another diversity dimension that may make some people not to feel comfortable and managers start to pay attention to, is sexual orientation. Today, homosexuals work in different industries and organizations like Apple, Xerox, and Boeing etc. These companies have lesbian and gay workgroups who works openly, hold meeting and orientation sessions and so on (Moorhead and Griffin, 2001: 72).

GLAAD organization founded by lesbian, gay, bisexual, and transgender (LGBT) people, defines sexual orientation as follows: “The sexual orientation is the scientifically accurate term for an individual's enduring physical, romantic and/or emotional attraction to members of the same and/or opposite sex, including lesbian, gay, bisexual, and heterosexual (straight) orientations” (GLAAD, 2016).

Different sexual-oriented people have different sexual identity and sexual role. Sexual identity is the acceptance of an individual's perception of his/her own self in a certain sexuality such as male, female, asexual or transgender. Sexual orientation, however, is the attraction of emotions, desires and behaviors to a certain sex in a person. This orientation may be something subject to what the person sexual identity is. Whenever sexual orientation of person who perceives his/herself sexual identity as male or female, may have sexual preference towards either male, female or both. This, in turn, appears in behaviors of that person in society, called sexual role. Due to such behavior and perception, for example, a man sees himself as a man and perceives his body as a man. Sexual identity or sexual orientation is the preference for the selection of sexual partner. As a result, a woman would appear more attractive to another woman without seeing her as a man. The same case would be true for men as well (Aksu, 2008: 40).

Finally, whatever your personal believes are, as you are facing such diversity, it is important for you as an employer to recognize that you have a responsibility to create a workplace in which everyone feels safe to express his or her own identity. If you do, your business will also benefit as a result.

1.3.2. External Dimensions of Diversity

External dimensions of diversity are less visible comparing to internal ones and do not have strong effect on the life of individuals. Character, religion, culture, disability and educational differences come under the name of external dimensions. It is possible to say that the external dimensions are more individualized or individual-related. External dimensions are those diversities that one acquires during in her/his life span. Dynamically interacting of the internal and external dimensions, leads to many diverse combinations that determines the image, values, goals, expectations and needs of individuals. Both dimensions not only affect reorganization of the individuals diverse identities, but also affect the perceptions and behaviors of them.

1.3.2.1. Personality

Due to complexity of structure of human nature and different perspective dealing with concept of personality, it is impossible to talk about a consensus over the concept of personality (Özsoy and Yıldız, 2013: 2). As being part of human social life,

personality concept has received attention for centuries, but its scientific development begun in the 1930s when psychology of personality appeared as a new scientific discipline apart from other fields of social sciences.

Personality refers to consistent patterns of behavior and intrapersonal processes that a man shows (Yelboğa, 2006: 198). In other words, "Personality is the dynamic organization within the individual of those psychophysical systems that determine one's characteristics, behavior and thought" or it is "The characteristics or blend of characteristics that make a person unique". Here, we witness to a uniqueness in individuals that both definition insist. In addition, personality generally refers to personal traits such as dominance, aggressiveness, persistence and other qualities reflected through a person's behavior. Based on the above definitions two factor; the nature (biology, genetics etc.) and nurture (the environment, upbringing) both influence personality development (McLeod, 2017).

Because of that, psychologists are not concerned with physical appearance of a person, but they consider personality as a dynamic concept describing the growth and development of a person's entire psychological system. It means that instead of looking at specific part of a person solely, it is better to study personality in a holistic way, which is greater than the sum of the parts (Kashyap, 2016).

According to Strauss and Connerley (2003: 161), the types of personality are including extraversion (e.g., assertive, talkative), emotional stability (e.g., anxious, insecure), openness to experience (e.g., imaginative, curious, broad-minded, tolerant), conscientiousness (e.g., responsible, organized, hardworking), and agreeableness (e.g., courteous, flexible, tolerant). Meanwhile, as genetic traits and environmental conditions shape one's personality, everyone's personality is different of each other. Consequently, abilities and skills of everyone differs as for as personality is different. (Aytaç, 2001:1).

Since the environmental conditions influence the developing process of one's personality, we are facing with different types of personality in individuals as well as in workforce. In order to reach to the fullest potential of the workforce, the managers need to pay attention to the differences in personality of the workers.

1.3.2.2. Religion

Religion is an institution that has been together with man since his birth and will continue to be. No matter how far back you go over history, no society will be found without religion. It is a fact that human beings have lived with some certain beliefs in all over history and historical periods. Language, religion and geographical conditions are the most important qualities that distinguish human societies from each other. In simple words, common feelings and thoughts (culture) of the people living together emerges from the common values like religion, language, history, law, literature, art, morality and their combinations (enotes.com/homework-help/how-does-religion-affect-culture). As you see, religion is a sharp factor of shaping and distinguishing of cultures and societies.

Religious diversity is the fact that we witness significant differences in religious beliefs and practices. According to report of Pew Research Center published in 2012 under the name of *“The Global Religious Landscape”*, we are facing with religious diversity around the globe. Based on this research, worldwide, more than eight-in-ten people identify with a religious group. A demographic study of more than 230 countries and territories by this center shows that the number of the adult and children affiliated with religious is 5.8 billion, covering 84% of the 2010 world population of 6.9 billion.

Based on mentioned report, gained from more than 2,500 censuses, surveys and population registers, shows that the 32% world’s population is Christians (2.2 billion), 23% (1.6 billion Muslims), 15% (1 billion Hindus), 7% (nearly 500 million Buddhists) and 0.2% (14 million Jews) in 2010. In addition, more than 400 million people (6%) practice various folk or traditional religions, including African traditional religions, Chinese folk religions, Native American religions and Australian aboriginal religions. An estimated 58 million people – slightly less than 1% of the global population – belong to other religions, including the Baha’i faith, Jainism, Sikhism, Shintoism, Taoism, Tenrikyo, Wicca and Zoroastrianism, to mention just a few (Pew Research Center, 2012).

Even though, with a pluralistic approach or religious pluralism, religions legitimizes existence of diverse religions, sects, beliefs or societies, in turn, contributing to social reconciliation and integration, somewhere religious

discrimination in the workplace is not now beyond realm. In order to take full advantage of diverse workforce, managers need to make allowances for religious observances in workplace.

1.3.2.3. Culture

Cultures influence the way workforce behave in a certain work environment. Since different cultures exist in the world, we are facing with culturally different backgrounds in the workforce. Hofstede defines culture as “the mind’s collective programming that differentiates between one category of people and members of one group from another”. The term ‘category’ might imply nations, religions, ethnicities, regions across or within nations, genders, organizations, or occupations (Hofstede, 1984, 82).

According to Hofstede, values in the workplace are affected by culture. In simple words, the culture is how you were raised and culture developed while you grew up. Hofstede also believes that culture functions as software to our minds and we require a shared software to communicate with surrounding people. It means that what we share with people around us is culture. In another words, culture is unwritten rules of the social game practicing in our life (Hofstede, 2011).

There are some patterns of thinking in the culture that parents transfer to children, teachers to student and leaders to followers and vice versa. Culture influences our meanings from the world and our role in it, our considerations to what is good and bad. Due to such influence of culture, management within a society is constrained by its cultural context and it is impossible to coordinate the actions of the related people without profoundly understanding of their cultural values, beliefs and expressions (Hofstede, 1984, 82).

Alongside few models regarding influence of national culture in workplace, Hofstede Model is one of the thorough studies of culture’s impacts on behavior of people in the workplaces. This model, which named “The model of national culture”, has six dimensions. They are as following (Hofstede, 2011: 9-15):

a. Power Distance: this dimension focus on perceptions of less powerful members over unequally distribution of power in society, organizations or institutions. It shows that the followers as much as the leaders endorse society’s inequality.

b. **Uncertainty Avoidance:** this dimension is about degree of the feeling of society members' comfortability from the ambiguity and uncertainty. Research has shown that people in uncertainty avoiding countries are also more emotional, and motivated by inner nervous energy. The opposite type, uncertainty accepting cultures, are more tolerant of opinions different from what they are used to; they try to have fewer rules, and on the philosophical and religious level they are empiricist, relativist and allow different currents to flow side by side. People within these cultures are more phlegmatic and contemplative, and not expected by their environment to express emotions

c. **Individualism vs collectivism:** On the individualist side, we find cultures in which the ties between individuals are loose: everyone is expected to look after him/herself and his/her immediate family. On the collectivist side, we find cultures in which people from birth onwards are integrated into strong, cohesive in-groups, often extended families that continue protecting them in exchange for unquestioning loyalty, and oppose other ingroups.

d. **Masculinity – Femininity:** masculinity versus its opposite, femininity, again as a societal, not as an individual characteristic, refers to the distribution of values between the genders, which is another fundamental issue for any society. The women in feminine countries have the same modest, caring values as the men; in the masculine countries, they are somewhat assertive and competitive, but not as much as the men are, so that these countries show a gap between men's values and women's values.

e. **Long Term versus Short Term Orientation:** Every society has to maintain some links with its own past while dealing with the challenges of the present and the future. Societies prioritize these two existential goals differently. Societies who score (ranking in the Hofstede work) low on this dimension, for example, prefer to maintain time-honored traditions and norms while viewing societal change with suspicion. Those with a culture, which scores high, on the other hand, take a more pragmatic approach: they encourage thrift and efforts in modern education as a way to prepare for the future. In the business context this dimension is related to as "(short term) normative versus (long term) pragmatic".

f. **Indulgence versus Restraint:** Indulgence stands for a society that allows relatively free gratification of basic and natural human desires related to enjoying life

and having fun. Restraint stands for a society that controls gratification of needs and regulates it by means of strict social norms.

Based on mentioned details, every one shows certain attitudes and behave in a certain way considering to which cultural dimensions he/she belongs. As culture of different societies influence the way its residents behave, we face with diverse behavior amongst workers in the workplace. This is the point managers should take into account, especially those who are involved in multicultural companies.

1.3.2.4. Education Level

When talking about education, we think of schooling or some places like schools, however, it is a process starts since birth and continues up to death. Right after a child steps into life, he or she starts to learn some abilities such as walking, talking, and expressing her/his feelings and emotions. Then, this process continues with education in school. In addition to this, education does not finish when a man quite a work or retirement, indeed; the person continues acquiring knowledge and skills by gaining new information.

Therefore, the outcome of education is a change or simply education refers to as a process of change toward desired course in individual's behavior (knowledge, skills, habits, attitudes, etc.) by one's own channel and in a planned manner (Aksu, 2008: 50).

Education that individuals gain during their life span differentiate one comparing to others. As Oğuz et al (2010: 37-41) cited, Hesapçioğlu (2001) categorized education level into four types:

a. Pre-school education: In recent years, pre-school education institutions have increased in all industrial countries. Although not being compulsory, the education offered by these institutions has been increased that covers almost all children with specific age group.

b. Basic Education (Primary + Secondary): basic education is divided into, primary and secondary schools. Compulsory basic education in 11 or 12 years is common development in all industrialized countries. For example, compulsory education in some countries like Sweden covers the entire 15-18 years of age group. However, mandatory basic education has its own organization that differs country to country.

c. Secondary Education: It includes general education and vocational-technical schools. In addition to this, in some countries, there are "double degrees", schools that provide both higher education and profession.

d. Higher Education: In the industrialized western countries, the education institutions are universities and colleges in the forms of higher education academic branches and organizations that offer the widest range of qualifications.

In organizations, individuals with different level of educations work together. Therefore, diversity management needs to take care of such differences of employees in organizations.

1.3.2.5. Disability

According to World Health Organization (WHO) “disabilities is an umbrella term, covering impairments, activity limitations, and participation restrictions”. Here, an impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action, while a participation restriction is a problem experienced by an individual in involvement in life situations. According to United Nations (UN), disable individuals refers to “persons who have physical, mental, intellectual or sensory impairments, which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others” (United Nation Enable, 2007).

The American Disability Act (ADA) sees disability is a legal term rather than a medical one and defines a person with a disability as a one who has a physical or mental impairment that substantially limits one or more major life activity. This includes people who have a record of such an impairment, even if they do not currently have a disability. It also includes individuals who do not have a disability but are regarded as having a disability. The ADA also makes it unlawful to discriminate against a person based on that person’s association with a disability (U.S. Department of Justice, 2009).

According to the World Report on Disability prepared by both World Health Organization (WHO) and World Bank, over one billion, about 15% of the world's population live with some form of disability. The prevalence of disability is growing due to an ageing global population and increases in chronic health conditions. Children

with disabilities, some of them socially excluded since the day of birth, are one of the most vulnerable groups, are disproportionately denied their right to education and are often exposed to institutionalization, violence, abuse, exploitation and abandonment (WHO, 2011: 29).

Besides the United Nations Conventions on the Rights of Persons with Disabilities, in many countries are some acts and laws that outlaw discrimination based on disability. For example, Labor Law No. 4857 in Turkey, Americans with Disabilities Act of 1990 (ADA) and The Disability Discrimination Act 1995 in United Kingdom protect qualified individuals with disabilities an equal opportunity to benefit from the full range of employment-related opportunities.

As you see, in the above lines that 15% of the entire world, having different types of disabilities, protected and supported by international conventions and national laws in order to have equal access to opportunity. Since disability is one of the diversity dimensions, managers have to provide such an environment for all members including those who are with disabilities, to achieve their fullest potential to benefit both themselves and organization.

1.3.3. Organizational Dimensions of Diversity

Diversity dimensions at organizational level are created by the organization itself. These dimensions include differences in organizational role and status, working style and income level. They are related to working life of those people spending most of their time working at the framework of an. Organizational dimensions constitute the outermost level comparing to the internal and the external level, therefore, they affect individual less than two early ones.

1.3.3.1. Role and Status

The organizational role is the only reason of existence of employees in the organization. The role, frequently used in sociology, is a dynamic concept and there are a number of behavioral expectation from a specific role and status. The same case goes for the person playing a role whether in organization or in society by which certain duties are specified. Thus, a particular role is integrated with all the cultural features of a particular status (Birkok, 2004:1).

As pointed out before, the status brings a collection of rights and obligations that everyone has more than one status in the social structure, which is divided into categories (Gönüllü, 2000: 194-195):

a. Given (attributed) status: A given one that has nothing to do with individual attempts and is not changeable. For example, to be a girl or a boy in the family, to be a member of a particular race, to be born in a poor family.

b. Achieved status: A status, which is achieved by some specific initiative and personal abilities. It points out to the outcomes gained by socially efforts of the individual and personal successes in one's selected career and profession.

The meaning of the statue varies according to cultures. In some circles, the status is inherited because of the income, rank of one's ancestors, or may be achieved throughout personal and professional successes. For example, in some European countries, only being nobility provides a higher status comparing to status achieved through profession while successful entrepreneurs are honored with high status in the US. In Japan, one's status is dependent to group to which he or she belongs, and the status of Japanese employees are specified by both their names and their close relationships with the company. For example, those who work in pioneer organizations like University of Tokyo, Toyota Company or finance ministry are regarded as a high status in Japanese society. In Germany, educational achievements have a high value, which give high status. In India, social class to which one belongs determines the status of that person. The Indian caste system, based on social hierarchy, divides people into four social classes: Brahmans, soldiers, merchants/farmers and workers. High-class people do not talk to employees who are involved in filthy and unpleasant works. These social differences determine status in India (Soyfahioğlu and Aktaş, 2005: 79-80).

Organizational positions determine the related status in the companies. For example, In North American culture, the boss with furnished and splendor office is on the top floor of the corporate building and the most successful companies appear to be located in the most prestigious places of the city. In France, while the table of the highest-ranking patron is in the middle of a wide and open space, the lower-ranking personnel are sitting in circles around the boss based on their positions in organizational hierarchy.

1.3.3.2. Patterns of work

Patterns of working time have always been subject to change but the pace of change is now more rapid than ever. The driving force for this change comes from both organizations and individuals. Because the organizations want to change the way their employees work in order to better suit to business needs and employees want to achieve a better balance between work and home life.

The mentioned reasons have led to with different and flexible working hours and patterns of work. For example, out of office hours or irregular office hours patterns (work at home, visit and work in other offices and visit customers, suppliers and other third parties) and in-the-office work patterns (work at desk, work away from the desk and take breaks and socialize) (Acas, 2005: 1).

In the past, there were some standard working patterns in organizations. However, technology development, new management approaches, globalization, economic and social integration among countries, increasing competitive environment, and flexible jobs searches are the main reasons that helped the emerge of new working patterns. In recent years, many organizations have taken up new working patterns so as could adapt to flexibility and changing environment (Çakır, 2002).

Based on details given in the above paragraphs, we can claim that managers are facing with different types of working patterns and flexible working hours that needed to be paid attentions.

1.3.3.3. Level of Income

Since level of income of employees differs in organization, it is regarded as a diversity dimension too. Undoubtedly the position, experience, training, and department that workers own, are effective factors on the income level they earn. As a result, there are different wage systems applying in a sector, and wage policy among departments of an organization. Considering structure and characteristics, organizations apply different wage system. Payment systems that lead to differences in income, is categorized into three leading groups (Ergül, 2006: 96):

1.3.3.3.1. Main-Base Wage System: This category of wage system forms basis of almost all other systems, which can be evaluated in three following types:

a. Time-based wage system: The time element here means per day, per week, per month that worker receives at a pre-determined rate, which remains constant. If an increase happens in productivity, it benefits the company not workers.

b. Piece Rate Wage System: In this system, wage is calculated based on the quantity of products produced, regardless of the time required for any work to be done. In piece wage system, both the time spent on the producing of a product and the time spent by the worker play role, but wage is paid according to the number of products produced.

c. Toll-group wage system: In this system, the workers are committed to fulfil a pre-determined job at a certain time, and the wage is calculated based on that time. If the productions cannot meet the pre-determined level, the workers will face a wage cut. However, when production meet the specified level before the determined time, workers will not receive extra wage.

1.3.3.3.2. Incentive Wage System: In order to increase the motivation of the workers to reach organizational goals, this system works through a monetary incentives paying above wages and salaries. This system is based on one of the three main-base wage systems. In all these primed systems, the wage is determined on a certain time or per product basis, and if it exceeds, an extra payment is given as the worker premium. Being in certain level, payment is calculated based on different methods. Of those prominent methods, some of them are Halsey system, Rowan system, Bedeaux system, Taylor system, Gant system and the Emerson system.

1.3.3.3.3. Profit Sharing System: Profit sharing is a very interesting way of getting people to work more efficiently and willingly. Distributing amount of the profit gained within each period with those workers who contribute to the organization, forms the essence of this system.

Diversity dimensions evaluated in the above pages, including external dimensions (personality, religion, culture, disability, education), organizational dimensions (role and status, working styles and income level), and internal dimensions (age, gender, race, ethnicity and religion) directly reflect in employees' perceptions and affect behavior of the workforce. Therefore, they are origins of differences in individuals, which are needed to be handled in an inclusive way by employers.

1.4. Advantages and Disadvantages of Diversity

Diversity is a double-edged sword that along its advantages, we are facing with its challenges and disadvantages as well. Diversity affects organizations both positively and negatively, in turn, provides some advantages and disadvantages for those organizations dealing with diverse workforce. In the following few paragraphs, we will go over them:

1.4.1. Advantages of Diversity

According to Sürgevil (2010: 21), diversity brings some benefits and advantages as follows. First, those groups and teams having different qualities and characteristics own more information, experiences and viewpoints comparing to homogeneous groups. In other words, heterogeneous groups are able to present high quality solutions regarding a problem rather than homogenous one. Secondly, “Creativity thrives on diversity”. This quote implies that a company with a diverse workforce can experience higher creativity and innovation. Workers from different cultures can bring insightful alternatives solutions to the table when facing a problem. Thirdly, heterogeneous groups comparing to homogenous one can provide different ideas and perspectives.

As every company is in search of new ideas, diverse workforce are able to present constructive ideas and get over complex problems. In simple words, this is the innovative idea that increases profit for the business and put it in a competitive position. Since only people can create these ideas, the more diverse the company workforce is the greater the chances are for creating these new ideas. Moreover, new ideas shared by diverse workforce will lead to an increase in productivity or whenever the workers feel they are given the chance of sharing ideas regarding to achieving a common goal, definitely it causes a dramatic support reaching the goal and they will, in turn, work harder (Sürgevil, 2010: 21-24).

Having a diverse workplace creates an increase in attracting and retaining the most qualified candidates and keeping the organization in a competitive position. Having inside information regarding how to communicate with customers, and what kind of product a community wants is a great asset for an organization. For example, a multicultural company can penetrate their products in new markets and widen their markets with the knowledge of diverse workforce having about national politics,

society, legal system, economy and culture of the environments they belong (White, 1999: 477).

A multicultural firm is better able to adapt to change and is more flexible. For example, a woman (diverse employee) is more likely to have a higher tolerance for uncertainty than man has. In addition to this, bilinguals are more capable to have a higher level of contrasting thinking and cognitive flexibility than those who only speak the common language. Meanwhile, having someone within the organization who can negotiate and speak the language of that country is a very valuable asset. Therefore, diverse workforce can expand connections network with outsiders as they have capability of speaking to different languages and can foster better client relations (Aghazadeh, 2004: 526-527).

1.4.2. Disadvantages of Diversity

The first disadvantage, an increase in cost, occurs as managers want to promote diversity in the corporation through organizing a number of seminars, programs and lectures (sensitivity training programs) to teach employees how to accept and respect personalities and thoughts of others. The second disadvantage is a reverse discrimination, which is a feeling of majorities against minorities associated with affirmative action policies. Majorities claim they are equally or more qualified for the position, yet were passed over for a minority to receive the job (Aghazadeh, 2004: 527).

Conflict is another common disadvantage of diversity in the workplace. Conflicts arise when two or more individuals or groups do not see eye to eye on a particular situation. Concerning diversity, conflicts arise largely due to ignorance. It means that prejudice feelings or derogatory comments cause a lack of acceptance and can produce negative dynamics such as ethnocentrism, stereotyping and culture clashes. The most common conflict comes from one feeling superior than of his/her colleagues. If management ignores such conflicts, the company's performance may suffer (White, 1999: 478).

Increases in turnover and absenteeism are another disadvantage of having a diverse workplace. For example, a research has shown that the turnover rate for African-Americans in the US workforce is 40 percent greater than whites are and

turnover rate for women in a professional job was two times higher than males (White, 1999: 479).

Sürgevil summarized the diversity challenges and says that it affects organization in different way and if the top managers do not handle it well, it will lead to some negative outcomes as follows: *First- productivity decrease-* productivity can be reduced if work teams are not trained to respect the special qualities workers bring with themselves. *Second- Conflict of different ages* will leads to conflict among working groups in an organization. *Third- Formation of gap in communication-* since the words, expressions and attitudes bear different meaning in different culture, the different meaning, therefore, could leads to conflict amongst the workers. *Four- Unfair recruitment and promotion practices-* by taking interviews during staff selection, we comfortably can establish a relationship between the applicant characteristics and the requirements needed for the job. If these practices are ignored, we will give away qualified candidates whose characteristics fits the job (Sürgevil, 2010: 25).

Mismanagement of diverse workforce in any form either denying them having equal access to opportunities or unfavorable treatment, bring negative consequences, such as decline in reaching their full potential and their motivation, in turn, leads to lower job performance. Therefore, when an organization ignores the existence and importance of workforce diversity, conflict can emerge that neither the corporation nor its employees will realize its potential.

1.5. Concept of Diversity Management

Actually, diversity management is the way of handling of diverse workforce and its challenges and opportunities by leaders/top managers in the organizations. Primarily, the focus of diversity management was to address the underrepresented groups, like women and people of color, but, then, it started to cover many other dimensions like age, professional background, religion etc. that affect the behavior of employees and work-related outcomes (Kellough & Naff, 2004: 63-64; Wise & Tschirhart, 2000: 387). Here, management plays underlying role by which organizations can fully benefit from taking underrepresented groups into the organization.

Many factors has played role in diversity management to become important. According to Özgener (2009: 243), those factors are including workforce demographical changes, increase in discrimination and equal employment along with legal regulations, the usage of diversity by enterprises as a means to deal with competition pressures, rapid increase in number of internationally operating corporations, and many other reasons lead to high importance of diversity management in businesses. In addition to this, diversity management has become important in today's worlds as aim to institutionalize democratic values, to provide equal employment opportunities and to prevent corruption and injustice.

Firstly, the importance of the diversity management has been recognized in the United States, however, now it is regarded an important issue in all organizations in global economy. According to Sürgevil (2010: 196) human diversities, considered as fact needed to be taken care of both in personal life and in organizational life as well. Because congruence and job fit of workers to reach some specific and desired goals plays an important role in organizational outcomes. Individuals who get together to reach these organizational goals (such as higher performance, profitability, productivity and effectiveness), on the one hand, they try to fit with colleagues and organization, from the other hand, they want to live freely and being treated respectfully with the diverse features, they have.

As mentioned before, diversity management firstly emerged in USA, is now applicable to all organizations and countries operating in the globalizing world. However, it is necessary to evaluate it at the framework of related and different cultures and economic conditions around the world. In a diverse workplace, alongside aiming at highly taking advantage of workers' performances, diversity management matters and respects workforce different characteristics as well.

According to Memduhoğlu (2007: 3), diversity management as a new concept in management science emerging from assumption of diversity as an accepted phenomenon, given the fact that no one should be segregated and the demographics, socio-cultural and personal different characteristics should be associated with individual and organizational goals. In this context, diversity management as a thorough management philosophy aiming at revealing the potentials of all employees

in the organization, will let both individuals and organization influence each other that leads to formation of common values.

Manager should not perceive the diversities as a problem. Looking at them from a different perspective, positively thinking about and maximizing the benefits of diversity, not only contributes to business, but also enhances employee's job satisfaction. Begeç claims that the diversity coming out from the individual characteristics, is not an obstacle for the managers, but a means toward success; is not separate from the organizational structural and functional elements, but part of it. He also believe that political structure, authority, power, and administrative diversities arising from the characteristics of the leader, are not disadvantages, but are advantages (Begeç, 2004: 316).

Based on the reasons mentioned above, diversity and diversity management are one of the most important issues that managers take care of during their administrations. Understanding and having the knowledge about diversity management not only makes employers better leaders in their own organizations, but also enables them to have better understanding of advantage of the diversity richness.

Diversity Management emerged as a challenge in the organizations operating in the global economy. The consensus among researchers not only highlighted the importance of diversity in the USA, but also many empirical and theoretical researches done related to diversity management signify importance of it in other countries. Here, the reasons are globalization impacts, changes in ways of doing business, the ever-changing structure of demographics of people in societies and organizations, social changes and developments and rises in multinational business approach and merger of corporations. Meanwhile, increase in number of women as jobholder, differences in the way older and younger people work, integration of physically and mentally disable people into workforce, cultural diversity created by migration waves due to industrialization etc. are other reasons that led to importance of diversity in working life (Sürgevil, 2010: 196).

However, diversity management is an ambiguous concept that seems cannot be applied so easily across organization. For example, some of organizations maybe simply redesign Equal Employment Opportunity (EEO)/Affirmative Action (AA); and name it diversity management as a way of keeping up-to-date on nomenclature

(Kellough and Naff, 2004: 62). However, Equal Employment issue is vital to an organization, which is one of the practical ways of diversity management. It is simple to watch the benefits of EEO (Plowman, 2011).

First, an organization that states it provides equal employment opportunity can easily attract qualified and dedicated candidates. Secondly, an organization with EEO cut down any likely biases or wrongful discharge lawsuit. Finally, an organization that is practicing the EEO will enhance workforce diversity, which bring positive results for teams, departments, and overall organizational productivity and creativity. In the coming pages, however, we will discuss that EEO/AA is not corresponding to diversity management, as it is wider concept than they are.

Organizations that are in favor of positive diversity climate develop talents without paying attention to origin and are ready to welcome and hear pluralistic perspectives. Mentioned organizations show enhanced understanding of market and client from viewpoint of diversity; give chance to all diverse groups in decision-making and create an organizational culture devoid of prejudices, stereotype, and biases, which impede workers promotion and achievement of organizational goals. Moreover, pro-diversity organizations set strategic goals and link them to successfully management of diversity (Wentling & Palma-Rivas, 2000: 13-14, 17, and 35).

Strategic tools such as pragmatic programs and policies can provide organization with the chance to use it for enhancing workers' job satisfaction and performance (Pitts D. W., 2006: 254). In another word, these programs and policies are clear means for minority workforce and women to work in an environment that is supportive of their needs. Such practical programs and policies usually focus on effective integration of employees having different backgrounds, such that diversity is a consideration that exist not only before hiring but also after hiring. These programs may cover giving the opportunities for those outside the majority organizational culture; these programs may cover those who have children or parents at home that require care; flexible working hours for those who are unable to work a consistent, 9-to-5 day; and collaborative assignments for those who work better in groups than individually (Kellough & Naff, 2004:63). These practical programs and policies varies by organization, but it is a strategy that shows managers' care about employees' needs and make workplace related policies that respond to them.

1.6. Organization and Diversity Management

Wentling and colleagues describe seven factors that lead to diversity in workplaces (organizations) which are including changes in demographic, diverse market place, the need to keep competitiveness of organization, globalization, valuing of top managers to diversity, legal concerns and divers work group (Wentling et. al., 2000: 24). As defined before, diversity shows distribution of race, ethnicity and many other issues among inter-related members in a work unit (Jackson et. al., 2003: 802) whether a work group, department, or organization.

Diverse climate within organization can directly affect the outcomes in two ways. On the one hand, it has beneficial effects, such as increased creativity, productivity, and quality (Earley & Mosakowski, 2000: 26-27; Polzer et. al., 2002 cited in Steven et. al., 2008: 118). On the other hand, it results in negative outcomes, particularly through process losses, rises in conflict, decreases in social integration, slow down decision-making and change processes. Considering mentioned contradictions, diversity is double-edged sword in an organization.

Organizations face visible challenges related to the diversity, such as different beliefs, experiences, perceptions, in-group and out-group prejudices and stereotypes. Therefore, corporations must operate and pay attention to the issue of fairness emerging from diversity challenges in a number of countries—for instance apartheid in South Africa (Smith, 2017), gender equity in Sweden (Sweden Sverige, 2018), religious diversities in Ireland (Wiki-zero, 2017), and religious inequalities and stratified society in India (Powell, 2013).

The above issues become more challenging since organizations try to maintain the long-term financial and economic viability of the organization and increase profitability that are too complicated due to diversity in the workforce (Combs et. al., 2005: 346-347). Effectively managing of diversity will lead to organizational viability and profitability throughout creative decision-making, conflicts reduction emerged from diversity related issues, develop cross-cultural understanding and more functional interpretation of pluralistic differences (Connerley & Pedersen, 2005: 10).

In fact, preparing a positive and desired work atmosphere is far challenging, but organizations must not be passive in changes brought by the demographic composition and the conflict accompanying these changes. Instead, according to strengths based

approach (Clifton & Harter, 2003: 7-8), organizations can play role to create a useful environment to grab and develop positive aspects of such diversity, beginning with the practicing and subsequent institutionalization of best practices that focus on the self-affirmation and inclusive approach toward workforce. By effective management via creating feelings of inclusion of both minority and nonminority members, the racial and ethnic differences can be converted into a resource of strengths in employees; preparing a workplace where respect, compassion, and openness exist; and can attain competitive advantage diversity richness.

Organizations with extent workforce diversity are capable of creating innovative solutions and effective ways to services (Adler, 2002: 755-756). According to Cox (1994: 1-4) effective management of diversity practicing through policies not only develops the recruiting, hiring and retention of diverse staff, but also paves the way for them to reach their final potential throughout inclusion within organization that itself enhances solving problems, flexibility and creativity. Effectively managing of diversity may also make and develop a value for organization through its benefits. If well managed, diversity may bring constructive landscapes into the organization, provide critical analyses, develop strength points of organization such as enhanced problem solving, decision-making, and organizational flexibility.

Given the mentioned reasons, such a claim could be put that a supporting workplace where entire laborers have the same access to opportunities will create motivated and innovative workforce, in turn, leads to competitive and strategic advantages for the organization.

1.7. Theories and Approaches forming bases of Diversity Management in Organization

Diversity management is an interdisciplinary knowledge that comes from different scientific fields. Its disciplines take roots in sociology, psychology, social psychology, industrial and organizational psychology, anthropology, laws, business, management science and human resource management. In the following, we will look over some theories and approaches that play underlying role in diversity management in organizations.

1.7.1. Social Identity Theory

Fearon (1999: 36) defines identity as “(a) a social category, defined by membership rules and allegedly characteristic attributes or expected behaviors, or (b) a socially distinguishing feature that a person takes a special pride in or views as unchangeable but socially consequential, or, of course, both (a) and (b) at once”.

Within a complex social environment, such as an organization, individuals have a basic need to belong to and identify with social groups. Consequently, there is a general tendency to think and act on existing group boundaries. A paradigm for explaining of this phenomenon is provided by social identity theory (Tajfel & Turner, 1986) and self-categorization theory (Turner, 1985). By identifying with a social group, characteristics of the group become part of the self. Experiencing similarity with other group members provides a sense of security and helps individuals to predict and give meaning to their social environment. Additionally, a positive evaluation of one's own group as compared to out-groups can provide a source of self-esteem (Hofhuis et al, 2012: 966).

A person might act differently in varying social contexts according to the groups they belong to, which might include a sports team they follow, their family, their country of nationality, and the neighborhood they live in, among many other possibilities (Lumen, 2016). It is claimed that many of the problems associated with cultural diversity stem from individuals' tendencies to categorize their social environment into (us) and (them). For example, results of some studies in culturally diverse organizations show that employees often categorize their fellow workgroup members based on their ethnic or cultural heritage (Elsass & Graves, 1997: 95, O'Reilly et.al, 1998:176). Meanwhile the result of a research done by Brewer & Brown (1998) shows that employees have a positive bias toward members who belong to the same cultural group and a negative bias toward those who do not.

To explain the phenomenon of how individuals evaluate themselves and others as part of an in-group or an out-group, Social Identity Theory identifies three mental concepts: social categorization, social identification and social comparison. Tajfel and Turner (1979: 33-47) proposed that there are three mental processes involved in evaluating others as (“us” or “them”) or (in-group and out-group). These take place in a particular order.

The first is social categorization. Social categorisation relates to individuals assigning people to social categories in order to understand and identify them (Tajfel & Turner, 1979: 38). It results in the world being divided into 'them' and 'us', or an in-group and an out-group. We categorize objects in order to understand and identify them. In a very similar way we categorize people (including ourselves) in order to understand the social environment. For instance, we use social categories like black, white, Australian, Christian, Muslim, student, bus driver etc. because they are useful. If we can assign people to a category then that tells us things about those people, and as we saw with the bus driver example, we couldn't function in a normal manner without using these categories; i.e. in the context of the bus. Similarly, we find out things about ourselves by knowing what categories we belong. We define appropriate behavior by reference to the norms of groups we belong to, but you can only do this if you are able to tell who belongs to your group. An individual can belong to many different groups.

In the second stage, social identification, we adopt the identity of the group to which we have categorized ourselves and we belong to the group. If, for example, you have categorized yourself as a student, the chances are you will adopt the identity of a student and begin to act in the ways you believe students act (and conform to the norms of the group). There will be an emotional significance to your identification with a group, and your self-esteem will become bound up with group membership. In the second concept, social identification, people adopt the identity of the social group they have categorized themselves into, it also involves developing an emotional attachment to one's identification with the group, and self-esteem will be closely linked to group membership (Tajfel & Turner, 1979: 40).

The final stage is social comparison. Once we have categorized ourselves as part of a group and have identified with that group, we then tend to compare that group with other groups. It means that social comparison relates to an individual comparing the group they identify with, with other groups. To retain one's self-esteem, their group must be viewed in a more positive light than other groups (Tajfel & Turner, 1979: 41-42).

The Self-Categorization theory is seen to be a more elaborate, extended version of the original one, Social Identity Theory. Self-Categorization Theory is seen as a

cognitive theory of behavior within intergroup contexts and offers explanations about the cognitive processes underlying an individual's self-categorization and intergroup differentiation processes. Turner et al. (1987) argue that Self-Categorization Theory deals with the social-cognitive basis of intergroup behavior. It also explains how people form a self-identity in terms of the social categories that they belong to and it leads to that, people discriminate between their own category members and people in other categories.

Another way of explaining this process is the meta-contrast principle. This principle explains that any number of individuals in a certain situation are likely to categorize themselves as a social group when they view differences amongst each other less than the differences between themselves and others in the same situation (Turner, 1985). For that reason, when inter-group differences are starker than intra-group differences (high meta-contrast ratio), it is believed that people define themselves based on their membership of social groups and they differentiate between the in-group and out-group (Turner et al, 1994: 456).

Furthermore, self-categorization theory states that when individuals identify with a social group, they experience depersonalization. That is, they perceive every member of their group as interchangeable on a certain level. Self-categorization cognitively assimilates the individual to the in-group prototype and so depersonalizes self-conception (Turner et al, 1992: 4). Therefore, it is assumed that each group member, including the individual themselves, share the same values and morals and so they tend to adhere to group norms (Hogg and Reid, 2006: 11-12).

1.7.2. Stereotype and Prejudice

Social perception involves the development of an attitude and behavior towards another person or group. Of those, stereotype is an attitude towards a person or group based on some physical characteristic or physical facts. In stereotype attitude, individual passes a judgement about a whole group or an individual (Lumen, 2016). Some examples include (a) attributions based on people's names and (b) physical appearance is a basis of individual stereotyping. Meanwhile, group stereotypes are attitudes based on whether the person is a member of an in/out group. Such attitudes are not strongly distinguished from prejudices (Blacksacademy, 2005: 1).

According to Dovidio et.al. (2010: 5), prejudice is typically conceptualized as an attitude that, like other attitudes, has a cognitive component (e.g., beliefs about a target group), an affective component (e.g., dislike), and a conative component (e.g., a behavioral predisposition to behave negatively toward the target group).

Prejudice and stereotyping are biases that work together to create and maintain social inequality. The former, prejudice, refers to the attitudes and feelings—whether positive or negative and whether conscious or non-conscious—that people have about members of other groups. In contrast, stereotypes have traditionally been defined as specific beliefs about a group, such as descriptions of what members of a particular group look like, how they behave, or what their abilities are. As such, stereotypes are cognitive representations of how members of a group are similar to one another and different from members of other groups (Vescio and Weaver, 2017).

According to the theory of social identity, group behavior has its own unique characteristics. Based on these characteristics, in-group members believe that their group is the best, prejudice and bias over out groups, are in competition with out-groups and discriminate against them (Meşe, 1999: 40). The stereotype concept introduced in 1922 by Lippmann. It generally refers to the action of categorizing that we have about other people. In social psychology, however, it is an established belief about an individual, group or community. Stereotype occurs whenever individual differences are not taken into account. Groups that frequently targeted by stereotype are based on their age, gender, occupational groups, minority and nationalities (Bilgin, 2003: 367).

Concept of prejudice or prejudgment described as a wholly negative attitude over members of a certain group, only because of that group's belonging. This negative attitude produced in advance, devoid of reality is often directed to groups rather than individual (Bilgin, 2003: 270). In other words, on the one hand, prejudice is previously-expressed perceptions without evidence and on the other hand, it is directed to groups rather than individual.

The prejudice has two basic elements (Surgevil, 2010: 48): (a) negative attitudes towards a person or group and (b) stereotype. The effects of stereotype on the social differentiation does not endow a sense of difference to the individuals who negate the out-group and praise the group of belonging. While facing stereotype, a change can be

observed in their sharing characteristics to which they are attributed to and their self-image of those out-groups who are exposed to discrimination for a long time. In other words, while stereotypic sensation and its causing to creation of negative self, it leads to a new stereotype in individuals or members of a group exposed to the stereotype. That is, prejudice, stereotype and discrimination cause groups to feel "overwhelmed", "lost and defeated", and their levels of expectation get decreased. This would turn into an individual sense of "I can't do it" perception, called Self-fulfilling Prophecy or Pygmalion Effect in social psychology.

The Pygmalion Effect defined as the person who has misconceptions about another person, behaving in a way as to confirm his/her own misconceptions and target person does behave accordingly. When the inter-group relations closely examined, due to having prejudice, stereotypes and unreal conceptions that groups have about each other, such a claim can be put that the negative behaviors of the other group are the result of stereotypes (Bilgin, 2003:293). The group that exposed to the stereotype turn into defensive one and is shown in counterattack situation.

One of the primary goals of diversity management programs is to eliminate prejudices. Prejudice as a negative attitude manifests itself in many social situations. Since prejudice is blindly judging, we are looking at individuals and groups the way we want see not what they actually are. Diversity management can be used as a means fighting against this negative attitude as well as related stress.

1.7.3. Discrimination and Othering

Discrimination comes from the Latin word *discriminatio* meaning distinction (Surgevil, 2008: 21). When this concept is used in society, it refers to some unfavorable social segmentations based on skin color, name difference, sex and religion. In social psychology, discrimination refers to a negative attitude and behavior against one, then turning into prejudicial behavior; only because of one's belonging to a certain group (Bilgin, 2003:40).

Defining people based on "us" and "them" or excluding them whether in social relations or in organizations causes many negative results. Indeed those employees who feel that they are not respected within organization become low in morale, feel being isolated, show low performances, remain in lower steps of the career and have

slow or even no promotion in their career (Sürgevil, 2008: 22). The persons who have such a feeling in the organization may keep it up and live on that feeling.

Underlying causes of discrimination among people in form of our-self and others, us and others, in-group out-group, are the desires to search identity and to promote their self-image. It means that people living in a society try to establish a positive self-esteem during judgement by others. On the one hand, while this attempts increase self-esteem in people, on the other hand, it becomes weary for others or out-groups as well. Therefore, discrimination refers to the practice of treating different people differentially primarily on the basis of the color of their skin, nationality, and ethnicity and it is unfavorable or biased treatment toward particular class of people. While racial discrimination is the most popular type, discriminating on the basis of gender, age, ability, language, ethnicity etc. are also common around the world (Doyle, 2017).

Without prejudice, discrimination can be occurred and vice versa. When prejudice and discrimination come together, it is called othering. Other or othering concept refer to those that emerge from our in-group and out-group definition, those who are different from us or me and those who being defined differently from us. Prejudices and discrimination in these concept-stigmatizing out-groups in their levels of social representation and discriminating against them- leads to formation of a new concept, which is called other or othering (Bilgin, 2007: 176).

It is possible to define the othering as a set of dynamics processes and structures that engender marginality and persistent inequality across any of the full range of human differences based on group identities. Dimensions of othering include, but are not limited to, religion, sex, race, ethnicity, socio-economic status (class), disability, sexual orientation, and skin tone. Although the axes of difference that undergird these expressions of othering vary considerably and are deeply contextual, they contain a similar set of underlying dynamics (Powell and Menendian, 2011).

The categorical boundaries and social meanings inscribed in our minds, consciously and unconsciously, do not remain there but manifest in the world. They affect our behavior and inform our decisions, from whom to marry to whom to hire. Individual acts of discrimination on the basis of group-based stereotypes harms its victims, but group-based categories and meanings are social and collective. When

replicated across society and over time, individual acts of discrimination have a cumulative and magnifying effect that may help explain many group-based inequalities. As harmful as discrimination, conscious or unconscious, may be on shaping group outcomes, it is the institutionalization and structural features of othering that perhaps most explain group-based inequalities (Powell and Menendian, 2011).

In principle, one can be prejudiced without discriminating, and one can be discriminated without being prejudiced. Nevertheless, the two often go together, with prejudice leading to discriminatory treatment and discriminatory treatment leading to prejudicial attitudes. Similarly, in principle, one can hold stereotypes without necessarily engaging in discriminatory behavior (Goldman et al, 2006: 795-796).

1.7.4. Similarity-Attraction Approach or Paradigm

Similarity-Attraction Approach or Paradigm implies that people are attracted to others who are similar, rather than dissimilar, to themselves. The underlying psychological mechanism of similarity-attraction paradigm is reinforcement. In other words, whenever people perceive others as being similar to themselves, they feel good and develop a positive self-image. People around those who similar to themselves, feel good and perceive that their characteristics respected and accepted by that society. However, those who are not similar to each other do not have any impact or attract on each other as well (Sürgevil, 2010: 53).

Similarities in surface level (sex, age, race, etc.) lead to feelings like attachment and attraction. From the viewpoint of culture, dissimilar group members have difficulties in communicating with each other and do not like each other comparing with homogeneous group members. A result of a research by Hoffman (1959) shows that racially heterogeneous groups face more problems with processes than do homogeneous groups. In addition to mentioned visible variables, the same case goes for less visible variables such as attitudes and socioeconomic status (Mannix and Neale, 2005: 39).

Feelings of closeness in people toward a specific reference group is dependent to how much they perceive themselves to be similar to or different from that group. In this context, two concepts come out including perceptions of difference and feelings of closeness. The prior one expresses individuals' evaluation of consistency between

the reference group's social, cultural, and economic orientations and life experiences and those of themselves. Specifically, individuals determine the extent to which the social norms, values, and attitudes that are important to them are compatible with those of the reference group, and judge whether or not their physical characteristics, style of dress, speech patterns, and general mannerisms resemble members of the group in question. Unlike the prior one, focusing on assessment of commonalities with those in the reference group, the later one (feelings of closeness) signifies the extent and nature of relations between individuals and the reference group (Smith and Moore, 2000: 4).

Lastly, similarity-attraction try to make point and predict that people will like each other whenever they are attracted to others who are similar to themselves. In these approaches, individuals will be able to interact more easily with those who are similar to themselves, and this will cause to higher homogeneous social integration and group affiliation. Meanwhile, people prefer to affiliate with those who share similar attitudes, personalities, physical attributes, and a host of other characteristics compared to others who do not.

1.7.5. Information-Processing Approach

Self-categorization theory, social identity theory and similar-attraction approach, being pessimistic of diversity in team, signify that people will be more attracted to similar others and it will lead to more cohesion, less relational conflict, low turnover and more commitment in homogenous group. However, it will cause negative social process, in turn, some problem in intragroup relations and poor outcomes in groups. Unlike mentioned theories and approaches, information processing has an optimistic view over diversity in team, which provide an atmosphere, leading to increase in performance of group members (Mannix and Neale, 2005: 41-42).

This approach focuses on the benefits of diversity in terms of knowledge, education, functional background and expertise. According to this approach, everyone owns distinctly different characteristics compare to others, and everyone individual features will benefit organization to reach its goals. Moreover, those groups' members who have different knowledge and different backgrounds will play a major role in

producing different solutions whenever they face a problem. The synergy created by different perspectives will be beneficial for the group (Sürgevil, 2010: 60).

The final words can be put in a way that social identity/similarity attraction theories and information-processing approach help us to evaluate different attributions- similarities and differences of members. Firstly, social identity, social categorization and similarity attraction approaches can help us to understand homogeneity and sense of belongings in organizations. In a model in which the members of the organization are similar to each other, regardless of what known-unknown, visible-invisible diversities they own, it is possible to increase the sense of belonging of the members to the organization. It means that if the feeling of similarity affect communication positively, it will help the similarities of members get higher as well. Secondly, information-processing approach enables us to develop new perspectives considering the diversity and inconsistency of members to reach organizational goals.

1.7.6. Organizational Demography

Organizational demography focuses on social group compositions (characteristics of its members). Pfeffer (1983) has done an pioneering work in organizational demography. Organizational demography treats the demographical characteristics as a feature of the group and its studies focus on the group demographic characteristics and the group outputs (Tsui et al, 1992: 550).

Much of the researches, aiming to explain the results of diversities, mainly focus on the demographic differences of the work groups members as whole. Beside the Pfeffer's demographic effects studies in organization, the most commonly studied diversity types have been heterogeneity in age, gender, race and working duration parameters (Harrison et.al, 1998: 96). However, based on work of Pfeffer, general demographics, creativity, performance, managerial success and control have significant effects on organizational outcomes. That is, Pfeffer claims that understanding of aggregate effects of demographics such as age, gender, education, race are much more important than the effects of the each by alone (O'Reilly et al, 1989: 21).

Contrary to organizational demography focusing on demographic differences and related outcomes as whole, recently, researchers have proposed examining the effects of demographic characteristics not only at level of unit/group, but also at the individual level. Because of that, Tsui and O'Reilly used the concept of relational demography in their research. The concept of relational demography discussed below is focusing on differences at the individual level (Tsui et al, 1992: 550).

1.7.7. Relational Demography

The basic assumption of relational demography is that differences between group members have negative effects on group behavior (Harrison et.al, 1998: 96). Most of the works on individuals demographic characteristics have tried to explain direct effects of these characteristics on the work-related attitudes and behaviors. However, Tsui and O'Reilly (1989: 402) in their work, focus on the effects of six demographic variables such as age, gender, race, education, and job tenure over performance. The results of this research conducted with 272 superior-subordinate pairs shows an increase of differences between superiors and subordinates from view point of demographics characteristics (relational demography), perception of low effectiveness by superior (biased performance appraisal), a lower perception attraction sense of superior toward subordinates, and big role ambiguity in subordinates (Tsui and O'Reilly, 1989: 402).

According to Pfeffer (1985), organizational demography signifies the composition of a group in terms of distribution of basic features such as age, gender, job tenure, race, education, etc. In organizational demography concept, interpersonal relationship is not necessary. However, relational demography concept is focusing on comparing the demographic attributes of individuals both in pairs and in a group. Here, it is assumed that people both in team and groups need to interact regularly with each other due to their position (Tsui and O'Reilly, 1989: 403).

Based on relational demography, comparing the differences and similarities in terms of demographic features (even in a team relationship) of the superiors and subordinates, not only provides information about the attitudes and behaviors of members, but also, most importantly, give implicit information about work outcomes affecting demographic features (Tsui and O'Reilly, 1989: 403).

1.8. Diversity Approaches and Initiatives

In order to enhance the potential abilities of diverse workforce to accept and work together, a number of organizations developed diversity initiatives. They manage diversities by different ways. Some of them set up daily practices that indicates their commitment to develop diversity climate at workplace, while others pay no attention to these initiatives, instead use “colorblind” approach to diversity. The colorblind approach is ignoring cultural group identities and trying to realign them with an overarch identity (The Denver Foundation, 2011).

This approach’s emphasis is on a superordinate identity, which usually develops an individual’s organizational identity while ignoring the salience of individual differences (Chatman & Flynn, 2001: 1). For instance, by structuring its reward system, an organization can develop higher nonminority-minority collaboration; enhancing deep level traits to the foreground while taking individual characteristics, including racial and ethnic diversity, to the background (Harrison et. al., 1998: 98).

This approach is not in favor of individual qualifications and achievements rather to any other factor, such as diversity, and focuses on cohesion. Nonminority supporting individual are interested in to identify with an organizational identification, thus, backs colorblindness approach (Stevens et. al., 2008: 120). Moreover, such employees remain with the organization once employed as their identification with the organization’s approach to diversity grows into identification with the organization as a whole (Dutton et. al., 1994: 242-245).

Although colorblindness approach backs merit-based skills and insist on equal treatment to all employees, minorities describe this approach as exclusionary actions (Markus et. al., 2000: 238). In another word, majorities support this approach because it is more inclusive of their group, but minorities describe it as being exclusive of their group. If an organization pays no attention to racial varieties, negative outcomes such as frustration, dissatisfaction, and conflict will be the result, especially for minority ones. (Chrobot-Mason & Thomas, 2002: 325-326). Because of this problem, researchers came up with new approach, the multicultural approach.

The multicultural approach focuses on advantages of a diversity and explicitly calls workforce varieties as a source of strength (Cox Jr, 1991: 1). Organizations that multicultural approach apply different strategies and initiatives to address diversity.

For example, initiatives range from networking and mentoring programs, giving extra resources to minority employees, to corporate “diversity days” where workforce’ backgrounds are appreciated and food of different cultures is served, and holding workshops that focus on facets of diversity (Linnehan & Konrad, 1999). Meanwhile, a number of organizations provide workers with diversity training and encourage them to attend in, which aim at stepping bias behavior down and bringing up cultural awareness of nonminority employees (Paluck, 2006: 581).

Organizations with multiculturalism approach support a lasting and inclusive climate of inclusion, but its initiatives partially failed to reach the desired goals or even completely failed because of opposition of nonminority (Mannix & Neale, 2006: 36). In spite of aiming at fostering diversity, but its measures encourages skepticism, especially, in nonminority who feels being ignored in diversity issues (James et. al., 2001: 1121-1122). A number of nonminority claims that these initiatives excludes nonminority and put unity into exposure (Plaut, et. al., 2011: 337).

As multicultural initiatives limits interest of nonminority and they describe it as identity threats, so they start opposing, devaluing out-groups (i.e., resisting diversity) to decrease motivation of the minorities, in turn, decay the desired effects of multiculturalism initiatives. In other words, initiatives of this approach have faced noticeable backlash (Linnehan & Konrad, 1999: 401). This backlash appears in different forms including discrimination, biased language, overlooking inequities, avoidance of difference, discrediting of ideas and individuals and delays in diversity initiatives at the organizational level as result of discriminatory human resource policies (Thomas K. M. & Plaut, 2008: 2-5).

Nonminority usually backs equal employment opportunity (EEO) policies but disagrees with affirmative action (AA) policies. Kluegel (1985: 1) and James et al. (2001: 1120) found that potential job applicants, especially nonminority, showed less attraction to those organizations whose policies are in favor of minorities than organizations whose policies benefited all equally. Their study in a communications company, also reported less positive job related attitudes by nonminority when they faced to EEO/AA policy benefiting minorities.

A question may arise that what differences are between EEO/AA and diversity management. In the coming pages we will go over them and give a little bit detail about each, then, we will look over the differences exist among them.

1.9. Equal Employment Opportunity (EEO)

The basis of equal employment opportunity or equal opportunity take roots in America federal law specially the Title 7 at the framework of the 1964 Civil Rights Act (Gilbert et. al., 1999). As cited in (Hays-Thomas, 2004: 4), Yukura (1996) pointed out that equal employment opportunity which is considered as a “goal state” in which individual can have the chance to equal opportunity to be hired without considering their sex, race, religion, nation origin, and other features that are not related the job. Theoretically, everyone can have equal chance, but there is something different state in reality. According to EEO, different groups should be treated equally and they should be rewarded merit-based devoid of considering her/his sex and ethnicity.

Being under the support of Federal and State legislation, EEO is trying to describe absence of harassment and discrimination in the workplace. Firstly, it tries to eliminate discrimination in the processes of recruitment, selection, opportunities and employment conditions and the decision about the employment will not be made based on his/her irrelevant characteristics like age, sex, marital status, race, color, pregnancy, sexuality, religion, political belief, impairment or disability. Secondly, EEO supports those who face any harassment in the workplace. Harassment will occur whenever one feels intimidated, insulted or humiliated because of his/her race, color, national or ethnic origin, sex, disability, or sexual preference (US Legal, 2010).

Employment equity viewed as strategy in field of organizational change, especially in policy circles, tries to remove employment barriers during hiring and improve numbers of women and members of minorities. In addition to this, EE tries to prepare fair employment systems and supportive organizational culture for designated group-women, minorities, aboriginal persons and disable ones (Agocs and Burr, 1996: 35).

Traditional equal opportunity approach claimed, on the one hand, to be effective superficially, focusing on women, ethnic minorities and disables, on the other and, in spite of maintaining equality; it is criticized in America because of fostering

discrimination. While traditional equal opportunity approach rests on moral concern for social justice among the different groups of workers, diversity management established on the concern of individuals' differences positive effect on the organizational outcomes (Bajawa and Woodall, 2006: 48).

1.10. Affirmative Action (AA)

For the first time, concept of Affirmative Action (AA) established in 1965 at the framework of executive order 11246 of President Lyndon Johnson. The main goal of this order was to (Smith et. al, 2004: 70-71) “Provide equal opportunity in Federal employment for all qualified persons, to prohibit discrimination in employment because of race, age, creed, nation origin and to promote the full realization of equal employment opportunity through a positive, continuing program in each executive department or agency”. Here, the main objective of AA was some attempts try to make good or correct the discriminations done in the past times. In other words, the goal that AA was devised to reach to was making up those discrimination and injustices done against some specific groups of the people in the times before.

Practically, however, both minority, underrepresented and majority groups perceived it as ineffective social modification tool (Gilbert and Stead, 1999: 239). Early, AA focused on enhancing African-American hiring, promotion, wage process and representation of them to organizational workforce. Later, Affirmative Action started to cover women, ethnic minorities and other “Protected groups” as well (Thomas, 2004: 3).

Actually, the AA is a mean of maintaining and providing the equal employment opportunity. Unlike EEO, affirmative action proactively wants that decision makers should pay attention to whether features like sex and race affect the employment outcomes. Based on the this approach, accepting that all candidates have different characteristics and doing special action like hiring ethnic minorities in order to eliminate the effects of discrimination done in the past and make them to believe that everyone has equal opportunity are necessary and important endeavors (Hays-Thomas, 2004: 5).

AA is going further than equal treatment before those who apply for the jobs, whereas the equal treatment deals with job seekers equally, affirmative action is

something extra attempts in favor of ethnic minorities and excluded groups encouraging them to apply for jobs. Here, AA is viewed as an important policy, which is trying to create equal opportunity before diversity management (Wrench, 2005: 81-82). The main goal of affirmative action is to create opportunity for qualified minorities and women. However, employers sometimes during hiring, regardless of qualification of candidates hire them because of their ethnicity and sex. This situation led to employer's perception of incompetence toward AA hires and a negative self-perception in the minorities and women (Gilbert and Stead, 1999: 240).

1.11. Differences between AA/EEO and Diversity Management (DM)

In order to distinguish between these concepts, we look over them based on their common points and the areas they differ. No one is sure whether these three concepts differ and how they are different of each other. Most of the time in American media or during daily conversation these concepts are used altogether or interchangeably.

Actually, these three concepts differ in three points including their underlying assumptions, referent and origin (Hays-Thomas, 2004: 4). The main difference of EEO and AA from diversity management is that they are focusing on the disadvantaged groups who share common features; while the main assumption underlying the diversity management approach is that, everyone is unique and covers all (Gröchl and Doherty, 1999: 262).

In literature, there is an important difference between diversity management (DM) and equal opportunity. In simple words, the DM encourages “doing” and supports the positive while equal opportunity indicates “no doing” and favors the negative. DM is to create such an environment in which facilitate development of workers, reach to their full potential and while keeping their different characteristics and encourages individual to do best in favor of organizational progress. In this sense, the equal opportunity is perceived as environment, which protect some people (Mavin and Girling, 1999, cited in Mavin and Girling, 2000: 423).

EEO and DM differs from the viewpoint of laws too. EEO is focusing on the specific group who is protected by law against discrimination whereas diversity management include every one and has a role of complement to EEO. The law prohibits the discrimination during process of employment based on their color, race,

age, national origin, gender and physical disabilities (GAO, 2005: 5-6). According to Kersten, diversity management differs from the previous approaches against discrimination in four respects (Kersten, 2000: 241-242):

a) First, diversity management favors a transformation of organization rather than to emphasis on recruitment/selection processes as previous methods did. For the transformation of an organization culture throughout diversity management, a plan of three of five year is prepared for training of workers and teambuilding as well as it covers all departments of the organizations. The main goal of this plan is to convert the culture to a supportive, open and welcome one in organizations.

b) Diversity management is also different in its rhetoric. It means that DM is positive effort on the part of organization rather than negative or external mandate. The diversity management can be defined by the imageries like the orchestra, the salad bowl or the patchwork quilt, each enriched by the differences of its component parts. The common point of these imageries is that each part of the components is different from each other but the whole is enriched by these differences.

c) The third difference is economically justification of diversity efforts rather than legal arguments. It means that diversity management can provide organization with qualified workforce recruitment/selection, can put organization in a competitive position and lead to high productivity, innovation, group synergy, and generate more effective managing of conflict within organizations.

d) Finally, nowadays diversity management approach use inclusive definition of diversity, which all differences within this definition are considered as a part of diversity project.

Diversity management while keeping the definition “all the way in which we differ”, tries to understand, respect and value those differences to be able to capitalize on the benefits that diversity brings to company. In the most of definitions, diversity management evaluates the processes after the recruitment and selection. Here, diversity management differs from the affirmative action programs. When comparing the diversity management programs with those of EEO and AA, the diversity management programs are voluntary, productivity-based, continuous and long-term, while EEO and AA programs are mandatory, legal, short term and limited (Kellough and Naff, 2004: 65).

Diversity management accepts the cultural differences among the workforce and throughout the organizational policy; it favors a tolerant behavior regarding some of the differences. When it comes to cultural diversity, it refers to reflection of one's self-culture to others' culture and doing working (Sargut, 2001: 19). However, the basic perception of diversity management is in favor of valuing differences and encourages cultural diversities. As a result, employees in such productive and innovative environment can reach to their full potentials. DM comparing to other approach (EEO and AA) is positive. While equality strategies solely focus on the specific groups such as minorities, excluded and women, the diversity management includes every even the dominant or majority groups (Thomas, 1990 cited in Wrench, 2005:74). Eveline and Todd distinguish the differences between EEO AA and diversity management as follows (Eveline and Todd, 2002: 35-36):

a) Different targets: EEO AA focus on elimination of racism, sexism, prejudice and discrimination in favor of some specific groups, while diversity management concentrates at benefits of valuing a heterogeneous workforce in terms of financial and competitive advantages.

b) Groups versus Individuals: EEO and AA focus on equalizing of the differences among groups, while DM stress on the meeting of the individuals' aspirations.

c) Varying concerns for inequality: In EEO and AA unequal outcomes are strategically challenged while DM sees the different outcomes as a problematic.

d) Resistance V/S acceptance: AA and EEO lead to a high resistance in dominant groups-for example whites in USA, whereas DM as long as covers dominant groups as well, it can overcome the resistance consequently.

Finally, you might understand that diversity management is wide, systematic and planned attempts that tries to create an environment in which diversities are accepted, respected and valued whereas EEO and AA plans and strategies cannot ensure them.

CHAPTER-II

ORGANIZATIONAL CLIMATE

We are interacting with organizations in every aspects of live and they touch us every day. We hardly notice that we are born in hospital, do a birth record in government agency, have education in schools and universities, receive treatment in a hospital, spend 40 hours working in an organization and so on which actually shows the existence and importance of organizations in our life. We live in a society covered by different types of organizations, which are doing important and indispensable functions in our lives. Organizations, not only affect working hours of the working people, but also their entire lives. As matter of fact, first, we shed lights on the term ‘organization’, and discuss subsequently the organizational climate.

2.1. Concept of Organization

Sometimes, doing a job or task often exceeds the ability and the power of a person. In such cases, people contribute each other. Those works that cannot be done individually can be accomplished through the co-operation of a group or groups of people. Since ancient times, people have recognized the importance of working together with individuals to meet their needs because of their limit of power, ability, tolerance or inadequate time. This situation led to getting work done within the framework of and by the help of organization. The reason, which led to formation of organization, was that the people combining their efforts became more conscious of being able to reach more goals than those individually (Dinçer ve Fidan, 1996: 376).

Organizations reach their goals with actions carried out by people whose activity is the prerequisite for organizational effectiveness. For this reason, organizations get meaning with the existence of people. Organizations benefit from limited but different abilities of individuals. Given the personal goals of individuals, organizations are the result of the goals set by people and, as a matter of fact, they are the drivers achieving the organizational goals. In other words, people participating in organizations to achieve their own personal goals, contribute to the achievement of organizational goals as well (Dinçer ve Fidan, 1996: 377).

The concept of organization which comes from Latin word organon (organ), means getting together with other people in forms of labor groups, coordination system

and structure for the integration of the efforts, knowledge and abilities of individuals in order to reach those desired goals which are unattainable by individual efforts (Şimşek, 2002: 30). Furthermore, the concept of organization is emerged from the different fields such as sociology, anthropology, psychology, public administration, political science, cybernetics, etc. so that each of them looks to ‘organization’ differently leading to different definitions (Genç and Karcıoğlu, 2000: 13).

Social scientists suggest that organizations are formed when interaction environments and opportunities arise between people and groups, and when it is desired that these interactions get integrated and regulated (Barutçugil, 2002: 23). Here it means that the nature of people (as social entities) drive them to live together as a society and try to establish social systems, organizations for example, to meet their requirements.

As mentioned earlier this social system (organization) has been given many different definitions, of which some are as follow: Daft (2007: 10) defines “organizations as social entities, which are goal-directed, designed as deliberately structured and coordinated activity system and are linked to the external environment”. Robbins and Barnwell define organization as a “consciously coordinated social entity, with a relatively identifiable boundary, that functions on a relatively continuous basis to attain a common goal or set of goals”.

Let us elaborate the definition a little more. The first words- consciously coordinated social entity- imply two points. Firstly, as organizations are social entity which means the unit is composed of people or groups of people who interact with each other. Secondly, it indicates the presence of management as it refers to consciously coordinated which conveys that interactions must be balanced and harmonized to minimize duplication of interaction patterns of the members.

Meanwhile, identifiable boundary of the definitions point at distinguishing between members from non-members that can be created by implicit and explicit contracts between members and their organizations. People in organizations experience some continuous bond. This bond, however, does not mean lifelong membership but it means organizations face to some extent constant change in their memberships while people participate in organizations with some degree of regularity. The last words in the definition talks about a desired goal to which the organizations

try to reach, which is unattainable by individual works unless group efforts is not made (Robbins and Barnwell, 2002: 6).

In addition to the mentioned definitions, organization is functional departmentization of work in an authority and responsibility hierarchy for the reaching a common and clear goal of a group of people throughout rational coordination of their activities (Genç ve Karcıoğlu, 2000: 13). In other words, organization is a system composed of people coming together for achieving specific objectives. While achieving the objectives, this system produces certain outputs used by other systems. In other words, the output may be the input of another system -organization (Genç and Karcıoğlu, 2000: 14).

When looking at above definitions, it bears two meaning, dynamic and static. Prior meaning describes a process (organizing) the later meaning indicates the outcome of a process (Yeniçer, 1993: 72). Sometimes, even a third meaning is given to the concept of organization, which is a social system among other entities in a society.

As we explained above, the first meaning of organization- structure of a business- is the skeleton and process of creating such structure in an enterprise (Nakip, 2002: 141). Organization comprises of the processes that include harmoniously doing of necessary functions by a business to achieve its goals and process of supplying the required human and material capital to the business (Eren, 2001: 187). In this concept, an organization is a structure and process that distributes works among its members, determines relationships, and integrates activities of members toward reaching common goals (Efil, 1999: 242).

Organizational structure is a means to achieve goals. Therefore, as a managers use other management tools, he/she would like to use this coordinating tool as well (Şimşek, 2002: 30) as human is playing major and central. Only utilizing this structure and disregard other features, would not lead us toward success. It means this tool needs to be adjusted according to the characteristics of workers, nature of the work, environment and the environmental conditions. Meanwhile, structure of the organization is not the only tool enables the manager to reach the goals, but also creates an environment (playing field) where he/she plays and influences others and vice versa. Managers should take into account this point; otherwise, misunderstanding or

failure to understand the structure would lead to an effectiveness-reducing factor rather than serving tool to the manager (Koçel, 2015: 96).

Structure of organization is mixture of two sub-structures, formal and informal:

2.1.1. Formal Organizational Structure: In fact, it is the outcome of organizing process (one of the management functions) in the organizations. Formal structure refers to consciously creating of collaborative relations for a certain purposes (Balçık, 2004: 18). When talking about structure in the organizations, it means the formal organizational structure, which covers its composing elements (tasks, authorities, procedures, processes and instructions). Therefore, the formal organizational structure talks about deliberately determined and desired structure among its members based on the formal and legal relationships (Yücel and Erkut, 2003: 49-59).

A formal organizational structure within an organization can be understand more clearly from the organizational chart which enables us to have a clear idea about the entire formal structure of an organization. Organizational charts creates a hierarchical structure showing how groups are organized within an organization. Within this structure, work is assigned, and authorities are delegated to each member and the concept of division of labor and specialization of workers are applied so the work is assigned based on their capabilities. The job of each one is fixed, and related roles, responsibilities, authority and accountability are clearly defined.

In addition to those, hierarchical structure determines a logical authority relationship and follows a chain of command. It means that the communication between members is only through planned channels. Furthermore, the formal organizational structure has different types including matrix organization, line organization, project management organization, line and staff organization and functional organization (Şimşek and Çelik, 2017: 46).

2.1.2. Informal Organizational Structure: According to Şimşek, the informal structure is not deliberately regulated and previously planned one, but it is formed because of existence and hiring employees in levels and positions created by formal organizational structure. In other words, it is a system of interpersonal relationships between individuals working in an enterprise come up due to meeting, interacting and associating with each other. The members create this type of structure in the

organization, spontaneously, i.e. created out of socio-psychological needs and urge of people to talk (Şimşek, 2002:138).

In an informal organization, there are no defined channels of communication, so members can interact with other members freely. There are not defined set of rules and regulations that govern the relationship among members. Instead, it is a set of social norms, connections, and interaction. However, it is temporary in nature, and it does not last long. It is very important that manager should be aware of informal organizational structure, because if both formal and informal relations are in opposite of each other, informal relations may severely affect the functioning and effectiveness of the formal structure. (Koçel, 2003: 171).

To sum up, when considering as a whole, organization is a social entity, rather than a mechanical means. There is a human-machine relations as well as relations among employees. Relations among humans (employees) based on objectives, beliefs, ideas, feelings, behaviors, needs, affections, anger, etc. gives this social entity a very complex character (Mucuk, 2001: 159). If there are no conflicts between the relations created by the formal organization and those of informal organization, the formal structure may work as planned. However, if both formal and informal relations are in opposite of each other, informal relations can reduce effectiveness of formal the structure (Şimşek, 2002: 138).

2.2. Organizational Climate

2.2.1. Concept and Definition of Organizational Climate

As a social creature, the environment we find ourselves in and its conditions may rapidly influence our actions and behavior. Thus, the same case goes for working people in work setting or in an organization. The working atmosphere employees are experiencing directly affects their work positively/negatively. The concept of organizational climate has been come into practice to analyze organizations situations thoroughly to understand the behaviors of employees and organizations. Effectiveness of the workers, as they could drive organization toward its goal, is something subject to many factors; one of them is organizational psychological climate (Jallow, 2017: 9).

One of the well-known subject of the organizational behavior science is the work atmosphere, organizational climate or business climate. It is relevant to the work

environment, which shows methods undertaken by organizational members for organizational functioning. As Cited in Heyart, (2011: 13) Taguiri & Litwin (1968: 27) defines climate as “the relatively enduring quality of the total environment that (a) is experienced by its members, (b) influences their behavior, and (c) can be described in terms of the values of a particular set of characteristics (or attributes) of the organization”.

West et. al. (1998: 262) defines the climate as a shared perception of members from the fundamental elements of the organization. According to Aarons & Sawitzky (2006: 290), organizational climate is a global impression of one’s organization and personal impact of the work environment, which affects behaviors and attitudes towards job. They claim that organizational climate is employees’ perceptions of and affective response to the workplace and work tasks.

Ostroff (1993: 60) suggests that climate exists at two levels: it can be the psychological level opinions of an employee about the work environment or the shared perceptions of workers regarding to the overall organization environment. Schneider et.al. (2000: 6), described organizational climate as a psychosomatic aspect of the work environment and workers’ perception about an organization policies, procedures and structures. According to Fink and Chen (1995: 496), organizational climate is attitude and belief of entire staff towards organization. Ali and Patnaik (2014: 3) claims that it is psychological state profoundly shaped by systems, structure and managerial behavior of the organization.

Here, it shows that climate is result of perception of how things are in the organizational environment, pointing to variety of elements or dimensions within that organization. Not only the term of climate usually describes organizations, but also it shows people’s perceptions of groups or job assignments. Meanwhile, it also describes non-work social systems, such as families, clubs, and dyadic relationships as well. According to Gunnarsdóttir & Rafferty (2006: 158), “in a sound workplace (atomosphere of workplace) there are not negative conditions such as heat, cold, slipperiness, noise, inadequate lighting and odor, which enables the performance of tasks without unnecessary effort”.

Wilson et al. (2004: 565) claimed that organizational climate (OC) is relevant to mental health through its effects on job design, job future, and psychological

adjustment of work. As a result, perceptions of employees from the work environment determine their behavior to job and their future in the organization. If positive perceptions happens, it decrease job stress and therefore results in a better mental health. A way of forming positive and autonomous climate is whenever top managers pave the ground for staff to get involved in decision-making, enhancing discretion and control. (Hirst et al., 2008: 1344).

According to Wong (2001) every organization want to take utmost advantage of its members or make them to perform at optimal level. Reaching to the level of optimal performance requires positive, meaningful work place not negative, oppressive work environment. Wong points out that “Climate management” does not mean dealing with workers by traditional methods, in which human was prepared with his/her basic needs for personal significance and meaning from a holistic perspective. According to this perspective, in order to have motivated, enthusiastic and dynamic employees, it is imperative to create a meaningful and positive workplace or work climate. Here, work climate shows the psychosocial facets of the work environment which is the perception of individuals working together.

Accordint to Wong, “two arms of climate management are (a) creation of a positive workplace and (b) creation of a meaningful workplace which was previously under focuses on the psychosocial sections of organizational life. If a workplace is enjoyable and pleasant, it means that organization owns positive workplace. The later focuses remain dircted on the existential and motivational aspects of organizational life. If the decisions of the administration make sense, it denotes a meaningful workplace. The result of these two aspects will be job satisfaction and productivity”.

Schneider (1996: 4) stated that the concept and definition of climate should not be restricted to the perception of members of a group or an organization. According to him, what important to the individual is how he perceives the organization rather than how other members choose to describe it. This approach emphasis on individual’s perception of the work place rather than members shared perception. Schneider claims that perception of individual profoundly affects his/her final organizational behaviors compare to the perceptions of other members. Schiender et.al. (1996) focuses on the perceptions of employees from the related environment how it influences them personally.

Based on Schiender et al (1996: 10), due to inherent relations between climate and culture, if there is any negative impacts of climate on workers, then the culture of that organization is required to be changed in order to change the climate. Since organizational climate impacts on attitudes, behavior and job outcomes of the workers, therefore, the employees' attitudes and behaviors may affect their performance level and dedication in the long-run (Parker et al, 2003). In other word, issues relating to organizational climate like low levels of job satisfaction, high levels of emotional exhaustion, low levels of organizational commitment, and role conflicts directly affect employees' performance and retention.

To sum up, the organizational climate is the perceptions and feelings of employees in a particular environment. Formerly, it had been atmosphere of the work setting and employees had their definition of it. Laterly, climate has been added with various dimensions and definitions by later researchers (Ashkanasy et. al., 2000: 510).

2.2.2. Significance of Organizational Climate

Any type of organizational climate whether open or closed, formal or informal and warm or cold is directly related to organizational behavior and affects job-related attitudes. These behavior and attitudes may bring about either positive results such as job satisfaction or negative results, for example, high turnover. These results either positive or negative affect the social relationship and productivity in organization.

According to Halis & Uğurlu (2008: 102), there are three affecting factors on organizational climate. The first one is related to environment variables such as extent of organization, economic conditions, and unionization. The second one is relevant to individual factors such as traits, skills and values of individuals within organization. The final affecting factor is the outcome variable, which covers motivation, satisfaction, and productivity. Here, we witness three affecting factors (environment, personality, and organizational behaviors) on organizational climate.

According to Shahin et.al. (2014: 1) employees' positive perception from the organizational climate affect both their organizational citizenship behavior and their level of performance. Furthermore, they also put a claim that, organizational climate affects life styles of individuals and their mental energy, spirit, and loyalty. However, different types of climate has different impacts on the organization members.

Based on Stetzer et.al. (1997: 257), these four types of climate provide important outcomes as follow: The first one is supportive climate, which enhance quality of working environment. Cooperative climate, as second type, facilitates working together in organizations. Third, one is trusting climate, creating healthy relationships between top managers and workforce. The last one is climate valuing customer service or taking care of customers, which is important for effectiveness of organization. Based on a research by Uysal (2013: 1), positive organizational climate brings positive organizational commitment.

To conclude, human capital is of the great important elements who can bring a competitive position to enterprises. Having committed and satisfied workforce is something subject to how they perceive internal atmosphere of related organization and how is the form of its climate. In other words, managers should pay attention to impacts of working climate of their organization on the most valuable production factors, employees.

2.2.3. Elements of Organizational Climate

According to Knowles (1974: 119) organizational climate has five elements and they are as following:

1. Policy Framework for Human Resources Development Program; means issues that the organization promotes for optimum personnel development.
2. Management Philosophy; means organizational management under the management concept that concentrates on humans such as participative concept or democratic management.
3. Structure of Organization; means that if structure of organization centralizes or dictates, it dismantles encouragement of personnel to improve themselves. It also becomes an obstacle for organizational staff to learn and be active.
4. Financial Policy; means that an organization allocates budget for personnel development. Efficient allocated budget is indicator of attention to personnel development by organization. When the organization is engaged in self-improvement, its personnel will also do.

5. Reward System; indicates a fair and appropriate increase in salary or job promotion. This system must encourage personnel to learn and do self-improvement.

Four elements identified by Roger Harrison (2005) can be used as a basis for the organization climate self-test. Those are power, role, task and person:

1. Power-Oriented Climate; has explicit organizational structure, chain of command and authority such as promotion and performance consideration. In such climate, employees will fight for private interests, compete with colleagues, and try to please the supervisor for promotion.

2. Role-Oriented Climate; workers take care of regulation and reason of organization. Competition and conflicts are in the rules. The organizational operation concentrates on security.

3. Task-Oriented Climate; most of authority employment is to achieve the organizational objectives, for example, production. Even regulations can be ignored if they do not support a work to reach the target.

4. People-Oriented Climate; focuses on people. This kind of climate pay attention to personnel needs and satisfaction. In such climate, organization wants its members not to do anything against values of members.

2.2.4. Dimensions of Organizational Climate

Over the past years, researchers measured organizational climate by different dimensions. These differences are, partly, due to designing their researches to specific aspects of an organization. As time went on, new dimensions were added to the measurement of climate, which you see at the following Table-2.

As mentioned before, organizational climate is the shared perceptions about organization, which is something measureable. We will go over some of the dimensions by which climate can be measured. Litwin and Stringer's (1968), for example, as cited in Yahyagil (2004: 6), organizational climate questionnaire covered nine dimensions such as structure, responsibility, reward, risk taking, support, warmth, standards, conflict and identity.

Table-2: Dimensions of Organizational Climate

Researchers	Years	Dimensions For Organizational Climate Measurement
Campbell, Dunnette, Lawler, & Weick	1970	Individual autonomy/ independence; warmth and support, reward orientation and consideration, degree of structure imposed on the situation.
Schneider, Brief, & Guzzo	1996	Nature of work, nature of interpersonal relationships, nature of hierarchy and focus of support and reward.
James & Mckintyre	1996	Job challenge and autonomy, role stress and harmony, friendliness and warmth leadership facilitation and support and work group cooperation.
Furnham	1991	Conflict management, role clarity, respect, communication, reward system, planning and decision making, innovation, relationships, quality of service, direction commitment and morale, learning and training, and, teamwork and support career development
Stringer	2002	Structure, Standards, Responsibility, Recognition, Support, Commitment
Zammuto and Krackover	1991	Trust, Conflict, Morale, Reward, Resistance to change, Leader Credibility, Scapegoating
Glisson	2007	Role conflict, role overload, emotional exhaustion, personal accomplishment, personalization, growth and achievement, role clarity and cooperation
Momeni	2009	Group commitment, responsibility, rewards, clarity, standards, and flexibility

Source: (Jallow, 2017: 12-13)

As you see, in the above table, different researchers have developed different dimensions to measure organizational climate. Of them, for example, Zammuto and Krackover (1991) consider seven dimensions such as trust, conflict, morale, reward, resistance to change, leader credibility and scapegoating to measure organizational climate. In addition to this, Garcia claims that climate might be explored by four viewpoints such as ‘participation in decision making’, ‘job autonomy and job variety’, ‘supervisory climate’ and ‘role ambiguity’ (Garcia, 2008: 26).

In the ongoing research, however, I have used questionnaire of Stringer (2002) to measure organizational climate which contains six dimensions including structure, standards, responsibility, recognition, support, commitment.

2.3. Types of Organizational Climate

Beside the researchers' focusing on certain aspects of organizational climate leading to many different types of climate, the way employees perceive the working atmosphere made contribution to classification of organizational climate. As you seen in the following Table 3, different researchers categorized types of organizational climate in different ways. Some well-known and frequently researched -both empirically and literally- types of organizational climate are described as following:

Table-3: Types of Organizational Climate

Name	Year	Types of Organizational Climate
Halpin	1966	Open climate, Closed climate, Independent climate, controlled climate, Sincere climate, Paternal climate
Zammuto and Karckover	1991	Group climate, development climate, rational goal climate, internal process climate
Lunenburg and Ornstein	1991	Open, Bustling, Moderate, Easy going, Informal, Cold, Impersonal, Hostile, Rigid, Closed Climates
Litwin and Stringer	1968	Authoritarian climate, Democratic climate, Success-Oriented climate
Shanker, Ansari and Saxen	1994	Participative climate, Authoritarian climate, Nurturant climate
Dolla	1972	Warmth, Coldness, Congeniality, Hostility
Hoy and Clover	1986	Open climate, Closed Climate, Engaged climate, Disengaged climate

Source: (Dağlı, 2017: 39-47)

2.3.1. Innovative Climate

Innovative climate is risk-taking, result-oriented, dominant, diligent, challenging, entrepreneurial and effective. It is an asset enabling an organization to use its resources effectively to be able to exist in competitive markets. As market and environment of modern industrial organizations is full of intense global competition, rapid technological changes and increasing conscious customers, need for effectively using of organizational resources has led to the formation of innovative organizational climates. As a result, it put some pressure on organizations to re-organize themselves and their goals, as well as to re-organize existing structures and processes, make new strategies to create new products and new services (Özkul, 2013: 14).

Innovative climate is a behavior displayed by an organization deemed to be part of it, and its employees could interpret, understand and experience it. Shalley & Gilson (2004: 34), characterizes an innovative climate encouraging employees to be creative through the provision of instruments, procedures, and resources to allow for innovativeness. In addition to this, innovative climate is cognitive perceptions of employees from organization's caring about open communication, change and the creation and implementation of new ideas, challenging job assignments, tolerating risk and instability and openness (Jallow, 2017: 13).

2.3.2. Growth Climate

This type of climate focuses on significance of learning in an organization and the perception of employees on what influences and hinders individual learning in an organization. Ostroff (1993) furthered it considering the idea of employees related to organization emphasize on personal growth, skills development and on the job training. Furthermore, Van Dam et.al. (2008), describe it as a climate within which an organization promotes and encourages its employees and organization learning. Growth-climate has a lot of implications for an organization especially its impact on employee perceptions. If personnel recognize the availability of growth and development prospects in their organization, they are more inclined to stay with the organization, however, if they perceive that little importance is given to employee learning, they are likely to voluntarily quit the organization.

2.3.3. Leadership Climate

This type of climate is about a group's perception construct (perception of a group of employees) of their leader. As a number/group of employees are facing with the same kind of leader, it is logical to call it as a group perspective. Chen and Bliese (2002: 552) pointed out that such type of climate as a group of employees' perception of work-related direction, and socio-emotional support provided by their leaders. Furthermore, this type of climate is regarding to the needs and well-being of employees and providing a climate under which interaction between leaders and employees get enhanced (Schyns et. al. 2009: 651).

2.3.4. Supportive Climate

Supportive climate features include open relationships, friendship, cooperation, encouragement, socialization, personal freedom and trust. One of the main feature of this type of climate is support which comes from both co-workers and supervisors. Firstly, worker support refers to the social interactions between employees which contributes the organization effectiveness. Secondly, it provides compassionate and active assistance by supervisors whenever employees experience difficult situation. This type of climate enhance both effectiveness and performance through perceptions held by employees on coworker supportiveness. Despite of receiving social support from many sources, such as co-workers and leaders, it is proven that it enhances employee well-being and performance (Jallow, 2017: 15).

Moreover, there is a positive relationship between perceived support of employees by the organization and conscious fulfillment of responsibilities, involvement in organizational goals and problems, and entrepreneurial innovation efforts without personal expectations and rewards. The level of organizational support perceived by employees is a decisive factor in predicting employee behavior. Positive perceptions of employees about organizational development projects provide benefits both for the organization and the individual. Supportive climate also plays an important role in creation of organizational citizenship. Furthermore, as supportive climate leads to confidence and trust, there is low stress in the organization (Özkul, 2013: 15).

2.3.5. Justice Climate

This type of climate is regarding to perception of employees about fair treatment level received from their superiors (Li & Cropanzano, 2009: 565). Based on ZoghiManrique-de-lara (2010), attitudes of the employees towards the organization can be affected by the received level of fair treatment. Interaction, knowledge and information sharing are the ways that workers perceive the justice. There are three dimensions in the held perceptions: (a) Distributive justice is about key organizational outcomes such as wages and annual holidays. (b) Procedural justice, the perceived fairness on how outcomes are determined such as promotion and pay increase and finally (c) interactional justice which was further divided into informational and interpersonal; informational is about how the authorities make decisions and interpersonal is about how employees are personally treated in terms of respect and dignity (Li & Cropanzano, 2009: 566).

2.3.6. Bureaucratic Climate

Bureaucratic organizations are based on hierarchical, formulated communication mechanisms and rigid processes. Therefore, bureaucratic organizations have clear lines of authority and responsibility, and they depend on rigid and effective control. Bureaucratic climates can be defined as processes that are hierarchical, structural and strictly ruled with rigid and tight procedures, policies and constraints (Çelik, 2003).

If the processes are too rigid, it can block the flow of information and employees may be prevented from participating in decision making. Such formal climate restrict the informal relationships necessary for effectively fulfilling of employees' duties. However, bureaucratic processes are not always bad for employees. Some processes have also been developed to take advantage of joint decision-making, communication and teamwork. Actually there are two types of bureaucracy, "Rigid" and "Flexible Bureaucracy". The Rigid Bureaucratic climatic processes are posing some obstacles and prevent creativity. In flexible bureaucratic climates, on the other hand, activities are functioning as a leading factor to clarify roles. However, due to high degree of flexibility, there is tension between individuals. It, flexible bureaucratic climate, seeks to find solutions to problems from the informal ways, which is something contrary to the bureaucratic nature of the organization (Bilir, 2005: 30).

2.3.7. Open Climate

Organization enjoying such type of climate, the members are proud of working and being together. The employees perceive positively the open organizational climate because they develop a friendly relationship with each other and as well as the manager. In addition to this, open climate reflects the supportive, welcoming and positive role of the manager toward employees' ideas as well as their attachment and devotion to work (Rapti, 2012: 116-117).

2.3.8. Autonomous Climate

Employees have the ability to control their business atmosphere in autonomous climate. It means that managers provide them with a wide range of flexibility in self-management and decision-making. As a result, employees have enough motivation to solve problems together and reach their goals. Employee autonomy is believed to have minimized some of the relational barriers between superiors and subordinates. Therefore, autonomy may improve workplace functions through the ideas and suggestions of employees, and foster relationships with a greater degree of trust between management and employees (Simmering, 2014).

A research done by Lin (2011: 166) shows that employees' job autonomy has positive work outcomes: greater work satisfaction, and less intent to transfer and intentions to leave.

2.3.9. Controlled Climate

Flexibility is allowed in a co-ordinated manner in controlled climate organization. The main purpose of this type of climate is fulfilling the duties and responsibilities. Those who work within controlled climate, however, have a high motivation to fulfill their duties and responsibilities. Both employees and managers focus on the job. Therefore, they do not have the chance to deal with each other's feelings and emotions (Rapti, 2012: 117).

2.4. Factors Influencing Organizational Climate

Organizations are open systems. Hence, organizational climate is affected both by the personal characteristics of the employees as well as by the internal/external environment. In other words, three types of factors including individual factors,

organizational factors and environmental factors influence the organizational climate, which affects attitudes and behaviors of the individuals in the organization.

2.4.1. Individual Factors

2.4.1.1. Satisfaction

According to businessdictionary.com, “it is contentment (or lack of it) arising out of interplay of employee's positive and negative feelings toward his or her work”. Meanwhile, it is something as a like or dislike of employees about their jobs. More importantly, the meaning of the job and positive/negative experiences resulting from the relationship of individual with her/his job; affect their level of satisfaction (Çakır, 2001: 29). While some of researchers consider job satisfaction as causes for positive behaviors like continuing to work, developing business methods and enhancing co-operation in the workplace, some others consider it as an outcome. Moreover, another group of researchers considers the opposite status (job dissatisfaction and negative behaviors in the work) as a symptom of insufficient job design (Ergin, 1997: 26-27). According to Öztürk and Özdemir (2003: 190-191) job satisfaction affecting factors are as follow:

a) Job satisfaction relates to tangible and intangible rewards or benefits that employees obtain in return for the work done. It means that employees reach to satisfaction through salary, social rights, dignity, and a level of authorization in the workplace.

b) Those climates in which job safety, job security and less fear of dismissing exist; job satisfaction will be higher.

c) Compatibility between skills, experiences and personal features of employees and the given job, leads to satisfaction. As a result, it is necessary to ensure a perfect correspondence between qualities that a job needs, and the qualities an employee possesses.

d) If the workers have the opportunity to promote and if the promotions are based on performance, the perceived satisfaction by the employees will be high.

e) Job satisfaction also relates to positive relationships in the working environment. Because of that, happiness that workers receive from any subgroups that one belongs to and work within that subgroup is also considered in job satisfaction.

The group to which workers show love and commitment to his colleagues is referred to one that gives feeling of happiness to the workers.

f) Job satisfaction is related to the general condition of the organization, its policies, its general staff practices and its status in the society.

g) Positive attitude of the superiors towards workers, valuing them, issuing of authority on the issues they are responsible for, and letting them to take part in decision-making are the measures that lead to job satisfaction.

2.4.1.2. Promotion and Advancement

The greatest expectation of one who works whether in public or in private sector is to promote to higher positions. Because workers observe it as a means of personal achievement and it is not only important for employees but also from viewpoint of management by which employees become more productive. The opportunities for promotion and advancement in an organization enable employees to develop their skills and enable them to use their existing potential more effectively. Meanwhile in such climate, employees will work more efficiently and effectively to achieve their goals and objectives (Radvillas, 2010: 50-51).

2.4.1.3. Support and Dignity Given to Employees

Özdemir (2010: 241) defines organizational support as an awareness of employees of their contributions to the organization, valuing/respecting employees and enjoying of superiors while working with them and meeting their requirements. In other words, organizational support is responding to employees' emotional needs, such as respect, acceptance and approval by superiors. According to Ceylan and Şenyüz (2003: 58) those employees who have strong perception of organizational support in their workplace, theoretically, they tend to show attitudes and behaviors that benefit organization. However, employees who feel that they are not respected by their superiors and are not given enough information about the decisions taken, will not be willing to perform positively on behalf of the organization. By the time this perception spreading throughout the organization, affects productivity. However, the result of a research done by Heather and Spence shows that if employees perceive that the organization values them, definitely, it will increase perceived respect and trust in

employees and the organization will have a positive climate (Heather and Spence, 2004).

2.4.1.4. Inhibition

In the literature, obstacles like preventing employees from communicating with superiors and subordinates, limiting their social relations and hindering them not to maintain his/her and professional reputation, are coming under the concept of mobbing behavior. This term (mobbing) show a variety of behaviors in organization that amount to emotional abuse by workers of a fellow employee or employees. In other words, when a group of workers rather than a single one engages in this hostile behavior, collectively making life difficult for someone on the job in a concerted way (Bedük, 2014: 134).

Sometimes employees, who are successful and have knowledge in the workplace, are excluded and isolated by other employees. According to Yalım (2005: 256-262), the employees who are the victim of the mobbing behaviors, face all kinds of attitudes and behaviors such as decrease of opportunities, education and budget, promotion hindering, not being called to meetings, recognizing of not being able to finish the job on time and repetition of doing the same and insignificant work and being ridiculed.

As mentioned before, the most creative, ethical and competent members of the organization are often the targets of mobbing. The reason these workers especially attract aggressive behavior is because other workers can find them threatening to their own positions in the workplace. Mobbing can have a drastic effect on the morale and work performance of victims, leading them to show reduced enthusiasm for their work and diverting their focus from daily tasks. Ultimately, mobbing can cause such anxiety and discomfort that a worker will decide to leave for a post elsewhere (Bedük: 2014: 134-135).

2.4.1.5. Sense of Trust

Nowadays the most important element that successful managers-employees relationships rely on is trust. When the sense of trust is strong between an employee and an employer, it leads to efficiency to other elements of workplace productivity. Interaction Associates (2014:5) defines trust “as the willingness to accept personal risk

based on another person's actions". Trust can be classified as basic, simple, blind and authentic. Authentic trust is the most valuable comparing to others in relations among workers in the workplace. Moreover, it is not easily made but takes time and can be built over passing long time.

The term of organizational trust is bearing the meanings of inter-organizational trust and intra-organizational trust. The first meaning describes trust between two or more organizations. The intra-organizational trust is used in several ways: some researchers concentrate on trust between workers and immediate superiors (supervisors) whereas another group of them focuses on trust between workers and organization's running class (senior leaders).

Organizations with high level of cultural trust can produce high quality products and services through hiring motivated workers. Meanwhile, these employees enjoy working, do job correctly, take risk, embrace organization mission and vision, innovate and take their decisions, show organizational citizenship behavior and ultimately leads to organizational procedural justice (Starnes et.al. 2010: 2-6).

2.4.1.6. Awareness from Other Members

Top managers of organizations are responsible for their organizational development. The only way to ensure and reach this goal is largely devoting efforts and time to develop human facet of organization. Because this is the employees who make plans, organize, develop and mix the factors of production in the organization. Therefore, top managers need to keep contact with employees and pay attention to their needs, as they are one of the important factors affecting productivity of the organization.

A research done by Breen et al. (2005: 216) shows the significance of the sensitivity to other members. In addition, this research claims that in order to have effective problem-solving structure and an effective change efforts, top managers must matter and use the employees' thoughts and knowledge throughout different managerial methods as well as seniors should create a perception of consideration of their thoughts and information.

The sensitivity to the employees and mattering their thinking and thoughts, freely interacting with each other and expressing the problems they encounter in the organization will lead to positive climate.

2.4.1.7. Taking Risk

People, businesses and institutions are facing risks in every moment of their life. Shopping, vehicle preference for travel, marriage decision, product design, provide loans to clients, construction, new investment decisions and etc. are the activities which have potential risks. Goals of the business process, besides taking all mentioned risks, also cover values like profitability, growth, solvency and social responsibility. To actualize these goals, risks are an important threat. Organizations should maximize value creation, keep the threatening risks to a minimum level and create a balance between these two facts.

According to Arslan and Halis, a climate that encourages risk-taking leads to creation of success and motivation. In addition to this, under such climate, by taking certain risks employee know that they cannot get what they want in a short time, however, they continue taking some initiatives and are able to predict future changes and developments (Arslan and Halis, 2008: 79).

2.4.1.8. Friendship Relations

Closeness, long relationship, sense of commitment and empathy, enjoyment, trust, acceptability, and respect are characteristics of the friendship resulting from the frequent contact between two persons. Friends, as human beings, interact with each other beyond the defined formal and simple roles, as employees, in the organization. In another words, human within and organization is more than a simple employee (Kunday: 2014: 32-33). A research done by Kunday (2014: 37) shows positive effects of workplace friendship on organizational commitment as well as more commitment of those who have more workplace friendship than those who have not.

According to Lee and Ok, (2011: 2) friendship relations in the workplace are important for both the individual and the organization in terms of providing the necessary resources and support for the employees to achieve their goals by increasing the communication between the employees. Friendship relations established in the workplace will provide a comfortable working environment for managers to minimize

the uncertainty and insecurity of their employees. They also share more information and empathies with workplace friends about work-related problems and concerns. Jehn and Shah (1997: 77) further argued that employees in a friendship, exchange words of encouragement, confidence, trust, respect, and critical feedback, which may increase enthusiasm and a positive attitude (Cited in Yüksekbiçgili, 2016: 38).

Finally, in a climate in which workplace friendship exists, employees will not feel alone and alienated. Otherwise, loneliness, which is an unpleasant and unacceptable condition resulting from lack of quality in relationships with others, and alienation will arise.

2.4.2. Organizational Factors

2.4.2.1. Organization Structure

Organizational structure helps a company to assign a hierarchy that defines roles, responsibility, and supervision. It is the plan that outlines who reports to whom and who is responsible for what. The structure of an organization is usually shown in a chart covering job titles and the reporting structure (Shopify, 2005).

There have been many classifications of organization structure in the literature. Of them, the most well-known ones are mechanistic and organic organizational structure. The first one, mechanistic organizational structure, is appropriate and fits in an environmental condition that is stable and the degree of change is very low while the second, organic organization structure, best fits to the situation in which environmental conditions change continuously and rapidly. In addition to this, the organic organizations are characterized by less formulated and flexible communication, which emphasize on the importance of consultation with employees rather than giving orders to them. Mechanistic organization, on the other hand, is characterized much more rigidly against the organic structure, which are highly formal, non-participatory, hierarchical, tightly controlled, and inflexible (Demir and Okan, 2009: 59).

In short, organizational structure can be defined in the broadest sense as relationships that identifies, distributes and coordinates roles of employees in the organization. The structure that gives employees opportunity to freely express their ideas and take part in decision-making, will lead to open and positive climate.

2.4.2.2. Organizational Politics

Strategies and organizational politics are responding to questions such as "How can we achieve goal?", "How long can we accomplish it?", "With whom can we do it?", and "How much effective we should be?" It means that politics in organization is a set of rules designed to guide employees in organizations by which management will be easier and employees will be able to see their ways ahead (Küçüksüleymanoğlu, 2008: 409).

Organizational politics refers to a variety of activities associated with the use of influence tactics to improve personal or organizational interests. Studies show that individuals with political skills tend to do better in gaining more power personally as well as managing stress and job demands, than their politically naive counterparts. Moreover, individuals with political skills also have a greater impact on organizational outcomes (Jarrett, 2017).

The success of managers is dependent to their close observation of economic and socio-psychological status of employees in the organization and making such a politics that is acceptable to the majority of employees. Politics designed on the matters of employees interest and accepting their thoughts during making mentioned strategies and politics, leads to creation of inclusive and open climate.

2.4.2.3. Organization Goal

Objectives or organizational goals expressed in written or verbally are desired results aimed to be achieved at the end. These objectives form the framework for details of the strategic plan, define the strategic direction of the organization and play a unifying role between the plans and operations. As mentioned before, the goal of an organization is that position to which it wants to reach in the future.

According to large number of published research on management theory, a conscious effort based on well-defined goals within an organization, has been recognized to result in positive effects for both workers and organizational performance. Goal setting is a basic tool used by organizations to achieve short-term, mediate-term, and long-term goals, for example, developing services, improving quality, reducing errors and building better customer relations (Cothran et al, 2012:1).

Based on their own personal needs and values, employees within the organization may set a personal objective such as learning a new skill or career advancement. At the same time, the personal goals should be in harmony with the vision, mission and objectives of the organization. Alignment between personal and organizational goals will lead to motivation of employees, in turn, motivated workers create helping and friendly organizational climate.

2.4.2.4. Reward Level and Wage

The main purpose of the remuneration and reward system is compensation and return of work done by employees. Salary, wage and bonus are important tools in attracting and retaining employees. According to a research done in Japan, 99% of the rewards did not lead to an economic effect but contributed to a collective influence on the community and contributed to the formation of a positive organizational climate (Hocaniyazov, 2008: 28).

According to Huling (2000), no matters what the scale and how strong the management is, the growth of a corporation depends on the development of its employees. The human factor, as a social entity can be contributor to creation of a positive organizational climate through a motivational and a satisfactory wage and reward system. In another words, rewards are the best tool in forming of positive organizational climate. In addition to this, the wage and reward system is not only an economic incentive tool that connects the employees to the organization but also it is an important means of increasing products and productivity.

Based on a research, people who are in a specific social environment want to be appreciated and praised as well as individually to be appreciated and congratulated on doing a work well rather than rewarding them with money sometimes (Arzova, 2001: 21). Whether it is appreciation or a wage increase, the appreciating of workers will give them happiness and create a positive climate in the organization. The rewarded employee will feel that they are cared.

2.4.2.5. Organizational Conflict

Conflict defined as a disagreement emerging from various sources between two or more persons or groups. No matter how the conflict is defined, disagreement,

opposition, incompatibility, and contradiction are the basic elements of the conflict. In an environment where these elements exist, the parties are in pursuit of their own interests or in search of dominating their opinions (Koçel, 2015: 758).

As you see, the term conflict has a strong connotation evoking words such as opposition, anger, aggression and violence. However, conflict does not have to be called only negative experience. Based on a research, most of the organizational conflict occurs within a cooperative context and because of that, a more positive definition has been offered. Therefore, this definition distinguish between two important types of conflict, competitive (destructive) and cooperative (constructive). The cooperative or constructive conflict is based on a win-win negotiation attitude (Kreitner, 2009: 442).

Based on another research, those organizations patiently managing and dealing with conflicts, the employees will realize their skills and capacity and feel themselves as part of organization (Litwin ve Stringer, 1974: 56-57). Generally, conflicts in the organization have both positive and negative impacts. If the conflicts are managed well, the employees will be able to improve their skill in the organization. However, organizations in which conflicts last, the outcome will be an insecure and a skeptical climate (Karip, 2000: 24-25).

2.4.2.6. Incongruity in Organization

Drucker describes the term incongruity as a mismatch or contradiction between what it should be and what everyone assumes it. According to Drucker, incongruities are as follows (Karaduman, 2012):

1- Incongruity between a sector and economic situation

According to Drucker if the demand for a product or service increases continuously, the related producing firms economic performance must also continuously improve. It means that organization can make profit easily by taking these waves of opportunities in a business line where demand is constantly increasing. Any failure in gaining profitability in such a sector is indicator of inconsistency to economic realities.

2- Inconsistency between a sector activities and the values/expectations of customers

It happens when manufacturers and suppliers misjudge what customer's actual buying behaviors and values are. It means that manufacturers probably pretend what values for them are often values for customers as well while they differ. Consistency between the product customers think to buy and the one offered by the manufacturer or supplier is something rare.

3- Incongruity in internal harmony of a process

This incompatibility is related to shortcoming in a certain process, for instance, related to some lacks about how a consumer can use a product. Making efforts to invent a new device to fill this gap itself points at incongruity that exist.

The existing of incongruity in the organization, will affect the organization psychological perceptions of employees negatively, in turn, affect the climate.

2.4.2.7. Strict Supervision and Control

Controlling is defined as a process of understanding whether organizational operations are complying with assigned principles/rules and desired objectives or not (Ertürk, 2013: 123). Organizational control typically involves four steps: (1) establishing standards, (2) measuring performance, (3) comparing performance to standards, and then (4) taking corrective action as needed. Corrective action can include changes made to the performance standards—setting them higher or lower or identifying new or additional standards. In another words, controlling function shows an operation of checking, testing, regulating and verifying. At the framework of organizational control, there are some preventive and corrective actions to make sure that goals are accomplished effectively. If there is any deviation in the accomplished works and operations, changes are made (Kreitner, 2009: 461).

Strict supervising and control leads to dominating of one-way communication. The major side effect of such controls is that workers tend to feel somewhat dehumanized. In a mechanistically structured organization, workers dealt like to be cogs in a machine and they are expected to follow detailed procedures line by line. However, this sort of strict routinizing can also lead to extremely low morale in an organization, in turn, leads to dishonest and unfriendly working climate.

2.4.2.8. Communication

Communication in an organization is a vital element of conveying messages to the targets (Tutar, 2003: 6). It means that organizational communication is sending and receiving of messages among interrelated individuals within a particular environment. Importantly, organizational communication is contextual and culturally dependent. In organizations, individuals transmit messages through face-to face, written, and mediated channels. Organizational communication helps us to (Lumen, 2016):

- 1) Accomplish tasks relating to specific roles and responsibilities of sales, services and production.
- 2) Acclimate to changes through individual and organizational creativity and adaptation.
- 3) Complete tasks through the maintenance of policy, procedures, or regulations that support daily and continuous operations.
- 4) Develop relationships where human messages are directed at people within the organization-their attitudes, morale, satisfaction, and fulfillment.
- 5) Coordinate, plan, and control the operations of the organization through management.

Organizational communication is how organizations present, and constitute their organizational climate and culture—the attitudes, values and goals characterizing the organization and its members. Communication in any form, verbal, written, body language, tone of voice etc., will affect employees positively or negatively. Positive organizational climate can be achieved through effective communication within the organization.

2.4.2.9. Leadership

As it is clear that leadership is behavior of a person who directs a group of people to achieve a common purpose. Therefore, the leaders are influencing, motivating, persuading, meeting the requirements of members of that group, setting up a common goal and trying to turn that desired goal into a successful result. Leaders, who give subordinates the chance of participating in organizational decisions making, can create a climate that is far different comparing to organizational climate created by managers insisting on taking all the important decisions alone. (Özdemir, 2006: 16).

Therefore, the most important factor affecting an organization is its leader's behavior and practices. In fact, leader is the one who motivate employees to be able to increase performance.

The shortest way to change an organizational climate is to change the way the leader behaves. It means that leader can influence employees through establishing rules, structures of work, controlling of the rewards and changing climate of an organization by introducing informal rules. As mentioned before, leaders who trust in their subordinates and let them to participate in decisions making can create a much different climate than the organizational climate created by managers who insist on taking all the important decisions and maintaining tight control over subordinates (Hocaniyazov, 2008: 22).

2.4.2.10. Decision Making

The challenges and issues we are facing daily, either simple or complicated one, are effected by many factors. Despite of being simple or complicated, people have to make decisions at every stage of their lives, both in private and professional life in order to meet their requirements. Simply, decision-making is the process of identifying and choosing among alternative courses of action in a way of appropriate to demands of the situation. Leaders of organization need to make sound decision amid lots of changes and uncertainties such as incomplete information about the economy, competitors and future customers (Kreitner, 2009: 206).

In an organization, if the decisions are made jointly by employees and leaders or if the leadership style of an organization is participative one and the leaders invite and encourage the team members to play an important role in decision making process, though the ultimate decision making power rests with the leaders. Although, leaders tell and guide the employees what to do and how to do, in a participative decision-making, employees have the chance of communicating with leader and sharing their experience, suggestions and recommendations over the decision made. The main benefits of this leadership style are that it leads to satisfied, motivated and more skilled employees, in turn, results in an optimistic and open work environment which encourages creativity (Iqbal et. al. 2015: 5).

2.4.2.11. Organization Development Opportunities

In general meaning, organizational development is improvement of organizational performance as a whole (Koçel, 2003: 42). Nowadays, organizations need to develop its different parts such as its structure, performance, efficiency, productivity, better planning, and its communication systems. In this regard, Budak and Budak (2004: 556), claims that the main objective of organizational development is enhancing the following points:

- 1- A sense of trust: it increases level of trust and support among organization members, which leads to removal of anxieties and fears and related shyness,
- 2- Hierarchy: developing of natural authority relationships resulting from knowledge, personal and spiritual characteristics, auto control and initiative skills rather than developing hierarchical authority relations in organizations,
- 3- Communication: improvement of communication system across organization and to ensure that employees can participate in decisions making and activities,
- 4- Motivation: to set up a reward systems in a way that could help to achieve organizational and individual goals, to increase satisfaction and to achieve motivation,
- 5- Synergy: to increase synergies within the organization and get more benefits from that,
- 6- Organizational processes: to develop decision-making processes based on mutual ideas and consultation rather than solving problem individually and decision-making processes based on autocratic principles,
- 7- Collaboration: aiming to develop a power unity system in order to easily reach to organizational goals rather than developing the one leading to misunderstanding of organizational units and members resulting from lack of cooperation, and
- 8- Responsibility: Increasing the level of individual and group responsibilities in planning and implementations.

In summary, as organizations are operating in a rapid changing and dynamic world, in order to achieve their goals successfully, they should develop and adapt to new changes. Therefore, organizations should get along with new environmental and marketplace changes and keep up with innovations. Such a claim can be put that self-improving and self-adjusting to new changes organizations, will have a favorable climate.

2.4.2.12. Organizational Openness

Openness defined as an honest and open communication among people (Aksoy and Özkan, 2016: 37). In addition to this, Butler defines openness or transparency freely sharing of ideas related to an issue either personal or duty information with others (Butler, 1991: 643).

Perceived openness and honesty is the core of working relationships between employees and managers and it removes doubt and insecurity. Here, leaders and top managers play a leading role in the formation of openness perception. In another words, the top managers play an important role in formation of openness perception through establishing of the way employees communicate with each other (Aksoy and Özkan, 2016: 37). According to Çukurçayır and Sipahi, openness contributes to the reduction of corruption through creating an automatic supervision mechanism providing appropriate behavior based on politics (Çukurçayır and Sipahi, 2003: 52).

Explaining briefly, organizational openness principles are, being legal, using clear language, explaining what the decisions are, defining politics and values, and having a strong communication system. The result of openness principles would lead to effective and efficient using of resources in the organization. Consequently, the fact that everything is clearly defined and nothing is hidden in the organization, leads to low level of conflicts among the members of the organization and, in turn, will create a friendly working climate.

2.4.2.13. Responsibility

Contrary to the previous management thoughts influence was equal to power, nowadays empowerment of employees is a concept under which employees, in the hierarchical order, are not those people who only wait and execute assigned tasks but rather they are given authority and responsibility and have the rights of being participant in making decisions (Şimşek and Kınır, 2006: 96). Çekmecelioğlu defines responsibilities as a work by which employees have control over all decisions from beginning up to the end of a work (Çekmecelioğlu 2002: 207).

The main purpose of giving authority and responsibility to a worker is to pave the ground to take part in management processes (Şahin, 2007: 17). Giving responsibility of works for workers, which increases sense of being responsible, is a

positive approach in order to achieve desired results and have the employees to do their best. As a result, employees perceive the working environment as an inclusive climate who have the opportunities to take part in decision-making.

2.4.2.14. Working Conditions

According to International Labor Organization (ILO), “working conditions covers a wide range of issues from working time (hours of work, rest periods, and work schedules) to remuneration, as well as the physical conditions and mental demands that exist in the workplace” (International Labor Organization, 2017). In other words, to explain in detail, working conditions include using resources, enough warming and lighting the workplace, rest hours, places employees use, working hours, annual leave, criticisms, standards, wages, and teamwork so on.

Research shows that there is a positive relationship between working conditions and organizational climate. Dissatisfaction come out whenever workers’ desires and needs are not met. Eren (2006: 242-246) worked on environmental, physical, mental and moral dissatisfaction emerging from the conditions related to work structure and work equipment;

1- Environmental and physical conditions that cause job dissatisfaction and complaints are as follow:

- Lacking of facilities related to physical environment of workplace, such as poor heating conditions, inadequate lighting and ventilation leading to deterioration of the employee's physical functions.

- Keeping the rest time too short causes employees to feel constant fatigue and reduction of their working capacity.

- Inadequate mechanical safety conditions can cause excessive injury.

- Untreated Injuries due to past accidents and diseases indicate that the safety conditions are insufficient from viewpoint of healthy workplace.

2- Mental conditions of work and its emerged dissatisfaction:

- As employees only use his/her attention in monotonous work, it causes that they do not use their intelligence. However, creativity which is born of intelligence, is a psychological need of the human and leads to dissatisfaction whenever it is not used.

- Complexity of work will cause excessive mental fatigue. As a result, fear of failure to succeed in such works, causes depression in workers.

- Sometimes employees find it very difficult to adopt work-related methods. Because human beings are interested in using their own easy methods and it is difficult to abandon the usual methods.

- Works based on strict standards, even if being temporary, will cause complaints. In this situation, employees are frequently asked to change jobs.

3- Workplace necessary moral conditions and its related dissatisfaction:

- The lack of workplace related machinery and equipment cause complaints in employees.

- Lack of flexibility in working hours leads to dissatisfaction in the workplace.

- One of the psychological reasons for employee's commitment to organization is stability of the job. Frequent changes in the work hinders adaptation of employee and causes dissatisfaction.

2.4.3. Environmental Factors

Organizations are not only facing with changes taking place within their internal environment, but also they are facing with some affecting external factors. No one can ignore the importance of relations between organization external environment and organizational climate. External affecting factors over organizational climate are as follow:

2.4.3.1. Limiting or Encouraging Environment

Nowadays, not only rapid changes like growing and globalizing economy affect the organizations but also political/technological developments and increasing sources of information brings about continuous and rapid changes to our societies and organizations. According to Kiraz, organizations' operations are not done in a closed environment, but they, might be limited by environment or to some extent by organization itself, take place in abroad economic, social and technological environment (Kiraz, 2007: 76). In other words, the organization, which is an open system, is in a continuous interaction with its environment.

Science and technology developments have brought about dramatic changes and developments, especially, in transport and communications sectors. Because of these

changes and developments, borders of national markets were removed, globalizing and internationally competing economies appeared, sources of power were changed, new life style emerged, and new communities were formed (Özevren, 1994: 6). In addition to those, all rules and legal regulations imposed by either international organizations or governmental policies, on the organizations operating in different industries, might turn the intra-organizational environments into either limiting or encouraging ones. For example, there are some laws that directly affect organizations such as business laws, debts laws, tax laws, bankruptcy laws, international commercial law and so on, in turn, affect related organizational climate.

2.4.3.2. Administrative Support

This support in any level either within organization or outside (doing social responsibilities), influence attitudes and behaviors of workers. In a study done by Hanson et.al. (2005: 37), they found that successful applications of environmental management systems is closely related to making managerial values according to environmental responsibility. Managerial values have an important influence on climate via affecting decision-making and its implementation. Perception of employees of these values have a significant influence and effect organization perceived type being whether formal or informal, autocratic or participatory, democratic, solely decision-making or friendly. Research has shown that managerial supportive values can create honest climate in retailer organizations through reducing employee theft (Özdemir, 2006: 15).

Managers act as agency representatives or play figurehead role (Aselage and Eisenberger, 2003: 493). In addition to this, managers have responsibilities in directing and evaluating subordinates' performance (Eisenberger et al., 2002: 565). Therefore, employees closely consider and evaluate positive (support) or negative (carelessness) attitudes of the managers towards themselves and the environment they live in.

However, alongside importance of support beyond the organization, inside managerial support is also affecting related climate. Bhanthumnavin (2001: 7) classifies perceived managerial support in the following three dimensions:

- a. Emotional support: helping employees to overcome over-work, stress, conflict, and job difficulties.

b. Informative support: provide feedback on job performance, evaluating information, guiding providing the skills and knowledge required for the job.

c. Material support: provide material resources, needed services and financial support.

The support that employees receive from the top management, will lead to a perception in workers that they are valued, in turn, cause a favorable climate in organization.

2.4.3.3. Compatibility

Globalization and increasing competition have forced organizations to ignore traditional methods of doing business and have started seeking new ways and take advantages of them. Due to changes and developments in the external environment, especially in economy and socio-cultural environments, concepts such as innovation, learning, social responsibility and creativity, having a vision, sensitivity training and many other values have become valuable and important issues. Alongside that, development in the level of culture of employees made them look for social satisfaction in the organizations besides monetary elements. Here it, in turn, implies that economic rewarding has been found an inadequate factor.

Nowadays, if comparing current values with former accepted ones, we see significant changes. It means that principles based on traditional values have given place to new principles such as self-control, obedience participation, hierarchy, work efficiency, decentralization and many other things in the organization. The changes in values, as a natural result, not only happened to tools of management but also brought about some changes in methods of successful management too (Küçükali, 2009: 39-40). As result of these developments, expectations arose from the employees as well, as today it is necessary for employees to be more productive and efficient and work harder as to be able to meet expectations.

2.4.3.4. Management Criticism

Top managers' consideration for thoughts and ideas of outside researchers and academicians as well as inner people like employees and encourage them to share their work-related problems, and make them to believe in their effectiveness in the change

process, will lead to expansion of organizational voice and positive effects (Bowen and Blackmon, 2003: 1394). Here it means that any person either outsiders or insiders, who have ideas and even objections about the condition going on in the organization, should share it with the manager. In order to reach to such an optimal status, management criticism should exist in the organization, which not only pave the way for the stakeholders and outsiders to share thoughts and ideas with the manager, but also for the employees to criticize the manager and give any positive or negative feedback. Therefore, the outcome of such condition will be a positive climate in the organization.

However, one of the ways that give insiders (employees) the opportunity to share suggestions and criticisms is employee voice. Marrison defines it as informal and discretionary communication under which employees can, with the intent to bring about improvement or change, share ideas, suggestions, concerns, information about problems or work-related issues with persons who might be able to take proper action (Morrison, 2014:174).

Meanwhile, the decision of an employee to engage in voice or remain silent affects both organization and people within that organization. For organizations, performance may be affected if the employees do not share suggestions and concerns, and organization may miss opportunities to correct problems and take advantage of new ideas. For employees, on the other hand, being willing to speak up can, often, lead them to be seen as better performers. However, many forces hold employees back and make them reluctant or unwilling to speak their minds. Therefore, Organization leaders need to prepare conditions that motivate and enable voice as well as remove the fear of being dismissed or dealt negatively (Morrison, 2014:193).

2.5. Organizational Climate and Organizational Culture

Climate and culture are interconnected. Employees' values and beliefs (part of culture) influence their interpretations of organizational policies, practices, and procedures (climate). Climate is what the organization's members experience and the culture is what members believe the organization values (Schneider, 1996: 3). Let's review how our current understanding of organization culture has developed and after

that we will look over some differences and similarities between organizational climate and culture.

2.5.1. Organizational Culture

Organization have personality, which is called organizational culture. Alongside different definitions have been given yet, Robbins and Barnwell define organizational culture as system of shared meanings within an organization. To breakdown this definition, it is common understanding among members of an organization from the patterns of beliefs, symbols, rituals, myths and practices evolving over time (Robbins and Barnwell, 2002: 377).

The system of shared meaning held by members of an organization distinguishes one organization from others. This system of shared meaning, in fact, is a set of key characteristics that the organization values. These characteristics such as innovation and risk taking, detail orientation, outcome orientation, people orientation, team orientation, aggressiveness and stability are the essence of an organizational culture (Robbins, 1998: 595-596).

There have been two distinct approaches to the definition of culture. While the first approach treats organizational culture as something an organization is, the second one accepts culture as something an organization has. Although almost all of the academicians agree upon the second approach, but the concept of culture has not yet been clearly defined and accepted (Yahyagil, 2004: 4).

2.5.2. Distinguishing Organizational Climate from Organizational Culture

Culture issues in organization cover values, beliefs, and assumptions that employees infer guide behavior. Employees' inferences may be based on the stories, myths, and socialization experiences they have and the behaviors they observe, especially those of leaders. Organizational culture may be in forms a general construct in all over organization regardless of its levels or may be in forms of subcultures based on each level in the organization or occupation, which show lack of integration or fragmented culture (Schneider et. Al., 2013: 14).

As organizational culture got popularity and researched in a great number, managers have started to ask what similarities and dissimilarities exist between organizational culture and climate. A number of managers and researchers claim that

there are some similarities between organizational climate and culture, but the bases of research differ (Moorhead & Griffin, 1998, cited in Yılmaz, 2010: 17). One of the similarities of organizational culture and organizational climate concepts is that both work on the overall atmosphere of an organization. In addition to this, both of them are engaged in the social context in the organizations and both affect the behaviors and attitudes of the workforce who work in the organization.

The first dissimilarity, however, between these two concepts is related to the framework within which they are studied. It means, much of the study of climate has roots in psychology, whereas organizational culture has been studied at the framework of anthropology and sociology. The second dissimilarity is that climate can easily be manipulated by which managers can affect and direct behavior of employees. Organizational culture, however, showed in the historical context and it affects the behaviors of employees as well. Therefore, it is generally hard to manipulate in short-run because it has been evolved in the course of history and tradition (Moorhead and Griffin 1998 cited in Yılmaz, 2010: 17).

Organizational climate is created via social information process that covers perception of employees from the policies, practices, and procedures they face and the behaviors they see of being rewarded, supported, and expected. On the other hand, organizational climate research, focusing on a strategically relevant outcome or process, has more ability to understand specific relevant outcomes than generic one with no specific focus (Schneider et al., 2013: 14). Therefore, studying the culture of an organization is required qualitative research methods whereas climate, in contrast, is required quantitative methods. Unlike organizational culture, empirical studying is possible in organizational climate (Denison, 1996: 621).

Önen (2008) as cited by Dağlı, compares some of the differences between organizational climate and organizational culture as follows: Climate; (1) shows behavioral and attitudinal characteristics of organizational members (2) is more based on experimental and external observations, and (3) reflects group members individual perceptions about characteristics of organizational structure and level of satisfaction. Culture; on the other hand, (1) reflects organization common ideas, beliefs, and behaviors; (2) reveals visible elements of the organization; (3) covers basic group

values and messages; (4) shows metaphorical and shared organizational thoughts and feelings of group members (Dağlı, 2017: 51-52).

Values, beliefs, and assumptions of members reflect relevant culture, which is derived from the deep structure of organizations. Such culture created by socialization to a variety of identity of groups who come together in a definite work atmosphere. Interactions among the members of such workplace reproduce a symbolic world that gives culture both a great stability and a certain precarious nature derived from the dependency of the system on employees actions and cognition.

Organizational climate, on the other hand, rooted in the organization's value system and it tries to present this social environment in static terms, describing them in terms of a fixed set of dimensions. Thus, the climate is temporary, controllable, and only includes those facets of the social environment, deliberately perceived by organizational members. Moreover, the climate is connected to thoughts, feelings, and behaviors of members. As the climate is temporal and subjective, leaders and top managers can manipulate it. Unlike climate, culture is an evolved concept. Thus, it is historical, collectively held, and dramatically sophisticated. As a result, it is not easily manipulated (Denison, 1996: 624).

Organizational culture and climate also differ in their emphases. Members of an organization use organizational culture as a means for what is acceptable and unacceptable in the organization (its values and norms). Climate, on the other hand, is nothing to do with values and norms and is concerned with the current atmosphere in an organization, whereas culture relies on history and traditions and emphasizes values and norms about employee behavior within the organization (Moorhead and Griffin, 1998 cited in Yılmaz, 2010: 17).

Researchers claim that a relationship seems to exist between organizational culture and climate that one complements another. The fact that they offer a different and overlapping interpretation of an organization helps us to give a complete picture of an organization (Jallow, 2017:11). However, Dennison (1996: 644-647) in his investigation on the difference between climate and culture concludes that cultural researchers are more focusing on the evolution of a social system whereas climate researchers are focusing on individual and organizational behaviors. Therefore, it could be deduced from Dennison's statement that when individuals or organizations

want to look at ways of improving behaviors, it is better to look at the climatic aspect rather than culture. Because, the culture roots in the values, beliefs, and assumptions whereas climate is based on the environment.



CHAPTER-III

CONCEPTUAL FRAMEWORK AND AN EMPIRICAL RESEARCH

3.1. CONCEPTUAL FRAMEWORK

3.1.1. Previous Works

Though I have not faced any work, theoretically or empirically, similar to this research, there are some works done in Turkey and abroad, which are to some extent similar to this research. The researches performed inside Turkey have been discussed in the first part of the literature review, and latter on the researches outside

Of the researches done in Turkey, for example, Aksu (2008) in a work, entitled “diversity management from organizational culture perspective and a research” found a meaningful and positive relationship between employees’ perceived organizational culture and their perceptions over diversities in the organization. Moreover, he suggested that an organization’s culture could be used as an effective technique in the process of harmonizing differences.

Similarly, Atasoy (2012) found that effective management of diversities plays an effective role on the organizational outcomes especially at the top-level management. Moreover, Sezerel and Tonus (2014) has called the perception of employees from diversity climate as “The soft element of strategic human resource management” arguing that diversity perceptions of employees predominantly depend on managerial status. Similarly, Jallow (2017) research on relationship between managerial practices and employees’ retentions revealed the importance of having good managerial practices in order to retain employees and boost organizational effectiveness.

Tüz and Gümüş in their joint work in 2010 proved that, the positive perception of employees from diversity influences their attitudes positively. Eğinli in 2009 worked on the role of diversity management in development of organizational commitment. The result of his work shows a positive relationship between diversity management approaches/practices and employees’ emotional and organizational commitment. Gider (2016) concluded in his that there is a positive and meaningful relationship between diversity management and organizational commitment.

Moreover, his work suggests that an increase in diversity management is associated with increase in organizational commitment of workers.

Çetin and Bostancı in a joint work in 2011 aiming to understand if there is any difference between diversity perceptions of primary schools' administrators and teachers or not, reached interesting results. Based on the findings, there is a difference between perception of administrators and teachers of primary schools over diversity management considering their positions. While the administration emphasizes on the dimension of "managing the diversities" among teachers, the teachers have focused on "benefiting from diversities" dimension. Moreover, teachers' perceptions regarding the way administrators manage teachers' diversities, does not differ according to their positions and gender while it differs based on marital status.

Similarly, the work done by Balyer and Gündüz (2011) aimed to know schools' teachers and administrators perceptions of diversity management. The outcomes of their study show that there are significant differences between perception of teachers and administrators based on their gender, title, years of services, educational level and on the job training. Similar to this, Memduhoğlu (2007) research suggests that administrators and the teachers generally have positive views on diversities. They considered diversities as an enrichment; the schools had positive organizational values and norms concerning diversity; the administrators and the teachers thought there was not much discrimination in managerial actions and practices at high schools. However, he says, the views of the administrators and the teachers differed based on position and region.

Hereafter, all the researches done outside Turkey are reviewed. Kim and Lee in 2014 tried to discover if there is any relation between diversity management and employees turnover intention. The results of their working show some interesting points. While no direct relationship was found between workplace diversity management and employees' turnover intention but workplace diversity management positively affected perceived organizational support. However, perceived organizational support was found to be negatively related with employees' turnover intention. Finally, the results showed that perceived organizational support played a mediating role in the relationship between workplace diversity management and turnover intention.

Furthermore, Hofhuis et.al (2016) in their simultaneous two studies proved that, in study 1, trust mediate the effects of perceived diversity climate on team members' sense of inclusion, and in study 2, trust mediates the relationship between perceived diversity climate and workgroup identification and openness mediates its relationship with knowledge sharing.

Vijayakumar (2007) in his study shows that while management directive style results in unfavorable climate perceptions, diversity tolerance and individual orientation moderated by reducing the unfavorableness of climate perceptions, participative style of management shapes favorable perception and its effects are enhanced by diversity tolerance and team orientation.

Ashikali and Groeneveld (2015) claims that diversity management affects employees' commitment partially through inclusiveness of the organizational culture and transformational leadership. Similar to this work, Mousa (2017) proved that responsible leadership has a positive association with an inclusive diversity climate, an inclusive diversity climate has a positive association with employees' organizational commitment and responsible leadership affects employees' organizational commitment through mediating the role of an inclusive diversity climate. Furthermore, Jauhari and Singh (2013) work shows that perceived organizational support mediates the positive relationship between perceived diversity climate and employee's organizational loyalty, after controlling for the demographic factors.

Tjale (2015) working outcomes show that younger employees perceive management of diversity more positive while middle-aged employees have less positive views regarding diversity management. Wolfson et.al (2011) studies revealed that perceptions of an affirming diversity climate were positively related to organizational commitment, individual empowerment, and job satisfaction. McKay and colleagues (2009) proved that the greatest sales growth was found in stores wherein subordinates and management perceived highly pro-diversity climates whereas the lowest sales growth was evident in stores where both subordinates and managers reported less hospitable diversity climates (negative consistency).

Finally, Köllen (2016) in his paper tried provide more profound evidence for evaluating the interrelation between sexual orientation diversity management and the

perceived organizational climate for gay and lesbian employees. The results shows that companies that include 'sexual orientation' in their diversity programs can be associated with a more supportive organizational climate for gay men and lesbians as well as those organizational practices that lessen the difference between homosexuality and heterosexuality within the organization are more strongly related to positive psychological climates than those practices that accentuate the difference.

3.1.2. Variables Selection

3.1.2.1. Independent Variable: Diversity Management

Diversity management is nothing other than daily managerial practices and approaches addressing and supporting multiple lifestyles and personal characteristics in organizations. Management activities includes educating the group and providing support for the acceptance of and respect for various racial, cultural, societal, geographic, economic and political backgrounds.

This study has used a questionnaire originally developed in Turkish language by Ergül and Kurtulmuş (2014: 304-305); is assesses diversity management in two dimensions including managerial practices and approaches.

3.1.2.1.1. Managerial Practices

The first one is managerial practices with 12 items (16-27 items of questionnaire) covering issues like discrimination against employees due to differences they own, stereotyping and prejudice toward employees, taking advantage of employees' diversities, finding solutions to misunderstandings arising from diversities and other issues.

3.1.2.1.2. Approaches toward Diversity

The second dimension is approaches with eight items (28-35 items of questionnaire), studies behaviors, attitudes, approaches and viewpoints concerning the acceptance of diversity as a natural phenomenon, mattering, appreciating, and tolerating the diversities.

3.1.2.2. Dependent Variable: Organizational Climate

Organizational climate includes characteristics that differentiate the organization from others and affect its member's behaviors. Organizational climate exists

objectively in the organization, but it can only be described and measured indirectly through the perceptions of the members of the organization (Stringer, 2002).

To study the climate in an organization, Litwin and Stringer (1968) developed Organizational Climate Survey. Litwin Stringer (2002) furthered their study to define organizational climate and stated that climate can best be described and measured in terms of six distinct dimensions: structure, standards, responsibility, recognition, support, and commitment.

3.1.2.2.1. Structure

Structure reflects employees' sense of being well organized and of having a clear definition of their roles and responsibilities. Structure is high when people feel that everyone's job is well defined. It is low when they are confused about who does what tasks and who has decision making authority.

3.1.2.2.2. Standards

Standards measure the feeling of pressure to improve performance and the degree of pride employees have in doing a good job. High standards mean that people are always looking for ways to improve performance. Low standards reflect lower expectations for performance.

3.1.2.2.3. Responsibility

Responsibility reflects employees' feelings of 'being their own boss' and not having to double-check decisions with others. A sense of high responsibility signifies that employees feel encouraged to solve problems on their own. Low responsibility indicates that risk taking and testing of new approaches tend to be discouraged.

3.1.2.2.4. Recognition

Recognition indicates employees' feelings of being rewarded for a job well done. This is a measure of the emphasis placed on reward versus criticism and punishment. High recognition climates are characterized by an appropriate balance of reward and criticism. Low recognition means that good work is inconsistently rewarded.

3.1.2.2.5. Support

Support reflects the feeling of trust and mutual support that prevails within a work group. Support is high when employees feel that they are part of a well-

functioning team and when they see that they can get help (especially from the boss) if they need it. When support is low, employees feel isolated and alone.

3.1.2.2.6. Commitment

Commitment reflects employees' sense of pride in belonging to the organization and their degree of commitment to the organization's goals. Strong feelings for commitment are associated with high levels of personal loyalty. Lower levels of commitment mean that employees feel apathetic towards the organization and its goals.

3.1.3. Hypotheses and Research Model

3.1.3.1. Hypotheses of the Research

I have not faced any empirical work similar to this research, however, there are some works showing positive effects of pro-diversity managerial practices and policies on the positive job-related attitudes and perception of employees. For example, according to Tüz and Gümüş (2010), if the employees have positive perception of diversity, this perception positively affect their attitudes. Based on Wolfson et.al (2011) work, perceptions of an affirming diversity climate are positively related to organizational commitment, individual empowerment, and job satisfaction. McKay and colleagues (2009) proved that the greatest sales growth was found in stores wherein subordinates and management perceived highly pro-diversity.

Organizational culture and climate are interrelated and both discuss about psychological aspects of workplace. Researchers claim that a relationship seems to exist between organizational culture and climate that one compliments another (Jallow, 2017). Aksu (2008) research on “diversity management from organizational culture perspective and a research” found a meaningful and positive relationship between employees' perceived organizational culture and their perceptions over diversities in the organization.

Köllen (2016) studied if there is any relation between sexual orientation (one of dimension of diversity) and the perceived organizational climate for gay and lesbian employees. Based on his research outcomes, those companies that include pro-sexual orientation practices and policies in their diversity programs, leads to more positive climate perceptions in homosexual employees.

In essence, diversity management practices are in favor of all and cover everyone; definitely, they lead to positive perceptions in employees as well as a positive organizational climate. In an organization, if all employees are respected and treated equally devoid of their visible and invisible differences, clearly, they evaluate the atmosphere of that organization positively and perceive it a friendly climate.

Based on the above-mentioned rationale, explanations, and outcomes of prior studies, the following relations are assumed:

H₁: Diversity Management Positively Affects Organizational Climate.

Since the diversity management is composed of two subscales or two dimensions, the main hypothesis can be split into the following two hypotheses:

H_{1.1}: Managerial Practices Dimension of Diversity Management Positively Affects Organizational Climate

H_{1.2}: Approaches Dimension of Diversity Management Positively Affects Organizational Climate.

The main hypothesis, considering the relationships between independent variable and dimensions of dependent variable, can be split into six following sub-hypotheses:

H_{1A}: There is a positive relationship between diversity management and structure dimension.

H_{1B}: There is a positive relationship between diversity management and standards dimension.

H_{1C}: There is a positive relationship between diversity management and responsibility dimension.

H_{1D}: There is a positive relationship between diversity management and recognition dimension.

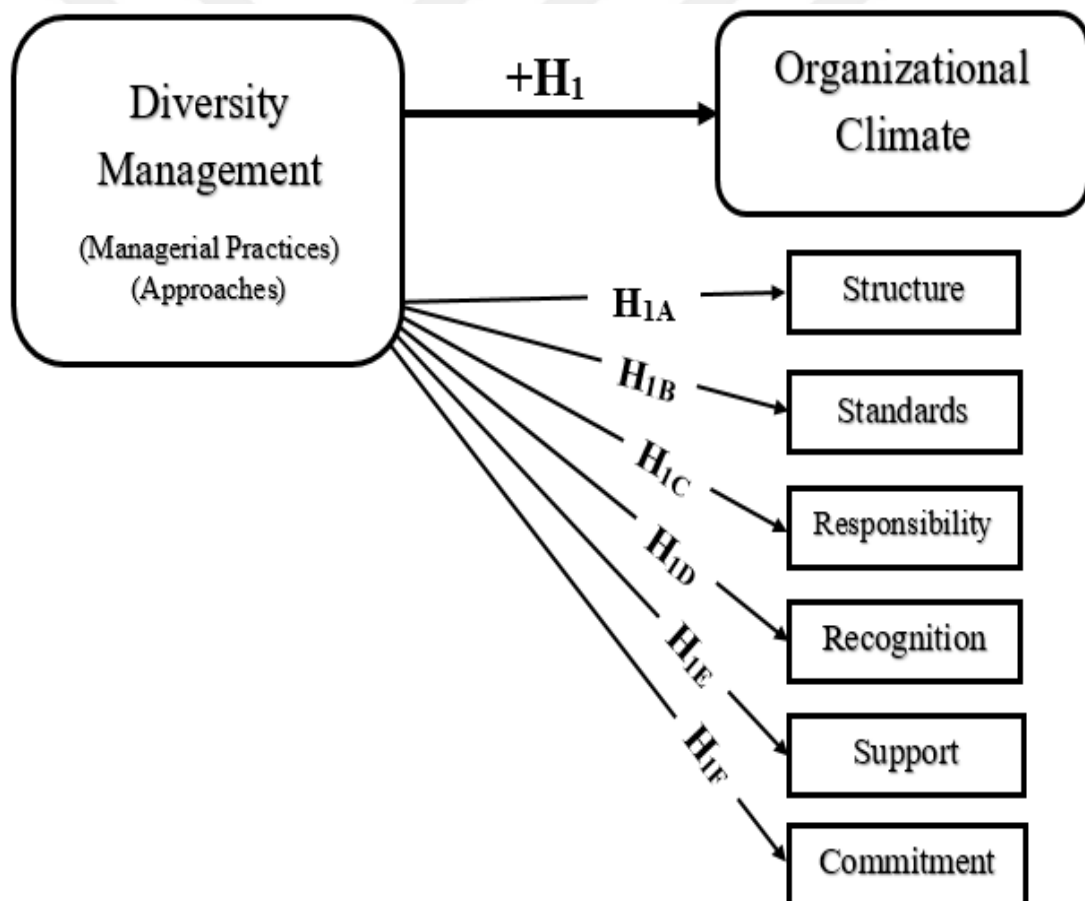
H_{1E}: There is a positive relationship between diversity management and support dimension.

H_{1F}: There is a positive relationship between diversity management and commitment dimension.

3.1.3.2. The Research Model

In this research there are two variables including that includes Diversity Management and Organizational Climate. Diversity Management as an independent variable (with its dimensions) is assumed to have a positive relationship with Organizational Climate. Furthermore, independent variable (Diversity Management) is assumed to have a positive relation with dimensions (structure, standards, responsibility, recognition, support and commitment) of dependent variable-Organizational Climate. Based on the foregoing explanations and hypotheses, the research model is presented below in Figure-3.

Figure-3: Research Model



3.2. AN EMPIRICAL RESEARCH

3.2.1. Importance and objective of the research

Organization is a social system. The person joining this social system with all his/her characteristics has become increasingly important and the most valuable asset from the viewpoint of organization. In terms of postmodern management approaches, diversities are seen as organizational strength because organizations have started to see it as a key factor in developing sales strategies, finding new markets, reducing the production costs, improving the efficiency and productivity, enhancing employees sense of belonging and social-wellbeing in organization and employees' perceiving their diverse individual features as a strength.

Today, technological developments, intense competition and many other issues created by globalization have forced businesses to search new concepts and apply new values, structures, processes and style of management in order to survive and compete effectively with other businesses. Human resource is in the center of all these changes under the structure of an organization because it is people who run all those structures and systems rather than technological and mechanical structures. Of the new concepts, organizational climate has become a prevalent and important topic under the new styles of management.

Cox and Finley (1995) posit that diversity climates influence employees in terms of their effective outcomes (how they feel about their work in terms of satisfaction, identification and involvement) and achievement outcomes (their career progress in terms of opportunity, effective and recognition). Meanwhile, positive job-related attitudes (job involvement, job satisfaction and organizational commitment) of employees are considered as an asset and give a competitive position to an organization through employees' involvement, satisfaction and commitment. Furthermore, employees' attitudes lead to some behavioral outcomes and intentions behaving in a certain way toward surrounding environment and people (Robbins, 1998: 140-141).

Employees' perceived organizational climate (OC) could affect their attitudes and behavior. It means that the way employees behave is something subject to their perception from the climate existing in the organization. In other words, all the plans, policies and procedures imposed by top managers, directly affect the perception of

workers, and leads to certain behaviors and attitudes. If the policies imposed by top managers, are inclusive and just, or made in a way that no one is excluded, though there are workers with diverse backgrounds, they lead to diverse climate that can drive workers to behave in a desired way and turn them into a competitive and diverse workforce.

Here, it denotes the importance of diversity management (DM) as a way of making diverse climate and a new way of making plans, policies and procedures in the organizations. In addition to being a strength point for the organization, managing the diversities is a way of being proactive in preventing crisis and its destructive conflict. If the diversity, as a natural phenomenon, is not managed well and if the employees perceive the climate as an exclusive one, conflict and, in turn, crisis will be the inevitable outcomes.

Most of the previous works have been focused only on a specific dimension of diversity like demographic parameters. However, the diversity refers to various visible and invisible dimensions that managers and leaders have to consider them while making managerial plans, policies and procedures. A surge in women and foreigners presence in the workforce and existence of subcultures within a country, for example Turkey, are the facts forcing managers to take them into account during routine managerial practices so as to provide a good working climate.

Therefore, considering the mentioned shortage in the research, the first theoretical contribution of this empirical research is to test, unlike the previous works, the effects of diversity management managerial practices, considering all visible and invisible diversity dimension, on organizational climate. Secondly, the findings of this research help identifying how pro-diversity managerial practices and approaches affect perception of employees, and enable leaders, managers and practitioners to manipulate the employees' perceived organizational climate through diversity-related managerial practices and approaches.

Finally, considering the significant role of diversity management on the perception of employees from the organizational climate, the main objective of this research is to explore the impacts of diversity management on the organizational climate as well as the relationship between DM with OC related dimensions.

3.2.2. Data Collection Method

3.2.2.1. Population

This research is an empirical study as it explores the relationship between social facts with each other based on gained evidence coming from working environment. In other words, this research tests hypotheses aiming to support or reject the assumed relationships and effects of diversity management on the organizational climate and on its dimensions.

For this purpose, the required data were collected from the administrative employees working in Konya's 2th Organized Industrial Zone which contains 216 active companies with different business sectors and the total number of administrative employees is 1050 people. Since there is diverse workforce from the different viewpoints like gender, age, region, religion, education, language, companies with different types of products/services and many other diverse phenomena, the selected population for this research seems to be the most appropriate area to work on. In addition to this, the existence of some foreigners (employees with different cultures) working in the area and operating some international trade oriented companies interacting with environment outside Turkey, confirm the appropriateness of the area.

3.2.2.2. Sampling

It is clear that reaching to all target group in this study is impossible not only in terms of time as well as money, but also lacking tendency of most of the members of the population taking part in this study. Of the 216 companies with approximately 1050 administrative employees, 70 companies, randomly, accepted to fill the questionnaires. Almost 450 questionnaires were distributed to the administrative employees of the 70 companies, of them, 305 questionnaires returned. After looking reviewing and cleansing the incomplete and duplicate questionnaires, a total of 273 valid and useful questionnaires were in hand to run an empirical analysis.

Based on the sample size Cochran's formula (Singh and Masuku, 2014) calculated below, the received number of questionnaires with 90% confidence level (Z -Score=1.645) and $\pm 5\%$ confidence interval or margin of error, is enough and able to represent the targeted population- the administrative employees of the Second Industrial Zone of City of Konya.

$$\text{Sample size (n)} = \frac{z^2 p*q}{d^2} = 271$$

Where the n = Sample Size; z = Standard Normal Variate; p = Expected Proportion (since no prior estimation is in hand, p and q is assumed 0.5); q = 1-p; d = Absolute Error (margin of error).

3.2.2.3. Data Collecting Instruments and Scale

The data for this research has been collected using questionnaire, which is composed of three parts.

The first part is demographic settings that includes individual demographic characteristics (gender, marital status, age, department, education level, position, occupation and experience in current job, pattern of works, religion, ethnicity and disability) and basic characteristics of surveyed companies (business sector, total workforce, scope of business and operating life of the business) (Bean et.al, 2001).

The second part is the diversity management scales (16-35), 20 items in the questionnaire available in the Appendix (1), originally developed by Ergül and Kurtulmuş (2014: 304-305) in Turkish language. This questionnaire assesses diversity management in two dimensions. The first one is managerial practices with 12 items (16-27) and the second dimension, approaches, is measured by eight items (28-35).

The third part is the organizational climate scales (36-59), developed by Robert Stringer (2002) has six dimensions with 24 questions, translated into Turkish and tested by both Tunçay (2013) and Hocaniyazov (2008). Six subscales are including; the structure measured by (36-39 items); the standards measured by (40-43 items); the responsibility measured by (44-47 items); the fourth one is recognition (48-51 items); the fifth one is support (52-55 items) and commitment is the sixth dimensions measured by (56-59 items) of the questionnaire.

Responses from participants were collected based on a five points Likert Scale starting from “Strongly Disagree” (1 point) to “Strongly Agree” (5 points). Higher scores mean higher positive perception of participants from the climate. Higher scores mean higher positive perception of the employees from the climate as well as showing their acceptance regarding the way top managers, deal with the differences they own.

3.2.3. Research Findings

3.2.3.1. Demographics Results

3.2.3.1.1. Participants' Demographic Outcomes

The following tables are the outcomes giving a general insight over the demographic characteristics of the respondents. The tables contain different information regarding the participants in this survey. The demographic outcomes cover almost all internal (age, gender, ethnicity), external (education level, religion, disability) and organizational (occupation, working type) diversity dimensions requested by Robert Bean (2001:39) diversity climate questionnaire.

Table-4: Participants Gender, Marital Status, Age and Education Level

		Frequency	Percent (%)
Gender	Man	198	72,5
	Woman	73	26,7
	Missing	2	0,7
	Total	273	100
Marital Status	Married	167	61,2
	Single	83	30,4
	Missing	23	8,4
	Total	273	100
Age	18-24	35	12,8
	25-35	138	50,5
	36-50	65	23,8
	50-65	26	9,5
	More than 65	3	1,1
	Missing	6	2,2
	Total	273	100
Education Level	Preliminary School	18	6,6
	Secondary School	11	4,0
	High School	52	19,0
	Vocational School	24	8,8
	Associate Degree	37	13,6
	Bachelor	110	40,3
	Master	18	6,6
	PhD	2	0,7
	Missing	1	0,4
	Total	273	100

Based on the Table-4, most of the participants are married. Men with 72.5 percentage exceeds the number of women in this study. The age of the most

participants, falls between 25-35 years and most of the respondents' education level is bachelor's degree.

Table-5: Participants Ethnicity, Religion, Disability, Years of Being Incumbent in the Current Organization, Total Work Experiences

		Frequency	Percent (%)
Ethnicity	Arab	2	0,7
	Chepni	1	0,4
	Circassian	6	2,2
	Immigrant	1	0,4
	Kurd	13	4,8
	Laz	5	1,8
	Turk	239	87,5
	Turkoman	1	0,4
	Missing	5	1,8
	Total	273	100
Religion	Islam	268	98,2
	Christianity	2	0,7
	No one	1	0,4
	Missing	2	0,7
	Total	273	100
Disability	Yes	4	1,5
	No	266	97,4
	Missing	3	1,1
	Total	273	100
Years of working in the organization	Less than 1 year	63	23,1
	1-3 year	70	25,6
	3-6 years	57	20,9
	7-9 years	35	12,8
	More than 10 years	42	15,4
	Missing	6	2,2
	Total	273	100
Total work experiences	Less than 1 year	13	4,8
	1-3 years	37	13,6
	4-6 years	49	17,9
	7-9 years	46	16,8
	More than 10 years	123	45,1
	Missing	5	1,8
	Total	273	100

According to the table-5, the participants in this survey belongs to different ethnicities including Arabs, Chepni, Circassian, Immigrant, Kurds, Laz and Turkoman, Turks with 239 people create the most part of the participants. Two of the

participants are Christian, one with no religion (possibly atheist) and the rest are Muslims with an absolute majority (98.2%) of the respondents. Of the 273 participants, four were found to have disability while three of the participants did not answer if they have any kind of physical health problems. 23.1% of the employees with less than one year, 25.6 % of with 1-3 years and 20.9% of the employees with 3-6 years are busy with working in their related current companies. 123 of the participants (45%) have more than 10 years of total work experiences.

Table-6: Working Types, Positions and Working Departments of Participants

		Frequency	Percent (%)
Working Types in the organization	Full-time	233	85,3
	Part-time	12	4,4
	Contract	5	1,8
	Permanent	19	7,0
	Other	2	0,7
	Missing	2	0,7
	Total	273	100
Current Positions	Top Level	8	3
	Middle Level	115	42,1
	Lower Level	145	53,1
	Missing	5	1,8
	Total	273	100
Working Department of the Participants	Administrative Department	36	13.13
	Technique/Engineering Department	32	11.72
	Public Relation Department	12	4.4
	Finance/Accounting Department	32	11.73
	Human Resource Department	21	7.71
	Sales and Marketing Department	31	11.35
	Production Department	33	12.1
	R & D Department	11	4.04
	Transportation Departments	15	5.49
	Missing	50	18.33
	Total	273	100

Based on the table-6, 233 of participants (85.3%) work full time, the rest work part-time, contract-based, permanent, and so on. As mentioned before, another important organizational dimension of diversity is the positions and occupations employees hold. As of the above findings, the participants hold of different positions including owners, CEOs, partners, departments' managers, accounting, finance and HR officers. In order to present a clear picture of positions that participants hold, all of them are grouped into three levels. Based on the table, the respondents have taken

part in this survey from the different working departments and 53% of the participants are holding jobs in the low level.

3.2.3.1.2. Companies' Demographic Outcomes

Table-7: Surveyed Companies Demographic Characteristics

		Frequency	Percent (%)
Business Operating Life	Less than 1 year	3	1,1
	1-3 year	13	4,8
	4-6 years	18	6,6
	7-9 years	40	14,7
	More than 10	194	71,1
	Missing	5	1,8
	Total	273	100
Number of Employees	Less than 10	12	4,4
	10-49	109	39,9
	50-99	73	26,7
	100-249	40	14,7
	250-499	25	9,2
	More than 500	5	1,8
	Missing	9	3,3
	Total	273	100
Business Sector	Agricultural Machinery and Equipment	30	11,0
	Automotive Spare Parts	31	11,4
	Chemicals	1	0,4
	Construction	14	5,1
	Crane and Lifter	2	0,7
	Paint Production	25	9,2
	Food	14	5,1
	Furniture and Wood Products	9	3,3
	Hydraulic	9	3,3
	Machine	39	14,3
	Metal	7	2,6
	Paper and Publishing	9	3,3
	Pesticide/Fertilizer/Seeds	19	7,0
	Plastic	19	7,0
	Service	25	9,2
	Valve	2	0,7
	Missing	18	6,6
	Total	273	100

Based on table-7, the sample almost covers all types of companies in terms of firms' operating life, number of employees and business sectors. In this study, companies with a peak frequency (194) are those whose operating lives are more than

10 years. Based on the employees number, companies with 10-49 workers with a peak frequency of 109 persons, companies with 50-99 workers and companies with 100-249 employees, take the first, second and third positions, respectively. Companies surveyed in this study, operate in different business sectors and fields. Companies producing machine with a peak frequency of 39, companies producing automotive spare parts with frequency of 31, agriculture machines and equipment producing companies with 30 frequency, paint production and service with 25 frequency, come in first, second, third and fourth positions, respectively. All other details have been presented in the above table-7.

3.2.3.2. Reliability Test of Variables

The reliability enables us to check the internal consistency of the results. The mostly used methods to assess reliability include the Spearman-Brown test, Kuder Richardson, and the Cronbach alpha (Brown, 2002: 17). Since the latter is the most frequently encountered in the literature, it has been implemented in order to assess the reliability of the collected data. The Cronbach Alpha test is the common one for assessing the reliability of variables. In fact, this test examines internal consistency of a set of items how closely they are related as a group.

Table-8: Diversity Management and Organizational Climate Cronbach Alpha Test

Variables	Number of Items	Cronbach Alpha
Diversity Management	20	.884
Organizational Climate	24	.831

In social sciences, a .70 or higher point is considered acceptable for the most researches (Seçer, 2013: 177). As of this work in the above table-8, the reliabilities of both variables are higher (diversity management's Cronbach Alpha=.884>.07, organizational climate's Cronbach Alpha=.831>.07) than 0.07, therefore, both variables related items internal consistency is in a good condition.

3.2.3.3. Variables' Items Descriptive Statistics

3.2.3.3.1. Diversity Managements Dimensions' Items Descriptive Statistics

Table-9: Percentage Distribution, Means and Std. D of Managerial Practices' items

Managerial Practices' Items	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Mean	Std. Deviation
	%	%	%	%	%		
1: In our workplace, no one is privileged based on his/her political views or tendencies.	3,7	6,2	21,2	37,7	31,1	3,8645	1,0431
2: In our workplace, employees are not discriminated because of lifestyle or beliefs.	2,9	5,9	18,7	39,2	33,3	3,9414	1,0092
3: In our workplace, differences among employees are used as means to solve problems.	1,5	9,5	34,4	39,6	15	3,5714	,9092
4: In our workplace, employees with different qualifications (status, experience, income, etc.) are treated fairly.	1,1	8,4	26,4	45,1	19	3,7253	,9042
5: In our workplace, employees from different cities and regions have equal opportunity to use the facilities of the workplace as local staff do.	0,4	5,9	24,5	45,5	23,8	3,8645	,8574
6: In our workplace, workers with different opinions and thoughts are taken advantage in many issues.	1,1	9,5	31,5	40,7	17,2	3,6337	,9143
7: In our workplace, we are not allowed to discriminate against any employee.	1,5	5,5	27,5	45,8	19,8	3,7692	,8796
8: In our workplace, works are given to employees considering their differences.	5,5	10,6	28,6	39,2	16,1	3,4982	1,0576
9: In our workplace, employees are not prejudiced based on their individual differences (gender, race, etc.).	2,9	6,2	23,8	42,9	24,2	3,7912	,9760
10: Our organization provides such an environment in which employees can freely talk about differences and diversities.	3,7	9,9	38,1	34,4	13,1	3,4505	,9731
11: In our workplace, workers coming from different cultures are provided to introduce and meet each other.	1,5	7,7	33,7	37,4	19,8	3,6630	,9295
12: Our workplace gives the duties to employees in line with their competencies.	3,3	9,2	27,5	38,5	21,6	3,6593	1,0210

In table-9, twelve items explore if conflicts emerging from differences among employees, discrimination, stereotype, and prejudice toward differences of each other exist or not. The higher the numbers in terms of Likert scales means the less negative attitudes and behaviors toward the differences.

As you see in the above table-9, the highest mean is 3.94 with 1.009 standard deviation belongs to the second item “In our workplace, employees are not discriminated because of lifestyles or beliefs”. In addition, the least mean is 3.45 with a 0.973 standard deviation belongs to the tenth item “Our organization provides such an environment in which employees can freely talk about differences and diversities” comes at the first and the last positions, respectively.

As a result, not only the means being higher than three, but also the higher percentage of “4=Agree” than the first three Likert scales in almost all items, show high satisfaction of employees from the daily managerial practices regarding diversity and their acceptance the way they are behaved with the differences they have. Percentages of each Likert scale of each item and related mean and standard deviation are shown in the above table.

Table-10: Participation Percentage Distribution, Means and Std. Deviations of Approaches' items

Approaches' Items	Strongly Disagree	Disagree	Neither agree nor Disagree	Agree	Strongly Agree	Mean	Std. Deviation
	%	%	%	%	%		
1: Our workplace matters the talks about diversities.	2,2	18,7	31,5	35,2	12,5	3,3700	,9956
2: In our workplace, differences are not perceived as problems.	1,5	7	24,2	46,9	20,5	3,7802	,9010
3: In our workplace, differences are not perceived as threats to our organization.	1,1	5,5	26,4	43,2	23,8	3,8315	,8916
4: In our workplace, the existing differences among employees are not ignored.	3,7	10,3	34,8	34,4	16,8	3,5055	1,0077
5: In our workplace, diversities and differences are seen as sources of new ideas.	2,2	14,3	30,8	37	15,8	3,4982	,9931
6: Freely expressing our thoughts and feelings regarding differences is welcomed by our organization.	1,8	17,6	34,4	30,8	15,4	3,4029	1,0067

7: Our workplace has an optimistic view of the differences.	1,8	16,1	31,1	37,7	13,2	3,4432	,9727
8: It is acceptable and reasonable for our workplace while clearly share points and talks about differences.	1,5	9,5	34,4	39,2	15,4	3,5751	,9129

Eight items given in the above Table-10, describe organizations' behaviors, attitudes, approaches and viewpoints about accepting diversities as a natural phenomenon, mattering, appreciating, and tolerating them. In Table-10, the higher the numbers in terms of Likert scale means the higher favorable attitudes and behaviors toward the differences. As you see in the above table, the highest mean is 3.83 with 0.891 standard deviation belongs to third item "In our workplace, differences are not perceived as threats to our organization". As well as the least mean is 3.37 with 0.995 standard deviation belongs to the first item "Our workplace matters the talks about diversities" come at the first and the last positions, respectively. As a result, not only all means are higher than three points, but also, the higher percentage of "4=Agree" than the first three Likert scales in approximately all items, show that within organization differences are embraced and treated favorably. Percentages of each Likert scale of each item and related mean and standard deviation are shown in the above table.

3.2.3.3.2. Organizational Climate Dimensions' Items Descriptive Statistics

Table-11: Percentage Distribution, Means and Std. Deviations of Structure' items

Structure	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Mean	Std. Deviation
	%	%	%	%	%		
1: I feel like I am a member of a good team.	1,5	2,2	6,6	52,7	37	4,2161	,7818
2: Management encourages me to take decisions.	0,4	10,3	25,3	49,8	14,3	3,6740	,8574
3: Employees trust each other.	3,3	9,2	27,5	45,8	14,3	3,5861	,9553
4: Tasks are clearly defined.	2,2	8,8	24,2	45,1	19,8	3,7143	,9543

The above four items in the table-11 explain the feeling of employees about rules, regulations, and procedures in the level of group. In the above table, the higher the numbers in terms of Likert scale the more positive perceived climate is. The highest

mean 4.21 with standard deviation of 0.78 belongs to the first item “I feel like I am a member of a good team” whereas the least mean 3.58 with standard deviation of 0.95 belongs to the third item “ Employees trust each other” comes in the first and the last positions. Therefore, not only all means are higher than three points, but also the higher percentage of “4=Agree” than the first three Likert scales in all items, shows that employees, in level of group, have perceived working environment positively. Moreover, percentages of each Likert scale of each item and related mean and standard deviation are shown in the above table.

Table-12: Percentage Distribution, Means and Std. Deviations of Standard’ items

Standard	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Mean	Std. Deviation
	%	%	%	%	%		
1: Employees are rewarded for their high performances.	6,6	19,4	32,2	27,8	13,9	3,2308	1,1155
2: Incentives and awards are more than critics.	5,9	19,4	35,5	31,1	8,1	3,1612	1,0198
3: High standards have been set for performance.	4	15,8	28,6	37,7	13,9	3,4176	1,0403
4: It is clear who is responsible in the decision-making process.	1,1	8,1	23,4	43,2	24,2	3,8132	,9304

The above four items in the table-12 cover the perceived importance of goals/performance standards. In the above table, the higher the numbers in terms of Likert scale means more positive perception of goals/performance standards. The highest mean 3.81 with a standard deviation of 0.93 belongs to the first item “It is clear who is responsible in the decision-making process.” whereas the least mean 3.16 with a standard deviation of 1.05 belongs to the third item “Incentive and award are more comparing to critic” comes in the first and the last positions. Therefore, employees have partially positive perception and feelings concerning the standard dimension of organizational climate. Because, the first and the second items have higher percentage in “3= neither agree nor disagree” whereas participation percentage of third and fourth items are high in “4=Agree”. Moreover, percentages of each Likert scale of each item and related mean and standard deviation are shown in the above table.

Table-13: Percentage Distribution, Means and Std. Deviations of Responsibility items

Responsibility	Strongly Disagree	Disagree	Neither agree nor Disagree	Agree	Strongly Agree	Mean	Std. Deviation
	%	%	%	%	%		
1: The tasks I have been given in the projects, I do not know who is responsible.	15	22,3	27,5	25,3	9,9	2,9267	1,2134
2: The fulfilled job is always requested to be improved.	1,8	8,1	22	45,4	22,7	3,7912	,9454
3: Generally, I believe in the identified goals.	1,5	5,9	26,4	49,5	16,8	3,7436	,8576
4: I feel pressure because of improving individual and group performance.	4,4	18,3	32,6	34,1	10,6	3,2821	1,0241

The above four items of responsibility subscale in the table-13 describe the feelings of being your own boss and not having double check all your decisions. The highest mean 3.79 with a standard deviation of 0.94 belongs to the second item “The fulfilled job is always requested to be improved”. However, the least mean 2.92 with a standard deviation of 1.21 belongs to the first item “The tasks I have been given in the projects, I do not know who is responsible” comes in the first and the last positions.

Therefore, most of employees have positive perceptions and feelings concerning the making decisions by their own. Because, the first item is higher in percentage in “3= neither agree nor disagree” whereas participation percentage of the second, the third and the fourth items are high in “4=Agree”. Moreover, percentages of each Likert scale of each item and related mean and standard deviation are shown in the table.

Table-14: Percentage Distribution, Means and Std. Deviations of Recognition's items

Recognition	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Mean	Std. Deviation
	%	%	%	%	%		
1: Different people control individually taken decisions.	0,4	8,4	29,3	47,3	14,7	3,6740	,8401
2: An employee's mistake reduces the trust of senior managers.	6,6	11,4	26,4	46,5	9,2	3,4029	1,0248
3: I feel happy, as I am a member of this organization.	1,1	6,6	20,9	44	27,5	3,9011	,9162
4: My manager or colleagues help me on my duties.	3,7	5,5	27,1	41,8	22,	3,7289	,9850

The above four items of recognition subscale in the table-14 describe the feelings of employees concerning the rewards, payments and promotions. The highest mean 3.90 with SD of 0.91 belongs to the third item “I feel happy, as I am a member of this organization”. However, the least mean 3.40 with a standard deviation of 1.02 belongs to the second item “An employee's mistake reduces the trust of senior managers”, comes in first and last positions.

Therefore, not only the means are higher than three, but also the higher percentage of “4=Agree” than the first three Likert scales in all items, shows that employees feel good and have positive perception about the rewards, payments and chances of promotion. Other details are given in the above Table-14.

Table-15: Percentage Distribution, Means and Std. Deviations of Support's Items

Support	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Mean	Std. Deviation
	%	%	%	%	%		
1: In this dpt., I am appreciated when I do a job well.	2,6	9,5	26,	40,3	21,6	3,6886	,9973
2: In this dpt., employees solve their problems themselves.	5,1	14,3	35,9	28,2	16,5	3,3663	1,0767
3: A promotion system exists that ensures the promoting of successful employees.	3,7	15,8	33,7	33,7	13,2	3,3700	1,0175
4: We are enhancing our efficiency with a good management system.	2,9	8,4	32,2	39,9	16,5	3,5861	,9591

The above four items of support subscale in the table-15 assess employees' perceived helpfulness of managers and colleagues in the group. The highest mean 3.68 with SD of 0.99 belongs to the first item “I am appreciated when I do a job well” whereas the least mean 3.36 with standard deviation of 1.07 belongs to the second item “ In this department, employees solve their problems themselves”, come in the first and the last positions. Therefore, employees have partially positive perception about helpfulness of the managers and the co-workers of their related group. Moreover, percentages of each Likert scale of each item and related mean and standard deviation are shown in the above table-15.

Table-16: Percentage Distribution, Means and Std. Deviations of Commitment Items

Commitment	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Mean	Std. Deviation
	%	%	%	%	%		
1: We pay attention to the current events happening in this organization.	2,2	6,6	20,9	49,5	20,9	3,8022	,9182
2: I feel my job is as my own business.	2,9	5,9	22,3	38,8	30	3,8718	1,0046
3: Employees are committed to the organization.	1,1	6,6	26,4	47,3	18,7	3,7582	,8703
4: Employees boast of their own performances.	4,8	14,7	32,6	32,2	15,8	3,3956	1,0663

The above four items of commitment subscale in the table-16 assess the employees' feeling of belonging to company and being a valuable member of working team. The highest mean 3.87 with SD of 1.00 belongs to the second item "I feel my job is as my own business" whereas the least mean 3.39 with standard deviation of 1.06 belongs to the fourth item "Employees boast of their own performances", come in the first and the last positions.

Therefore, not only all means are higher than three points, but also with a slightly change in fourth item the higher percentage of "4=Agree" than the first three Likert scales in all items, show that employees are committed and valuable to their related companies. Moreover, percentages of each Likert scale of each item and related mean and standard deviation are shown in the above table.

3.2.3.4. Factor Analysis and Validity Test of Data

Exploratory Factor Analysis is a statistical method used to reduce and synthesize a large number of observable variables into limited numbers of unobservable factors easy to understand and analyze (Yong & Pearce, 2013: 80). Factor analysis can be an exploratory analysis or a confirmatory analysis. The former aims to reveal the underlying structure of a relatively large set of variables while the latter intends to test the consistency of an existing structure or relationship. In the below, Exploratory Factor Analysis was run to test the validity of the items used to measure different constructs and to identify the possible existence of latent variables or underlying factors.

Table-17: Exploratory Factor Analysis of Diversity Management

Factors	Items	Loads	Cronbach Alpha
Managerial Practices	In our workplace, employees with different qualifications (status, experience, income, etc.) are treated fairly.	,695	.855
	In our workplace, employees from different cities and regions have equal opportunity to use the facilities of the workplace as local staff do.	,583	
	In our workplace, workers with different opinions and thoughts are taken advantage in many issues.	,601	
	In our workplace, we are not allowed to discriminate against any employee.	,602	
	Our organization provides such an environment in which employees can freely talk about differences and diversities.	,695	
	In our workplace, workers coming from different cultures are provided with chance to introduce and meet each other.	,595	
	In our workplace the tasks are assigned in line with competences of employees.	,654	
	In our workplace, diversities and differences are seen as sources of new ideas.	,480	
	It is acceptable and reasonable for our workplace clearly share points and talks about the differences.	,495	
Approaches Toward Diversity	In our workplace, works are given to employees considering their differences	,692	.773
	Our workplace matters the talks about diversities.	,619	
	In our workplace, the existing differences among employees are nor ignored.	,694	
	Freely expressing our thoughts and feelings regarding differences are welcomed by our organization.	,723	
	Our workplace has an optimistic view of the differences.	,599	
Attitudes Toward Diversity	In our workplace, no one is privileged based on his/her political views or tendencies.	,797	.896
	In our workplace, employees are not discriminated because of their lifestyle or beliefs.	,789	
	In our workplace, diversities are not perceived as a problem.	,609	
	In our workplace, differences are not perceived as threats to our organization.	,465	

KMO=.892>.5; p<.000; Sig = 0.000; Total Variance Explained=53.13%

As it is shown in the table-17, all items of diversity management were subjected to principal axis factoring to assess the dimensionality of the data. Respectively, the Kaier-Meyer-Olkin (KMO) of diversity management is (0.892) which is above the recommended value of (0.6) and Bartlett's Test of Sphericity (Sig = 0.000) has reached to statistical significance and meaningfulness ($p < 0.05$) indicating that correlations were enough for exploratory factor analysis.

Diversity management questionnaire of this research has two dimensions, which are including managerial practices and approaches. However, due to diversity management exploratory factor analysis, three factors were extracted explaining 53.13% of the variance. Considering the meaning and contents of the items, the extracted factors have been named managerial practices, approach toward diversity and attitudes toward diversity, respectively.

It is worthwhile to mention that the two items "In our workplace, employees are not prejudiced based on their individual differences (sex, race, etc.)." and "In our workplace, diversity in the employees is used as a mean to solve problems." were removed from the analysis with loads of lower than 0.5.

Moreover, since the Cronbach Alpha of all three-extracted factors proved to be higher than the recommended value (.70), therefore, internal consistency of items in all three extracted factors is in a good condition.

Table-18: Exploratory Factor Analysis of Organization Climate

Factors	Items	Loads	Cronbach Alpha
Support	My manager or colleagues help me on my duties.	,588	.79
	In this dpt., I am appreciated when I do a job well.	,524	
	We are enhancing our efficiency with a good management system.	,729	
	We pay attention to the current events happening in this organization.	,760	
	I perceive my job is as my own business.	,708	
Standards	Employees trust each other.	,490	.77
	Employees are rewarded for their high performances.	,836	
	Incentives and awards are more than critics are.	,846	
	High standards have been set for performance.	,655	

Structure	Tasks are clearly defined.	,502	.66
	It is clear who is responsible in the decision-making process.	,739	
	The fulfilled job is always requested to be improved.	,630	
	Generally, I believe in the specified goals.	,463	
Commitment	I feel like I am a member of a good team.	,689	.60
	Management encourages me to take decisions.	,680	
	Employees are committed to the organization.	,475	
	Employees boast of their own performances.	,635	
Responsibility	The tasks I have been given in the projects, I do not know who is responsible.	,652	.39
	In this dpt., employees solve their problems themselves.	,689	
	A promotion system exists that ensures the promoting of successful employees.	,487	
Recognition	I am under pressure of improving individual and group performance.	,736	.30
	Different people control individually taken decisions.	,725	
	An employee's mistake reduces the trust of senior managers.	,824	
	I feel happy, as I am a member of this organization.	,560	

KMO= .83>.5; p<.000; Sig = 0.000; Total Variance Explained=60%

Based on the Table-18, the KMO of organizational climate is (0.83) higher than the recommended value of (0.6) and Bartlett's Test of Sphericity (Sig = 0.000) of all reached statistical significance and meaningfulness ($p < 0.05$). Due to exploratory factor analysis of organizational climate, six factors were extracted explaining 60% of total variance.

In the questionnaire, the organizational climate scales were designed in six subscales (structure, standard, responsibility, recognition, support and commitment) with four items each. Due to exploratory factor analysis, six factors were extracted though, there has been, as you see in the above table, a shift in number of items. Considering the meaning and contents of the items, the extracted factors have been named support, standard, structure, commitment, responsibility and recognition, respectively.

Moreover, higher value of the Cronbach Alpha of the support (.79), standard (.77), structure (.66) and commitment (.60) dimensions shows that the internal consistency of items of all four factors is in a good condition.

However, the low value of Cronbach Alpha of the responsibility (.39) and recognition (.30) dimensions show that the internal consistency of the items of both dimensions proved to be weak. Therefore, both dimensions are excluded from the analysis of this research and related hypotheses “**H_{1C}**: There is a positive relationship between diversity management and responsibility dimension” and “**H_{1D}**: There is a positive relationship between diversity management and recognition dimension” are not supported and rejected.

3.2.3.5. Test of Hypotheses

One of the assumptions for most parametric tests to be reliable is that the dataset should be approximately normally distributed. The normal distribution peaks in the middle and is symmetrical about the mean. In order to understand whether parametric or nonparametric tests are appropriate to analyze the effects and the relationships between variables and test related hypotheses, it is necessary to understand if the dataset is normally distributed.

Table-19: Normality Test of Dataset

Variables	Kolmogorov-Smirnova	Shapiro-Wilk	Skewness	Kurtosis
	(P) Sig.	(P) Sig.		
Diversity Management	,200	,290	-,065/ ,147=-,44*	,054/ ,29=,184*
Organizational Climate	,200	,055	-,32/ ,167=-1,91*	,49/ ,29=1,68*

* Z-values

In the above table-19, Kolmogorov-Smirnova (KS test), Shapiro-Wilk, Skewness and Kurtosis are well-known tests used to understand if the dataset is normally distributed (Ghasemi and Zahediasl, 2012: 487). The null hypothesis for both Kolmogorov-Smirnova and Shapiro-Wilk tests is that the data is normally distributed. The null hypothesis is rejected if the P-value is below 0.05.

Firstly, the p-values of Kolmogorov-Smirnova (0.200) and Shapiro-Wilk (0.309) show that the data for the diversity management is normally distributed since both P-value > 0.05. Secondly, P-values of both tests (KS p-value=0.79>0.05; SW p-value=0.97>0.05) for organizational climate variable are also greater than 0.05 which confirm the normality of the dataset.

In addition to these, when it comes to going through tests of Skewness and Kurtosis for checking the normality of dataset, it is the Z-value that rejects or confirms the normal distribution of a dataset. For a normally distributed dataset, the Z-value falls between -1, 96 and +1, 96 (George and Mallery, 2010).

In the above table, the Z-value is calculated for both Skewness and Kurtosis through the value of skewness and kurtosis divided by their related value of standard deviations. The outcomes of calculations of Z-values of both Skewness and Kurtosis show that the dataset is normally distributed since the skewness=0.884 and kurtosis=0.74 of diversity management and skewness= -1.59 and kurtosis= 1.65 of organizational climate are between ± 1.96 . Consequently, the normality of the dataset is confirmed and it means that we can run parametric tests for analyzing the effects and relationship between variables.

3.2.3.5.1. Correlation Test of Diversity Management & Organizational Climate

In below table-20, a Pearson correlation coefficient was computed to assess the relationship between the diversity management and organizational climate and its related dimensions. In statistics, correlation coefficients are used to measure how strong a relationship is between two variables. There are several types of correlation coefficient: Pearson's correlation (also called Pearson's R) is a correlation coefficient commonly used to know how the correlations between sets of data is and how well they are related (Meyers et.al, 2013: 159). The full name is the Pearson Product Moment Correlation (PPMC).

Table-20: Summary of Pearson's Correlations

Variables	Diversity Management	Managerial Practices	Approaches	Attitudes Toward Diversity	Organizational Climate	Support	Standard	Structure	Commitment
Diversity Management	1								
Managerial Practices	,866** ,000	1							
Approaches	,832** ,000	,611** ,000	1						
Attitudes Toward Diversity	,832** ,000	,614** ,000	,477** ,000	1					
Organizational Climate	,645** ,000	,663** ,000	,501** ,000	,482** ,000	1				
Support	,640** ,000	,658** ,000	,450** ,000	,525** ,000	,814** ,000	1			
Standard	,341** ,000	,420** ,000	,247** ,000	,214** ,000	,756** ,000	,464** ,000	1		
Structure	,509** ,000	,562** ,000	,348** ,000	,394** ,000	,787** ,000	,568** ,000	,445** ,000	1	
Commitment	,468** ,000	,346** ,000	,497** ,000	,332** ,000	,644** ,000	,394** ,000	,273** ,000	,372** ,000	1

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

It shows the linear relationship between two sets of data. Given in the above table, there is a significant ($p=0.000<0.01$) and approximately strong uphill ($r=0.645$) or positive linear relationship or correlation between diversity management and organizational climate. It means that an increase in any action toward accepting and respecting diversities that employees have is associated with a positive increase in perceived organizational climate of administrative employees of Konya Second Industrial Zone.

Based on the outcomes given in the above table, Pearson correlations between diversity management and dimensions of organizational climate is as following: First: there is almost strong ($r=0.640$) positive relationship between diversity management and support dimension of organizational climate and its significance is $p = 0.000 < 0.01$. Similarly, the relationship among diversity management with standard dimension of organizational climate is positive weak (both $r=0.341$) and is significant

at ($p = 0.000 < 0.01$). In addition, there is a moderate positive linear relationship between diversity management and structure and commitment dimensions of organizational climate.

Generally, any increase in managing diversities, will positively increase employees' feelings of belonging to the company and feeling of being a valuable member of working team, employees' perceived helpfulness of managers and colleagues in the group and good feelings of having about rules, regulations, and procedures in an organization. Furthermore, based on the findings in the above table, any increase in managing diversity will result in a weak uphill or positive increase in the feelings of employees concerning rewards, payments and promotions as well as in their perceived importance of goals/performance standards.

Overall, there is a positive correlation between diversity management, organizational climate and its related dimensions. Increase in managing diversities that administrative employees of Second Industrial Zone own, correlated with increases in their positively perceived working and organizational climate.

3.2.3.5.2. Regression Analysis Outcomes

Priyadarshini and Babu (2012: 347) described regression analysis as one of the most popular statistical technique to investigate relationships between variables and explore which among the independent variables are significantly related to the dependent variable. In other words, Regression analysis is a statistical technique that attempts to explore and model the relationship between two or more variables. Simple Linear Regression Analysis is the simplest form of a regression analysis uses one independent variable and tries to predict the only one dependent variable.

3.2.3.5.2.1. Simple Linear Regression Outcomes

In order to predict organizational climate (dependent variable) based on the diversity management (independent variable), simple linear regression with the method of Enter is used, which the outcome is as follows:

Table-21: Simple Linear Regression-Method of Enter

Dep. V	R	R ²	Adjusted R ²	df	F	P	B	Beta	t	Sig.
Organizational Climate				1			1,56		10,35	,000
	,645	,416	,414		193,26	,000		,645		
				271			,570		13,90	,000

a- Predictor (constant): Diversity Management, b- Dependent Variable: Organizational Climate

In SPSS, aiming to understand whether diversity management, as an independent variable, affects organizational climate, dependent variable, or not, a simple linear regression test has been run. Based on table-21, not only the ($R=0.645$) shows positive and approximately strong relationship between diversity management and organizational climate, but also the ($p = 0,000 < 0.01$) result is meaningful. As a result of this model, 41.4% positive increase in perceived organizational climate of employees is caused by diversity management while ($R^2 = .416$).

Moreover, a significant regression equation was found ($F(1, 271) = 193.26$; $p=0.000 < 0.01$). Furthermore, administrative employees of Second Industrial Zone of Konya City have predicted that their perceived organizational climate = $\{1.56 + 0.570$ (diversity management) $\}$. Second, administrative employees of Organized Industrial Zone of Konya City perceived organizational climate averagely increases 0.570 for each increase in diversity management.

3.2.3.5.2.2. Multiple Linear Regression Analysis Outcomes

Multiple linear regression is a method of analysis for assessing the strength of the relationship between each of a set of explanatory variables (sometimes known as independent variables, although this is not recommended since the variables are often correlated), and a single response (or dependent) variable. The result of applying multiple regression analysis to a set of data will be regression coefficient, one for each explanatory variable. These coefficients give the estimated change in the

corresponding explanatory variable, conditional on the other explanatory variables remaining constant (Landau 2004: 102).

In order to understand the joint effects of dimensions of the diversity management on the organizational climate, multiple regression analysis test has been run. In the multiple regression test, the three extracted factors of diversity management (managerial practices, approaches and attitudes toward diversity) are assumed as three independent variables aiming to predict variability in the dependent variable (organizational climate).

Table-22: Multiple regression analysis of Managerial Practices, Approaches and Attitudes with Organizational Climate-Method of Enter

DV	R	R ²	Adjusted R ²	df	F	P	B	Beta	t	Sig.
Organizational Climate				3			1,482		10,04	,000
								,520		
							,428		8,13	,000
	,678	,460	,454		76,48	,000				
				269			,097			
								,137	2,40	,017
							,069		1,70	,092

- a. Predictors: (Constants), Managerial Practices, Approaches and attitudes toward diversity;
b. Dependent Variable: Organizational Climate

Based on table-22, not only the ($R = 0.678$) of the model shows almost a strong uphill (positive) linear relationship but also the relation is meaningful and significant ($p = 0,000 < 0.01$). Furthermore, this model shows that 45.4% of the total variability in organizational climate is explained by managerial practices and approaches of diversity management.

Assessing the explanatory power of the three dimensions of diversity management individually, it seems that only two dimensions (managerial practices and approaches) have predicting or explanatory power to predict organizational climate while the third dimension (attitudes toward diversity) does not, since it is proved to be

not significant at 0.05 ($P=.092>0.05$). The ($\text{sig}=.092$) of the third factor suggests that changes in the (attitudes toward diversity) as a predictor are not associated with changes in the organizational climate.

Meanwhile, positive signs of (0.428) and (0.097) in the column B, show a positive coefficient. This means the higher managerial practices and approaches lead to positive increase in the perceived organizational climate.

Administrative employees of Second Industrial Zone of Konya City have predicted that their perceived organizational climate = $\{1.482 + 0.428 (\text{managerial practices})\}$, which means, considering the B values, this model predicts that for one unit increase in managerial practices, the organizational climate will increase 0.428 units holding the approaches and attitudes toward diversity dimensions fixed. Similarly, employees' perceived organizational climate = $\{1.482 + 0.097 (\text{approaches})\}$, means that for one unit increase in approaches, the perceived organizational climate will increase 0.097 units holding the managerial practices and attitudes toward diversity dimension fixed.

Definitely, these increases are accompanied by some standard deviations. Considering the Beta values, one standard deviation increase in managerial practices dimension, the model predicts that organizational climate will increase by 0.520 standard deviation while by one std. deviation increase in approach dimension, the model predicts that organizational climate will increase by 0.137 standard deviation.

Finally, the above multiple regression tests confirm that managerial practices and approaches dimensions of diversity management have positive effects on the organizational climate while the attitudes dimension of diversity management is not significant and does not have any influence on the perceived organizational climate of employees.

In order to understand if diversity management and perceived organizational climate differ based on gender, marital status, age and education level, independent sample t-test and ANOVA test have been run and the outcomes are as follow:

3.2.3.5.3. Independent Sample T-Test Outcomes

The independent-sample t test assesses whether the means of two independent groups significantly differ on the metric or quantitatively measured dependent variable or not (Meyers et.al, 2013: 463).

Table-23: Independent Sample t-Test of Variables Based on Gender

Variables	Gender	Mean	Std. Deviation	t	df	P
Diversity Management	Man	3,5985	,61249	-1,365	271	,513
	Woman	3,7103	,55895			
Organizational Climate	Man	3,5446	,47086	-1,350	271	,222
	Woman	3,6296	,42991			

Since the gender is one of the important dimensions of diversity, in the above table-23, an independent samples t-test was run to understand if diversity management differs based on male, female, and their perceived organizational climate.

The outcomes show that there is not a significant difference ($t_{(271)} = -1.365$; $P = 0.513 > 0.05$) over managerial practices and approaches of diversity management as the median for both man ($M = 3.5985$; $SD = 0.61249$) and woman ($M = 3.7103$; $SD = 0.55895$) bears approximately the same values. Furthermore, the perceived organizational climate does not show a significant difference ($t_{(271)} = -1.350$; $P = 0.222 > 0.05$) on the basis of gender as the median for man is $M = 3.5446$; $SD = 0.47086$ and for woman is $M = 3.6296$; $SD = 0.42991$ which are almost the same value.

Table-24: Independent Sample t-Test of Variables Based on Marital Status

Variables	Marital Status	Mean	Std. Deviation	t	df	P
Diversity Management	Married	3,5859	,61575	-1,805	248	,315
	Single	3,7289	,53415			
Organizational Climate	Married	3,5210	,44932	-2,036	248	,152
	Single	3,6426	,43512			

Marital status is another dimension of diversity. The outcomes in the above table-24 are the results of an independent sample t-test aiming to determine if there are

differences in diversity management managerial practices and approaches toward marital status of male and female and their perceived organizational climate.

The outcomes show that there is not a significant difference ($t_{(248)} = -1,805$; $P = 0.315 > 0.05$) over managerial practices and approaches of diversity management as the median for both married man/woman ($M = 3.5859$; $SD = 0.61575$) and single man/woman ($M = 3.7289$; $SD = 0.53415$) bears approximately the same values.

The perceived organizational climate also doesn't show a significant difference ($t_{(248)} = -2,036$; $P = 0.152 < 0.05$) based on the marital status of administrative employees of The Second Zone as the median for married man/woman employees is $M = 3.5210$; $SD = 0.44932$ and for the single man/woman employees is $M = 3.6426$; $SD = 0.43512$ which are approximately the same values.

3.2.3.5.4. ANOVA Test Outcomes

The one-way analysis of variance (ANOVA) is used to determine whether there are any statistically significant differences between the means of three or more independent (unrelated) groups. The one-way ANOVA compares the means between the groups you are interested in and determines whether any of those means are statistically significantly different from each other (Gürbüz and Şahin, 2014).

As of this work, age and education level of employees are dimensions of diversity, a One-way ANOVA test has been conducted to determine if the diversity management managerial practices and approaches and perceived organizational climate of employees differ based on their different groups of ages and different level of education.

The analysis of variance given in the below (table-25 the first half) shows that the employees' perceptions and beliefs are not significantly different based on age towards diversity management managerial practices and approaches as ($F_{(4, 262)} = .650$; $P = .675 > 0.05$). In other words, diversity management managerial practices and approaches do not differ on the basis of different groups of ages of employees. When looking at means and standard deviations of different categories of ages of employees, (18-26 years old Mean= 3.72; SD=.59), (25-35 years old Mean= 3.60; SD=.64), (36-50 years old Mean= 3.66; SD=.56), (50-60 years old Mean= 3.57; SD=.51) and (more than 65 Mean= 3.26; SD=.33). They do not show big difference and bear

approximately the same values also confirming that diversity management does not differs in the eyes of employees with different categories of the ages.

Table-25: ANOVA Test of Variables Based on Different Range of Ages

Variables	Age	Mean	Std. Deviation	Variance Source	Sum of Squares	df	Mean Square	F	P
Diversity Management	18-24	3,7257	,59165	Between Groups	,956	4	,239	,650	,675
	25-35	3,6047	,64463						
	36-50	3,6646	,56739	Within Groups	96,323	262	,368		
	50-64	3,5769	,51831						
	65+	3,2667	,29297	Total	97,278	266			
Organizational Climate	18-24	3,6571	,52831	Between Groups	,482	4	,121	,569	,704
	25-35	3,5592	,45281						
	36-50	3,5654	,48306	Within Groups	55,521	262	,212		
	50-64	3,4840	,32958						
	65+	3,6250	,38188	Total	56,003	266			

Based on (table-25 the second half), it can be concluded that there is not significant difference on the perceived organizational climate based on the age of employees as ($F(4, 262) = .569; P = .704 > 0.05$) and means are nearly having the same values.

The following table-26 outcomes gained from a One-way ANOVA test to determine if the managerial practices and approaches of diversity management and perceived organizational climate of employees of The Second Industrial Zone of Konya City differs as the education level differs.

Table-26: ANOVA Test of Variables Based on the Level of Education

Variables	Education Level	Mean	Std. Deviation	Variance Source	Sum of Squares	df	Mean Square	F	P
Diversity Management	Preliminary School	3,6306	,6508	Between Groups	2,70	7	,386	1,099	,261
	Secondary School	3,6773	,6631						
	High School	3,6423	,6970						
	Vocational School	3,7188	,6465						
	Associate Degree	3,6419	,5308	Within Groups	92,62	264	,351		
	Bachelor	3,5586	,5552						
	Master	3,9472	,4118						
	PhD	3,4000	,0000						
Total	95,32	271							
Organizational Climate	Preliminary School	3,5509	,5810	Between Groups	2,12	7	,303	1,443	,087
	Secondary School	3,2765	,5268						
	High School	3,6106	,4542						
	Vocational School	3,4931	,5076						
	Associate Degree	3,5191	,4136	Within Groups	55,49	264	,210		
	Bachelor	3,5773	,4650						
	Master	3,7755	,2144						
	PhD	3,7708	,1473						
Total	57,62	271							

Based on the variance analysis in the above (table-26 the first half) it can be concluded that diversity management managerial practices and approaches is not significantly different among group of employees with different level of education as ($F_{(7, 264)} = 1.099$; $P=.261 > 0.05$). The means and standard deviations of (Preliminary

School Mean= 3.63; SD=.65), (Secondary School M= 3.67; SD=.66), (High School M= 3.64; SD=.69), (Vocational School M= 3.71; SD=.64) and (Associate Degree M= 3.64; SD=.53), (Bachelor M= 3.55; SD=.55), (Master M= 3.94; SD=.41), (PhD M= 3.40; SD=.00) approximately have the same values.

Similarly, based on the (table-26 the second half), a One-way ANOVA results show that perceived organizational climate significantly doesn't differs among the groups of employees with different education level as the ($F_{(7, 264)} = 1.443$; $P=.087 > 0.05$) and their related means and standard deviations nearly have the same values.

3.2.4. Results of the Study

Based on the above tests, the summary results of the relations between diversity management and organizational climate/dimensions, and the effects of diversity management and its dimensions on the organizational climate, are shown in the below table-27.

Table-27: The Outcomes of the Study

Main-Hypotheses		Results
H₁	Diversity management affects organizational climate positively.	Supported
H_{1.1}	Managerial practices dimension of diversity management affects organizational climate positively.	Supported
H_{1.2}	Approaches dimension of diversity management affects organizational climate positively.	Supported
Sub-Hypotheses		Results
H_{1A}	There is a positive relationship between diversity management and structure dimension of organizational climate.	Supported
H_{1B}	There is a positive relationship between diversity management and standards dimension of organizational climate.	Supported
H_{1C}	There is a positive relationship between diversity management and responsibility dimension of organizational climate.	Not Supported
H_{1D}	There is a positive relationship between diversity management and recognition dimension of organizational climate.	Not Supported
H_{1E}	There is a positive relationship between diversity management and support dimension of organizational climate.	Supported
H_{1F}	There is a positive relationship between diversity management and commitment dimension of organizational climate.	Supported

3.2.5. Discussion and Limitations

Like most other works, this study also faced some challenges and limitations. Alongside the main challenges of this study originating in limited time and financial resources, there are few limitations discussed as following:

According to Salamon and Schork (2003:39) sexual orientation is one of the internal dimension of diversity and it was necessary to include this dimension in this research, too. Although discussed theoretically, the related items were removed from the questionnaire while collecting the data after piloting the questionnaire. So, it was necessary to apply a questionnaire without this subject due to the sensitive and controversial nature of subject on the one hand, the conservativeness nature of the employees on the other hand.

Moreover, as it is discussed in the literature review of the first part, the ethnicity and religion are also important dimensions of diversity. As it is clear while studying the concept of diversity, the more diverse population in terms of ethnicity and religion, the more valid the collected data will be. As of this research, absolute majority of Turk ethnicity (87.50% of the sample size) and Muslims (98.2% of the participants) are other limitations of this study.

The sample size is another limitation. This empirical study is limited to administrative employees of the companies located in The Second Organized Industrial Zone, Konya. However, the diversity management is a comprehensive concept and covers all types of employees. Also, the number of participants (all types of workers) could have been increased more than reached in this study, in order to rise statistical validity and generalization of the outcomes.

The organizational climate scale used in this study is composed of six sub-scales including the structure, standard, responsibility, recognition, support and commitment. However, there are some other researchers who have studied the organization climate using different dimensions. For example, Campbell et al (1970) studied OC using dimensions such as individual autonomy/ independence; warmth and support, reward orientation and consideration, degree of structure imposed on the situation. Glisson in (2007) used the dimensions such as role conflict, role overload, emotional exhaustion, personal accomplishment, personalization, growth and achievement, role clarity and cooperation. Momeni in (2009) used dimensions such as group commitment,

responsibility, rewards, clarity standards, and flexibility to study organizational climate. Similarly, other researchers have used different dimensions while studying organizational climate.

The diversity management scales used in this research are composed of two dimensions with twenty items, which include managerial practices and approaches. However, after running exploratory factor analysis to examine the dimensionality of the dataset, three factors were extracted. The loads of the eighteen of items are somewhat higher than the 0.5 and the remaining two items with less than 0.5 are excluded from the analyses and tests.

Similarly, the scales of the organizational climate used in this research are composed of six dimensions with four items each. After going through the explanatory factor analysis, six factors were extracted. After running the test of Cronbach Alpha to check the internal consistency of the items of extracted factors, only the items of the four dimensions (support, standard, structure and commitment) were proved to be in a good condition and the items of rest (responsibility and recognition) being weak removed from the analysis.

In this research, the higher the numbers in terms of five Likert Scales, the higher acceptance and more positive perception of employees it means. As of this study, diversity management mean being more than three points is the indicator of the tendency of the participants toward selecting the “4=Agree” option from the five Likert Scale. It means that employees are satisfied with the way all parties behave toward diversities exist in the working environment.

Similarly, not only the means of all items of the organizational climate are more than three points, but also the higher tendency of the percentage distribution of items in “4=Agree” show that the administrative employees have a positive perception from their related organizational atmospheres.

It is worthwhile to mention that the results of the t-test and ANOVA test show that the diversity management and the employee’s perceived organizational climate do not differ based on gender, marital status, age and education level of administrative employees.

CONCLUSION

The main goal of this study was to investigate if there is any relationship between diversity management and organizational climate. To end that, because of normally distributed of the dataset some parametric tests were run including Pearson correlation, simple linear regression, multiple linear regression, t-tests and ANOVA.

In order to confirm or reject the six sub-hypotheses of the study, a Pearson correlation test was run, from which the outcomes confirmed a both significantly approximately strong and positive relationship between diversity management and organizational climate. Moreover, the outcomes of study show that the relationship between diversity management with four dimensions of organizational climate (support, standard, structure, and commitment) is moderate uphill and is significant at 0.001. It means that any step or action by organizations and members toward accepting diversities as natural phenomenon, mattering, appreciating, and tolerating them and preventing discrimination, stereotype, and prejudice against employees' differences, will lead to a moderate uphill in perception of employees from the organizational climate.

The outcomes of simple linear regression test in this study confirms that diversity management affects organizational climate positively or diversity management has an explanatory exponent of predicting of organizational climate, as it causes 44.6% positive increase in perceived organizational climate of employees.

Moreover, the results of the multiple linear regression test show that dimensions of diversity management (managerial practices and approaches) affect organization climate positively whereas the third extracted factor (attitudes toward diversity) does not causes any change in organizational climate. One unit increases in managerial practices, the organizational climate will increase 0.428 units just in case the approaches and attitudes dimension are held fixed as well as one unit increase in approaches, the perceived organizational climate will increase 0.097 units holding the managerial practices and attitude toward diversity dimensions fixed.

From the literature, we learned that diversity management encompasses acceptance, respect and emphasizes that each individual is unique, and every one, every team or every group has characteristics of their own. In other words, diversity management is based on philosophy of accepting and respecting the visible and

invisible differences of employees such as race, ethnicity, gender, age, education, socio-economic status, religious beliefs, political views or ideologies and many other parameters. Results of t-test and ANOVA test of this study confirms that diversity management is an inclusive concept and its practices and approaches do not differ based on different gender, marital status, age and level of education.

The results of the sample t-test of this study show that both diversity management and perceived organizational climate do not differ based on the gender and marital status. Similarly, the outcomes gained from the test of one-way ANOVA based on the different range or categories of ages of participants show that both diversity management and perceived organizational climate do not differ as the ages of employees taking part in this study fall in different categories. In addition to this, the results also confirmed that both diversity management and perceived organizational climate do not differs as the participants education level differs.

The main hypothesis of this research is confirmed or supported showing that the pro-diversity managerial practices and positive approaches toward employee's differences positively affect perception of workers over workplace climate. This point is also confirmed since the two dimensions of diversity management are proved to have explanatory power to predict the organizational climate.

When investigating the relationships between diversity management and six dimensions of organizational climate individually, only four hypotheses are supported. The outcome of the study did not support any relationship between diversity management with responsibility as well as recognition dimensions of organizational climate.

Since the “**H_{1C}**” and “**H_{1D}**” hypotheses are not supported by the outcomes of this research, whether there are any relationship between diversity management and perception of employees over being their own boss, courage of taking risk, solving their own problems, reward for job done well versus criticism and punishment for mistakes and balance between them, are remained unanswered.

Most importantly, were the different of dimensions suggested by different researchers mentioned above used in this study, would we obtained the same result of the organizational climate? How would be the results of this study if done in multi-national companies and the companies located in the countries believing in pluralism.

How would be the results of this study if sexual orientation, mother tongue, political tendency of the participants were asked clearly in this research? What would be the outcomes of the study if done in organizations where different religious, ethnic groups, minorities and colored people work together? These questions and unsupported hypotheses of this research are the points that interested people can work on and test in different working environments.



RESOURCES

- Aarons, G. A., & Sawitzky, A. C. (2006). Organizational climate partially mediates the effect of culture on work attitudes and staff turnover in mental health services. *Administration and Policy in Mental Health and Mental Health Services Research*, 33(3), 289-301.
- Acas. (2005). Changing patterns of working. Available at: www.acas.org.uk/media/pdf/5/b/B09_1.pdf
- Adler, N. J. (2002). Global managers: no longer men alone. *International Journal of Human Resource Management*, 13(5), 743-760.
- Aghazadeh, S.-M. (2004). Managing workforce diversity as an essential resource for improving organizational performance. *International Journal of Productivity and Performance Management*, 53(6), 521-531.
- Agos, C., & Burr, C. (1996). Employment Equity. *Affirmative Action and Diversity Management. Assessing the Differences. International Journal of Manpower* (5), 3046.
- Aksu, N. (2008). Örgüt kültürü bağlamında farklılıkların yönetimi ve bir uygulama. Unpublished doctorate dissertation, Uludağ Üniversitesi, Bursa.
- Aksoy, C. ve Özkan, F. (2016). İş Yaşamında Söz, Eylem Ve Davranışlardaki Tutarlılığın Karşılığı: Örgütsel Güven. *International Journal of Innovative Strategical Social Research*, 1(1), 33-42
- Aksu, N. (2008). Örgüt kültürü bağlamında farklılıkların yönetimi ve bir uygulama (Doktora tezi, Uludağ Üniversitesi, Sosyal Bilimler Enstitüsü, Bursa).
- Ali, A., & Patnaik, B. (2014). Influence of organizational climate and organizational culture on managerial effectiveness: An inquisitive study. *The Carrington Rand Journal of Social Sciences*, 1(2), 1-20.
- Alper, Y., BAYRAKTAR, Erhan ve KARAÇAM, Özgür (2001). Herkes İçin Psikiyatri (Genişletilmiş Birinci Baskı ed.). İstanbul: Gendaş Yayınları.
- Aytaç, S. (2001). Örgütsel davranış açısından kişiliğin önemi.
- Armstrong, M., & Taylor, S. (2014). *Armstrong's handbook of human resource management practice*. Kogan Page Publishers.
- Arslan, N. Ve Halis, M. Örgüt İklimi Ve Türkiye'de Örnek Olarak Seçilen İki Örgütte Uygulamalı Bir Araştırma. <http://www.journals.istanbul.edu.tr/iusskd/article/download/1023013400/1023012623>
- Arzova, B. S. (2001). Motivasyon Artırmada En Önemli Pay Yöneticilerindir. *Ekopol: Ekonomi, Politika, Kültür ve Sanat Dergisi*, 9, 20-21.

- Aselage, J. and Eisenberger, R. (2003). Perceived Organizational Support and Psychological Contracts: A Theoretical Integration. *Journal of Organizational Behavior*, 24(5), 491-509.
- Ashkanasy, N. M., Wilderom, C. P., & Peterson, M. F. (2000). *Review of Handbook of organizational culture and climate*: Sage.
- Ashikali, T., & Groeneveld, S. (2015). Diversity management in public organizations and its effect on employees' affective commitment: The role of transformational leadership and the inclusiveness of the organizational culture. *Review of Public Personnel Administration*, 35(2), 146-168.
- Atasoy, Z. (2012). Farklılıkların yönetimi: üniversite öğrencilerinin ayrımcılık algısının öğrenci başarı düzeyine etkisi üzerine bir araştırma (Master's thesis, Karamanoğlu Mehmetbey Üniversitesi, Sosyal Bilimler Enstitüsü).
- Bajawa, A., & Woodall, J. (2006). Equal opportunity and diversity management meet downsizing: A case study in the UK airline industry. *Employee Relations*, 28(1), 466-1.
- Balyer, A., & Gündüz, Y. (2011). Yönetici ve Öğretmenlerin Okullarında Farklılıkların Yönetimine İlişkin Algılarının İncelenmesi. *Marmara Üniversitesi, Atatürk Eğitim Fakültesi Dergisi*.
- Balay, R. ve Sağlam, M. (2004). Eğitimde farklılıkların yönetimi ölçeğinin uygulanabilirliği, *Burdur: SDÜ Burdur Eğitim Fakültesi Dergisi*, Yıl: 5, Sayı: 8, 32-46, Aralık-2004.
- Balçık ,Bahaettin. (2004). İşletme Yönetimi; Atlas Kitabevi; Konya.
- Barutçugil, İsmet. (2002). *Organizasyonlarda Duyguların Yönetimi*; Kariyer Yayınları; İstanbul.
- Bedük, Aykut. (2014). *Örgütsel Psikolojisi*. 2. Baskı. Atlas Akademi Yayınevi. Karatay/Konya.
- Begeç, S., & Saruhan, Ş. C. (2004). Farklılıkların yönetimi ve Genel Kurmay Başkanlığı barış için ortaklık merkezinde yapılan bir araştırma. Table is adapted by Ph. d. Thesis, İstanbul.
- Bhanthumnavin, D. (2001). *Supervisory Social Support and the Multi-Level Performance İn That Health Centers (Dissertation of Doctor USA)*. USA: University of Minnesota.
- Bilgin, N. (2003). *Sosyal psikoloji sözlüğü: kavramlar, yaklaşımlar [Social psychology dictionary: concepts, frameworks]*. İstanbul: Bağlam. Bilgin, N. (2007). *Kimlik inşası*. İzmir: Aşina Kitaplar.
- Bilir, Pervin. (2005). "Gençlik ve Spor Genel Müdürlüğü'nün Örgüt İklimi ve Çalışanların Katılımı İlgili Algılamaları (Yayınlanmamış Doktora Tezi, Çukurova Üniversitesi SBE,).

- Birkök, M. C. (2004). Sosyal rol ve iş bölümü. *Journal of Human Sciences*, 1(1).
- Blacksacademy. (2005). psychological theories of prejudice and discrimination. Blacksacademy.
- Bowen, F. and Blackmon, K. (2003). Spirals Of Silence: The Dynamic Effects Of Diversity On Organizational Voice. *Journal of Management Studies*, Cilt 40(6), 1393-1417.
- Breen, V., Fetzter, R., Howard, L. and Preziosi, R. (2005). Consensus Problem Solving Increases Perceived Communication Openness In Organizations. *Employee Responsibilities and Rights Journal*, 17(4), 215-229.
- Brown, J. D. (2002). The Cronbach Alpha Reliability Estimate. *Shiken: JALT Testing & Evaluation SIG Newsletter*, 6(1), 17-19.
- Budak, G. ve Budak, G. (2004). *İşletme Yönetimi* (5. Basım). İzmir: Barış Yayınları.
- Burton, R. M., Lauridsen, J., & Obel, B. (1999). Tension and resistance to change in organizational climate: Managerial implications for a fast-paced world. Retrieve September 22, 1999.
- Butler, J.K. (1991). Toward Understanding And Measuring Conditions Of Trust: Evolution of A Condition Of Trust Inventory. *Journal of Management*, 17(3), 643-663.
- Ceylan, A. ve, Şenyüz, B. (2003). Örgütsel Destek Algısı ve Dahil Olma-Dışlanma Algısının Örgütsel Bağlılığa Etkisi-Sigorta Sektöründe Bir Araştırma. *İstanbul Üniversitesi İşletme Fakültesi Dergisi İşletme İktisadi Enstitüsü Dergisi Yönetim*. 44, 57-62
- Chatman, J. A., & Flynn, F. J. (2001). The influence of demographic heterogeneity on the emergence and consequences of cooperative norms in work teams. *Academy of Management Journal*, 44(5), 956-974.
- Chen, G., & Bliese, P. D. (2002). The role of different levels of leadership in predicting self and collective efficacy: Evidence for discontinuity. *Journal of Applied Psychology*, 87 (3), 549-556.
- Chrobot-Mason, D., & Thomas, K. M. (2002). Minority employees in majority organizations: The intersection of individual and organizational racial identity in the workplace. *Human Resource Development Review*, 1(3), 323-344.
- Clifton, D. O., & Harter, J. K. (2003). Investing in strengths. *Positive organizational scholarship: Foundations of a new discipline*, 111-121.
- Combs, G., Nadkarni, S., & Combs, M. W. (2005). Implementing affirmative action plans in multinational corporations. *Management Department Faculty Publications*, 50.
- Connerley, M. L., & Pedersen, P. B. (2005). *Leadership in a diverse and multicultural environment: Developing awareness, knowledge, and skills*: Sage Publications.

- Cothran, H. M., & Wysocki, A. F. (2012). Developing SMART goals for your organization. Retrieved March 25, 2013.
- Cox Jr, T. (1991). The multicultural organization. *Academy of Management Executive*, 5(2): 34-47.
- Cox, T. (1994). *Cultural diversity in organizations: Theory, research and practice* BerrettKoehler Publishers.
- Cox, T. H., Jr., & Finley, J. A. (1995). An analysis of work specialization and organization level as dimensions of workforce diversity. In M. M. Chemers, S. Oskamp, & M. A. Costanzo (Eds.), *Claremont symposium on applied social psychology*, Vol. 8. *Diversity in organizations: New perspectives for a changing workplace* (pp. 62-88). Thousand Oaks, CA, US: Sage Publications, Inc.
- Çakır, Ö. (2001). *İşe Bağlılık Olgusu Ve Etkileyen Faktörler*, Ankara: Seçkin Yayınevi.
- Çetin, N , Bostancı, A . (2011). İlköğretim Okullarında Okul Yöneticilerinin Öğretmenler Arasındaki Farklılıkları Yönetme Durumu. *Sakarya University Journal of Education*, 1 (2), 6-15. Retrieved from <http://dergipark.gov.tr/suje/issue/20628/219945>
- Çukurçayır, A. ve Sipahi, E. B. (2003). Yönetişim Yaklaşımı Ve Kamu Yönetiminde Kalite. *Sayıştay Dergisi*, sayı: 50-51, 35-66
- Çekmecelioglu, H. (2006). İş Tatmini Ve Örgütsel Bağlılık Tutumlarının İşten Ayrılma Niyeti Ve Verimlilik Üzerindeki Etkilerinin Değerlendirilmesi: Bir Araştırma. *İş, Güç Endüstri İlişkileri ve İnsan Kaynakları Dergisi*. 8(2), 153-168.
- Çelik,C. (2003). Çalışanların Örgüt ve Yönetimsel Uygulamalarla İlgili Algılamaları: İki Örgütte İklim Kıyaslaması. 11. Ulusal Yönetim Organizasyon Kongresi. Afyon,: 445-458.
- Daft, R. L. (2007). *Organization theory and design*. Ninth edition. Mason, Ohio: Thomson/South-Western.
- Dağlı, Abidin. (2017). *Örgütsel İklim: Teoriden Uygulamaya*. 2. Baskı. Pegem Akademi Yayınevi. Ankara.
- Demir, H ve Okan, T. (2009). Teknoloji, Örgüt Yapısı Ve Performans Arasındaki İlişkiler Üzerine Bir Araştırma. *Doğuş Üniversitesi Dergisi*, 10 (1), 57-72.
- Denison, D. R. (1996). What is the difference between organizational culture and organizational climate? A native's point of view on a decade of paradigm wars. *Academy of Management Review*, 21(3), 619-654.
- Diğer, Ömer, Yahya, Fidan. (1996). *İşletme Yönetimi*; Beta Basım Yayım; İstanbul.

- D'Netto, B., & Sohal, A. S. (1999). Human resource practices and workforce diversity: an empirical assessment. *International Journal of Manpower*, 20(8), 530-547. ISO 690
- Dovidio, J. F., Hewstone, M., Glick, P., Esses, V. M., Dovidio, J. F., Hewstone, M., . . . Esses, V. M. (2010). Prejudice, stereotyping and discrimination: theoretical and empirical overview. *The SAGE handbook of prejudice, stereotyping and discrimination*, 3-29.
- Dutton, J. E., Dukerich, J. M., & Harquail, C. V. (1994). Organizational images and member identification. *Administrative science quarterly*, 239-263.
- Earley, C. P., & Mosakowski, E. (2000). Creating hybrid team cultures: An empirical test of transnational team functioning. *Academy of Management Journal*, 43(1), 26-49.
- Efil, İsmail. (1999). *İşletmede Yönetim ve Organizasyon*; Alfa Yayınları; İstanbul.
- Eğimli, A. T. (2009). *Örgütsel Bağlılığın Geliştirilmesinde Farklılık Yöntemi*. Doktora Tezi. Ege Üniversitesi, Sosyal Bilimler Enstitüsü, Halkla İlişkiler ve Tanıtım Anabilim Dalı.
- Eisenberger, R., Stinglhamber, F., Vandenberghe, C., Sucharski, I. L. and Rhoades, L. (2002). Perceived Supervisor Support: Contributions to Perceived Organizational Support And Employee Retention. *Journal of Applied Psychology*, 87 (3), 565-573.
- Elsass, P. M., & Graves, L. M. (1997). Demographic diversity in decision-making groups: The experiences of women and people of color. *Academy of Management Review*, 22(4), 946-973.
- Eren, E. (2004). *Örgütsel davranış ve yönetim psikolojisi (Genişletilmiş 8. Basım ed.)*: Beta Basım Yayın Dağıtım.
- Eren, Erol. (2001). *Yönetim ve Organizasyon*; Beta Yayınları; İstanbul.
- Eren, Erol. (2006). *Örgütsel Davranış Ve Yönetim Psikolojisi (7. Basım)*. İstanbul: Beta Basım Yayın Dağıtım A.Ş.
- Ergin, C. (1997). Bir İş Doyumu Ölçümü Olarak İş Betimlemesi Ölçeği: Uyarlama, Geçerlik Ve Güvenirlik Çalışması. *Türk Psikoloji Dergisi*, 12/39, 25-36.
- Ergül, H. F. (2006). Kurumlarda Ücret, Ücret Sistemleri ve Ücret-Başarı İlişkisi. *Elektronik Sosyal Bilimler Dergisi*, 18(18).
- Ertürk, Mümin. (2013). *Yönetim ve Organizasyon*. 2. Baskı. Beta Yayınevi. İstanbul
- Esty, K. C., Griffin, R., & Hirsch, M. S. (1995). *Workplace diversity*: Adams Media.
- Eveline, J., & Todd, P. (2002). Teaching managing diversity via feminist theory. *International Journal of Inclusive Education*, 6(1), 33-46.
- Fearon, J. D. (1999). What is identity (as we now use the word). Unpublished manuscript, Stanford University, Stanford, Calif.

- Fink, E. L., & CHEN, S. S. (1995). A Galileo analysis of organizational climate. *Human Communication Research*, 21(4), 494-521.
- Friday, E., & Friday, S. S. (2003). Managing diversity using a strategic planned change approach. *Journal of Management Development*, 22(10), 863-880.
- Garcia, R. M. (2008). Individual and institutional demographic and organizational climate correlates of perceived danger among federal correctional officers: ProQuest.
- Genç, Nurullah. Fatih, Karcioğlu. (2000). Örgüt İkliminin Gücü, Aşkale Çimento Örneği; Karizma Yayınları; İstanbul.
- George, D., & Mallery, M. (2010). *SPSS for Windows Step by Step: A Simple Guide and Reference*, 17.0 update (10a ed.) Boston: Pearson.
- Ghasemi, A., & Zahediasl, S. (2012). Normality tests for statistical analysis: a guide for non-statisticians. *International journal of endocrinology and metabolism*, 10(2), 486.
- Gider, İ. H. (2016). İşletmelerde Farklılık Yönetimi Anlayışı İle Örgütsel Bağlılık Tutumları Arasındaki İlişkisi. Yüksek Lisans Tezi, Sosyal Bilimler Enstitüsü, İstanbul Ticaret Üniversitesi.
- Gilbert, J. A., & Stead, B. A. (1999). Stigmatization revisited does diversity management make a difference in applicant success? *Group & Organization Management*, 24(2), 239-256.
- Gilbert, J. A., Stead, B. A., & Ivancevich, J. M. (1999). Diversity management: A new organizational paradigm. *Journal of Business Ethics*, 21(1), 61-76.
- Goldman, B. M., Gutek, B. A., Stein, J. H., & Lewis, K. (2006). Employment discrimination in organizations: Antecedents and consequences. *Journal of Management*, 32(6), 786-830.
- Gunnarsdóttir, S., & Rafferty, A. M. (2006). Enhancing working conditions. *Human resources for health in Europe*, 155-172
- Gönüllü, M. (2001). Grup ve Grup Yapısı. *CÜ İktisadi ve İdari Bilimler Dergisi*, 2(1), 191-201.
- Gröschl, S., & Doherty, L. (1999). Diversity management in practice. *International Journal of Contemporary Hospitality Management*, 11(6), 262-268.
- Gürbüz, S., & Şahin, F. (2014). Sosyal bilimlerde araştırma yöntemleri. Ankara: Seçkin Yayıncılık.
- Gümüş, M. V. T. v. M. (2010). The diversity perception and the attitudes of employees: A study on human resource professionals and hotel workers. *Anakara University SBF Dergisi*.
- Halıs, M., & Uğurlu, Ö. Y. (2008). Güncel çalışmalar ışığında örgüt iklimi. *Is, Guc: The Journal of Industrial Relations & Human Resources*, 10(2).

- Hanson, J. D. Melnyk, S. A. and Calantone, R. J. (2005). Core Values and Environmental Management. A Strong Inference Approach. Greenleaf Publishing, 29-40
- Harrison, D. A., Price, K. H., & Bell, M. P. (1998). Beyond relational demography: Time and the effects of surface-and deep-level diversity on work group cohesion. *Academy of Management Journal*, 41(1), 96-107.
- Hays-Thomas, R. (2004). Why now? The contemporary focus on diversity paradigms. *Woman Magazine*.
- Heather, K. and Spence, L. (2004). Hospital Nurses' Perceptions of Respect and Organizational Justice. *JONA the Journal of Nursing Administration*, 34 (7-8), 354-364. doi: 10.1097/00005110-200407000-00009
- Hesapçıoğlu, M. (2001). Postmodern/küresel toplumda eğitim, okul ve insan hakları. O. Oğuz, A. Oktay ve H. Ayhan,(Ed.), 21, 39-80.
- Heyart, B. A. (2011). The role of organizational climate and culture in service encounters. Wayne state university.
- Hirst, G., Budhwar, P., Cooper, B. K., West, M., Long, C., Chongyuan, X., & Shipton, H. (2008). Cross-cultural variations in climate for autonomy, stress and organizational productivity relationships: A comparison of Chinese and UK manufacturing organizations. *Journal of International Business Studies*, 39(8), 1343-1358.
- Hocaniyazov, A. (2008). Ağırlama İşletmelerinde Örgütsel İklim Ve Liderlik. Yüksek Lisans Tezi, Dokuz Eylül Üniversitesi, İzmir.
- Hoffman, L. R. (1959). Homogeneity of member personality and its effect on group problem solving. *The Journal of Abnormal and Social Psychology*, 58(1), 27.
- Hofhuis, J., van der Zee, K. I., & Otten, S. (2012). Social identity patterns in culturally diverse organizations: The role of diversity climate. *Journal of Applied Social Psychology*, 42(4), 964-989.
- Hofhuis, J., van der Rijt, P. G., & Vlug, M. (2016). Diversity climate enhances work outcomes through trust and openness in workgroup communication. *Springer Plus*, 5(1), 714.
- Hofstede, G. (1984). Cultural dimensions in management and planning. *Asia Pacific journal of management*, 1(2), 81-99.
- Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. *Online readings in psychology and culture*, 2(1), 8.
- Hogg, M. A., & Reid, S. A. (2006). Social identity, self-categorization, and the communication of group norms. *Communication theory*, 16(1), 7-30.

- Hazan Gider, İlknur (2016). İşletmelerin farklılık yönetimi anlayışı ile örgütsel bağlılık tutumları arasındaki ilişki, Yüksek lisans Tezi, İstanbul Ticaret Üniversitesi.
- Iqbal, N., Anwar, S., & Haider, N. (2015). Effect of leadership style on employee performance. *Arabian Journal of Business and Management Review*, 5(5).
- Interaction Associations. (2014). Building workplace trust. 15. Report. Interaction Associations, Inc. USA
- Jackson, S. E., Joshi, A., & Erhardt, N. L. (2003). Recent research on team and organizational diversity: SWOT analysis and implications. *Journal of Management*, 29(6), 801-830.
- Jackson, S. E., May, K. E., & Whitney, K. (1995). Understanding the dynamics of diversity in decision-making teams. *Team effectiveness and decision making in organizations*, 204, 261.
- Jauhari, H, Singh, S, (2013) "Perceived diversity climate and employees' organizational loyalty", *Equality, Diversity and Inclusion: An International Journal*, Vol. 32 Issue: 3, pp.262-276.
- Jallow, A. S. (2017). An analysis on the relationship between organizational climate and employee retention: Evidence from the Gambia. Yüksek Lisans Tezi. Marmara Üniversitesi / Sosyal Bilimler Enstitüsü / İşletme (İngilizce) Anabilim Dalı / Yönetim ve Organizasyon (İngilizce) Bilim Dalı. İstanbul
- James, E. H., Brief, A. P., Dietz, J., & Cohen, R. R. (2001). Prejudice matters: understanding the reactions of Whites to affirmative action programs targeted to benefit Blacks. *Journal of Applied Psychology*, 86(6), 1120.
- Jehn, K. A. and Shah, P. P. (1997). Interpersonal Relationships and Task Performance: An Examination of Mediating Processes in Friendship and Acquaintance Groups. *Journal of Personality and Social Psychology*. 72 (4), 775-790.
- Jehn, K. A., Northcraft, G. B., & Neale, M. A. (1999). Why differences make a difference: A field study of diversity, conflict and performance in workgroups. *Administrative science quarterly*, 44(4), 741-763.
- Kanter, R. (1977). *Men and Women of the organization*. New York: Basic Books.
- Karip, Emin. (2000). *Çatışma Yönetimi* (2. Baskı). Ankara: Pegem-A yayıncılık.
- Kellough, J. E., & Naff, K. C. (2004). Responding to a wake-up call an examination of federal agency's diversity management programs. *Administration & society*, 36(1), 62-90.
- Kersten, A. (2000). Diversity management: Dialogue, dialectics and diversion. *Journal of Organizational Change Management*, 13(3), 235-248.

- Kim, H. K., & Lee, U. H. (2014). Managing workplace diversity and employees turnover intention: The mediating role of perceived organizational support. *Journal of Digital Convergence*, 12(10), 145-156.
- Kiraz, M. (2007). *Örgütlerde Stratejik Planlama Sisteminin Oluşturulması Ve Emniyet Genel Müdürlüğünde Bir Uygulama*. Yüksek Lisans Tezi, Gazi Üniversitesi, Ankara.
- Kluegel, J. R. (1985). If There Isn't a Problem, You Don't Need a Solution": The Bases of Contemporary Affirmative Action Attitudes. *The American Behavioral Scientist*, 28(6), 761.
- Koçel, Tamer. (2015). *İşletme Yöneticiliği*. 16th edition. Beta Basım Yayın. İstanbul.
- Koçel, Tamer. (2003). *İşletme Yöneticiliği*. 7th edition. Beta Basım Yayın. İstanbul.
- Köllen, T. (2016). Lessening the difference is more—the relationship between diversity management and the perceived organizational climate for gay men and lesbians. *The International Journal of Human Resource Management*, 27(17), 1967-1996.
- Knowles, M. S. (1974). Human resources development in OD. *Public Administration Review*, 34(2), 115-123.
- Kreitner, Robert. (2009). *Management*. 11. Edition. Cengage Learning publishing center. USA
- Kunday, D. (2014). Investigating the Role of Workplace Friendship on Organizational Commitment. Browser Download This Paper. Available at: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2727025
- Küçüksüleymanoğlu, R. (2008). Stratejik Planlama Süreci. *Kastamonu Eğitim Dergisi*, 16(2), 403-412.
- Küçükali, S. (2009). *Endüstri İşletmelerinde Kurum Kültürünün Kalite Kültürüne Dönüşümü*. Yüksek Lisans Tezi. Karadeniz Teknik Üniversitesi, Trabzon.
- Landau, S. Everitt. Chapman. H. (2004). *A handbook of statistical analyses using SPSS*. Sabine Landau and Brian Everitt Chapman & Hall/CRC, Boca Raton, Florida.
- Landis Kurowski, L. (2002). Cloaked culture and veiled diversity: why theorists ignored early US workforce diversity. *Management Decision*, 40(2), 183-191.
- Lee, J. J., & Ok Ph D, C. (2011). Effects of workplace friendship on employee job satisfaction, organizational citizenship behavior, turnover intention, absenteeism, and task performance.
- Li, A., & Cropanzano, R. (2009). Fairness at the group level: Justice Climate and intra-unit justice climate. *Journal of Management*, 35 (3), 564-599.
- Linnehan, F., & Konrad, A. M. (1999). Diluting diversity: Implications for intergroup inequality in organizations. *Journal of Management Inquiry*, 8(4), 399.

- Lin, B. Y. J., Lin, Y. K., Lin, C. C., & Lin, T. T. (2011). Job autonomy, its predispositions and its relation to work outcomes in community health centers in Taiwan. *Health promotion international*, 28(2), 166-177.
- Litwin, G. H. and Stringer, R. A. (1968). *Motivation and Organizational Climate*. Boston: Harvard University Press.
- Litwin, G. H. and Stringer, R. A. (1974). *Motivation and Organizational Climate* (third Edition). Boston: Harvard University Press.
- Luthans, F. (1994). *Organizational Behavior* (Seventh Edition). New York: Mc.Graw-Hill Education.
- Mannix, E., & Neale, M. A. (2005). What differences make a difference? The promise and reality of diverse teams in organizations. *Psychological science in the public interest*, 6(2), 31-55.
- Mannix, E., & Neale, M. A. (2006). Diversity at work. *Scientific American Mind*, 17(4), 3239.
- Markus, H. R., Steele, C. M., & Steele, D. M. (2000). Colorblindness as a barrier to inclusion: Assimilation and nonimmigrant minorities. *Daedalus*, 129(4), 233-259.
- Mavin, S., & Girling, G. (2000). What is managing diversity and why does it matter? *Human resource development international*, 3(4), 419-433.
- Mavin, S., & Girling, J. (1999). Of course, I know what managing diversity is! Paper presented at the paper delivered to the British Academy of Management Annual Conference: Managing Diversity.
- McGrath, J. E., Berdahl, J. L., & Arrow, H. (1995). Traits, expectations, culture, and clout: The dynamics of diversity in work groups.
- McKay, P. F., Avery, D. R., & Morris, M. A. (2009). A Tale of Two Climates: Diversity Climate from Subordinates' and Managers' perspectives And Their Role in Store Unit Sales Performance. *Personnel Psychology*, 62(4), 767-791.
- Memduhoğlu, H. B. (2007). Yönetici ve öğretmen görüşlerine göre Türkiye'de kamu liselerinde farklılıkların yönetimi. Unpublished doctorate dissertation, Ankara Üniversitesi, Ankara.
- Meşe, G. (1999). Sosyal kimlik ve yaşam stilleri. İzmir: Ege Üniversitesi Sosyal Bilimler Enstitüsü, Psikoloji Anabilim Dalı, Yayınlanmamış Doktora Tezi.
- Meyers, L. S., Gamst, G. C., & Guarino, A. J. (2013). *Performing data analysis using IBM SPSS*. John Wiley & Sons.

- Milliken, F. J., & Martins, L. L. 1996. Searching for common threads: Understanding the multiple effects of diversity in organizational groups. *Academy of Management Review*, 21: 402-433.
- Morrison, E. W. (2014). Employee voice and silence. *Annu. Rev. Organ. Psychol. Organ. Behav.*, 1(1), 173-197.
- Moorhead, G., & Griffin, Ricky W. (2001). *Organizational behavior: managing people and organizations* (sixth Edition Ed.). New York: Houghton Mifflin Company.
- Mousa, M. (2017). Responsible Leadership and Organizational Commitment among Physicians: Can Inclusive Diversity Climate Enhance the Relationship? *Journal of Intercultural Management*, 52(2), 103-141.
- Mucuk, İsmet. (2001). *Modern İşletmecilik*; Türkmen Kitapevi; İstanbul.
- Nakip, Mahir. (2002). *Açıklamalı İşletme Terimleri Sözlüğü*; Literatür Yayınları, İstanbul.
- O'Reilly III, C. A., Caldwell, D. F., & Barnett, W. P. (1989). Work group demography, social integration, and turnover. *Administrative science quarterly*, 21-37.
- O'Reilly III, C. A., Williams, K. Y., & Barsade, S. (1998). Group demography and innovation: Does diversity help?
- Ostroff, C. (1993). The effects of climate and personal influences on individual behavior and attitudes in organizations. *Organizational Behavior and Human Decision Processes*, 56 (1), 56-90.
- Oğuz, O., Oktay, A., & Ayhan, H. (2010). 21. Yüzyılda eğitim ve Türk eğitim sistemi: Pegem Akademi.
- Öge, S., Karasoy, A., & Kara, Ö. (2014). A Research on Glass Ceiling Syndrome Career Barriers of Women Academics. *World Academy of Science, Engineering and Technology, International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering*, 8(9), 3011-3020.
- Özdemir, F. (2006). *Örgütsel İklimin İş Tatmin Düzeyine Etkisi: Tekstil Sektöründe Bir Araştırma*. Doktora Tezi. Çukurova Üniversitesi, Adana.
- Özdemir, A. (2010). *Örgütsel Özdeşleşmenin Algılanan Örgütsel Destek, Cinsiyet Ve Kıdem Değişkenlerine Göre İncelenmesi*. *Türkiye Sosyal Araştırmalar Dergisi*, 14(1), 237250.
- Özkul, Yasemin. (2013). *Örgüt ikliminin motivasyon üzerine etkisi: Bir uygulama*. Yüksek Lisans Tezi. Marmara Üniversitesi / Sosyal Bilimler Enstitüsü / Çalışma Ekonomisi ve Endüstri İlişkileri Anabilim Dalı / Yönetim ve Çalışma Psikolojisi Bilim Dalı. İstanbul
- Öztürk, A. Ve Özdemir, F. (2003). İşletmelerde Personel Güçlendirmeye Dayalı İş Doyumunun Artırılması. *İktisadi ve İdari Bilimler Dergisi*, 17(1-2), 189-202

- Özevren, M. (7.12.1994). Endüstri Sonrası Dönemde İşletme Yönetimi. Dünya Gazetesi
- Özsoy, E., & YILDIZ, G. (2013). KİŞİLİK KAVRAMININ ÖRGÜTLER AÇISINDAN ÖNEMİ: BİR LİTERATÜR TARAMASI. İşletme Bilimi Dergisi, 1(2), 1-12.
- Paluck, E. L. (2006). Diversity training and intergroup contact: A call to action research. *Journal of Social Issues*, 62(3), 577-595.
- Parker, C. P., Baltes, B. B., Young, S. A., Huff, J. W., Altmann, R. A., & Lacost, H. A. (2003). Relationship between psychological climate perceptions and work-outcome. *Journal of Organizational Behavior*, 24, 389-416
- Pearce, J. A., Robinson, R. B., (2010). Stratejik Yönetim: Geliştirme, Uygulama, ve Kontrol, McGraw-Hill/Irwin 12th, Çeviri Editörü, Barca, (2015), NOBEL Akademik Yayıncılık, Ankara
- Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of intergroup contact theory. *Journal of personality and social psychology*, 90(5), 751.
- Pfeffer, J. (1985). Organizational demography: Implications for management. *California Management Review*, 28(1), 67-81.
- Pitts, D. W. (2006). Modeling the impact of diversity management. *Review of Public Personnel Administration*, 26(3), 245-268.
- Plaut, V. C., Garnett, F. G., Buffardi, L. E., & Sanchez-Burks, J. (2011). "What about me?" Perceptions of exclusion and Whites' reactions to multiculturalism. *Journal of personality and social psychology*, 101(2), 337.
- Point, S., & Singh, V. (2003). Defining and Dimensionalising Diversity: Evidence from Corporate Websites across Europe. *European Management Journal*, 21(6), 750-761.
- Polzer, J. T., Milton, L. P., & Swarm, W. B. (2002). Capitalizing on diversity: Interpersonal congruence in small work groups. *Administrative science quarterly*, 47(2), 296-324.
- Priyadarshini, E., & Babu, A. C. (2012). A Comparative Analysis for Forecasting the NAV's of Indian Mutual Fund using Multiple Regression Analysis and Artificial Neural Networks. *International Journal of Trade, Economics and Finance*, 3(5), 347.
- Raatikainen, P. (2002). Contributions of multiculturalism to the competitive advantage of an organization. *Singapore Management Review*, 24(1), 81.
- Radvillas, Michelle. (2010). the importance of promotion and career advancement in gaming industry. Available at: www.indiangaming.com/istore/Feb10_Radvillas.pdf
- Rapti, D. (2013). School Climate as an Important Component in School Effectiveness.
- Robbins, S. P., & Barnwell, N. (2002). Organization theory: Concepts and cases. Fourth edition. Pearson Education Australia.

- Robbins, S. (1998). *Organizational Behavior*, Eight Edition. Prentice-Hall, Inc. New Jersey/USA
- Bean, R., Sammartino, A., O'flynn, J., Lau, K., & Nicholas, S. (2001). Using diversity climate surveys: A toolkit for diversity management. Programme for the Practice of Diversity Management by Department of Immigration and Multicultural Affairs (DIMA) and Australian Centre for International Business (ACIB).
- Rubaii-Barrett, N., & Wise, L. R. (2007). From Want Ads to Web Sites, What Diversity Messages Are State Governments Projecting? *Review of Public Personnel Administration*, 27(1), 21-38.
- Salomon, M. F., & Schork, J. M. (2003). Turn diversity to your advantage. *Research Technology Management*, 46(4), 37-44.
- Sargut, A. S. (2001). *Kültürlerarası farklılaşma ve yöntemi* Ankara: Imge Kitabevi.
- Schneider, B., Brief, A. P., & Guzzo, R. A. (1996). Creating a climate and culture for sustainable organizational change. *Organizational dynamics*, 24(4), 7-19.
- Schneider, B., Ehrhart, M. G., & Macey, W. H. (2013). Organizational climate and culture. *Annual review of psychology*, 64, 361-388.
- Schneider, B., Bowen, D., Ehrhart, M., & Holcombe, K. (2000). The climate for service: Evolution of a construct. (A. C. In NM, Ed.) Thousand Oaks, CA: Sage Publications.
- Schyns, B., Van Veldhoven, M., & Wood, S. (2009). Organizational climate, relative psychological climate and job satisfaction: The example of supportive leadership climate. *Leadership & Organization Development Journal*, 30 (7), 649-663.
- Seçer, İ. (2013). *SPSS ve LISREL ile Pratik Veri Analizi*. Anı Yayıncılık. Ankara.
- Sezerel, H., & Tonus, H. Z. (2014). The soft element of strategic human resource management: the employee's perception of diversity climate. *Procedia-Social and Behavioral Sciences*, 150, 354-359.
- Shahin, A., Shabani Naftchali, J., & Khazaei Pool, J. (2014). Developing a model for the influence of perceived organizational climate on organizational citizenship behaviour and organizational performance based on balanced scorecard. *International Journal of Productivity and Performance Management*, 63(3), 290-307.
- Shalley, C. E., & Glisson, L. L. (2004). What leaders need to know: a review of social and contextual factors that can foster or hinder creativity? *The Leadership Quarterly*, 15, 33-53.

- Singh, A. S., & Masuku, M. B. (2014). Sampling techniques & determination of sample size in applied statistics research: An overview. *International Journal of Economics, Commerce and Management*, 2(11), 1-22.
- Smith, S. S., & Moore, M. R. (2000). Intraracial Diversity and Relations among African Americans: Closeness among Black Students at a Predominantly White University 1. *American Journal of Sociology*, 106(1), 1-39.
- Smith, W. J., Wokutch, R. E., Harrington, K. V., & Dennis, B. S. (2004). Organizational attractiveness and corporate social orientation: do our values influence our preference for affirmative action and managing diversity? *Business & Society*, 43(1), 69-96.
- Soyfaloğlu, Ç., & AKTAŞ, Rabia. (2005). Kültürel Farklılıkların Uluslararası İşletmelere Etkisi. *Yönetim ve Ekonomi Dergisi*, Celal Bayar Üniversitesi İ.İ.B.F, 7(1), 18.
- Starnes, B. J., Truhon, S. A., & McCarthy, V. (2010). Organizational trust: employee-employer relationships. *A Primer on Organizational Trust*.
- Stetzer, A., Morgeson, F. P., & Anderson, E. L. (1997). Organizational climate and ineffectiveness: Evidence from 25 outdoor work crew divisions. *Journal of Quality Management*, 2(2), 251-265.
- Stevens, F. G., Plaut, V. C., & Sanchez-Burks, J. (2008). Unlocking the benefits of diversity all-inclusive multiculturalism and positive organizational change. *The Journal of Applied Behavioral Science*, 44(1), 116-133.
- Strauss, J. P., & Connerley, M. L. (2003). Demographics, personality, contact, and universal diverse orientation: An exploratory examination. *Human Resource Management*, 42(2), 159-174.
- Sürgevil, O. (2010). *Çalışma Yaşamında Farklılıkların Yönetimi*. Ankara: Nobel Akademik Yayıncılık.
- Şahin, N. (2007). *İşgören Güçlendirmenin İş Tatmini Ve Örgütsel Bağlılık Üzerine Etkisi: Dört Ve Beş Yıldızlı Otel İşletmelerinde Bir Uygulama*. Yayımlanmamış Doktora Tezi, Dokuz Eylül Üniversitesi, İzmir.
- Şimşek, Mehmet, Ş. (2002). *Yönetim ve Organizasyon*; Günay Ofset; Konya.
- Şimşek, Mehmet, Ş. Çelik, A. (2017). *Yönetim ve Organizasyon*. 19th Baskı. Eğitim Yayınevi. Konya
- Şimşek, M. Ş. ve Kınır, S. (2006). *Çağdaş Yönetim Araçlarından Seçmeler*. Ankara: Nobel Yayın Dağıtım.
- Taguiri, R., & Litwin, G. H. (1968). *Organizational climate: Exploration of a concept*. Cambridge: Graduate School of Business Administration, Harvard University.

- Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. *The social psychology of intergroup relations*, 33(47), 74.
- Thomas, K. M., & Plaut, V. C. (2008). The many faces of diversity resistance in the workplace. *Diversity resistance in organizations*, 1-22.
- Thomas, R. (2004). Diversity management and affirmative action: Past, present and future. Thomas & Associates, Inc, October.
- Thomas, R. R. (1990). From affirmative action to affirming diversity. *Harvard business review*, 68(2), 107-117.
- Tjale, T. E. (2015). The relationship between diversity management and organizational climate (Doctoral dissertation).
- Tsui, A. S., Egan, T. D., & O'Reilly III, C. A. (1992). Being different: Relational demography and organizational attachment. *Administrative science quarterly*, 549-579.
- Tsui, A. S., & O'reilly, C. A. (1989). Beyond simple demographic effects: The importance of relational demography in superior-subordinate dyads. *Academy of Management Journal*, 32(2), 402-423.
- Turner, J. C., Oakes, P. J., Haslam, A., McGarty, C., & Turner, J. (1992). SELF AND COLLECTIVE: COGNITION AND SOCIAL CONTEXT. Conference on "The self and the collective" Psychology Department, Princeton University.
- Turner, J. C., Oakes, P. J., Haslam, S. A., & McGarty, C. (1994). Self and collective: Cognition and social context. *Personality and social psychology bulletin*, 20(5), 454-463.
- Tutar, Hasan. (2003). *Örgütsel İletişim*. Ankara: Seçkin Yayıncılık.
- Tunçay, Esra. (2013). The Role of Leadership Style in The Relationship between Organizational Climate and Burnout, Master's Thesis, Marmara Üniversitesi. Istanbul.
- Tüz. Gümüş, M. (2010). The diversity perception and the attitudes of employees: A study on human resource professionals and hotel workers. *Ankara Üniversitesi SBF Dergisi*, 65(02), 219-237.
- Uysal, H. T. (2013). Stajyer Çalışanların Mesleki Bağlılık Gelişimine Örgüt İkliminin Etkisi/Effect of Organizational Climate to Professional Commitment Development of Intern Workers. *Business and Economics Research Journal*, 4(3), 93.
- Gao. (2005). Diversity Management: Expert-Identified Leading Practices and Agency Examples. United States Government Accountability Office. Available at: www.gao.gov/new.items/d0590.pdf
- Verkuyten, M. (2005). Ethnic group identification and group evaluation among minority and majority groups: testing the multiculturalism hypothesis. *Journal of personality and social psychology*, 88(1), 121.

- Vijayakumar, V. S. (2007). Management styles, work values and organizational climate. *Journal of the Indian Academy of Applied Psychology*, 33(2), 249-260.
- Wentling, R. M., & Palma-Rivas, N. (2000). Current status of diversity initiatives in selected multinational corporations. *Human Resource Development Quarterly*, 11(1), 35.
- West, M. A., Smith, H., Feng, W. L., & Lawthorn, R. (1998). Research excellence and departmental climate in British universities. *Journal of Occupational and Organizational Psychology*, 71(3), 261-281.
- Wilson, M. G., Dejoy, D. M., Vandenberg, R. J., Richardson, H. A., & McGrath, A. L. (2004). Work characteristics and employee health and well-being: Test of a model of healthy work organization. *Journal of occupational and organizational psychology*, 77(4), 565-588.
- White, R. D. (1999). Managing the diverse organization: the imperative for a new multicultural paradigm. *Public Administration & Management: An Interactive Journal*, 4(4), 469-493.
- World Health Organization. The World Bank. (2011). World report on disability. Available at: unicef.org/protection/World_report_on_disability_eng.pdf
- Wise, L. R., & Tschirhart, M. (2000). Examining empirical evidence on diversity effects: How useful is diversity research for public-sector managers? *Public Administration Review*, 60(5), 386-394.
- Wolfson, N., Kraiger, K., & Finkelstein, L. (2011). The relationship between diversity climate perceptions and workplace attitudes. *The Psychologist-Manager Journal*, 14(3), 161-176.
- World, W. H. (2011). World report on disability: World Health Organization.
- Wrench, J. (2005). Diversity management can be bad for you. *Race & Class*, 46(3), 73-84.
- Yelboğa, A. (2006). Kişilik Özellikleri ve İş Performansı Arasındaki İlişkinin İncelenmesi. “İş, Güç” Endüstri İlişkileri ve İnsan Kaynakları Dergisi, 8(2), 196-211.
- Yahyagil, M. Y., & Yahyagil, M. (2004). The interdependence between the concepts of organizational culture and organizational climate: An empirical investigation. *İstanbul Üniversitesi İşletme Fakültesi Dergisi*, 33(1), 69-89.
- Yalım, D. (2005). İnsan Kaynaklarında Yeni Eğilimler. İstanbul: Hayat Yayıncılık.
- Yeniçeri, Özcan. (1993). İşlemelerde Yönetim ve Organizasyon ve Davranış; Tutibay Tur. Tic. Basım Yayım; Ankara.
- Yeşilyaprak, Binnur v.dğr, (2003). Gelişim ve Öğrenme Psikolojisi (4.Baskı ed.). Ankara: Pegem Yayıncılık.

- Yılmaz, Gökçe. (2010). the relationship between employee perception of organizational climate, work stress and job satisfaction: A study in call centers. Master thesis, Yeditepe University Institute of Social Sciences. Istanbul.
- Yong, A. G., & Pearce, S. (2013). A Beginner's Guide to Factor Analysis: Focusing on Exploratory Factor Analysis. *Tutorials in Quantitative Methods for Psychology*, 9(2), 79-94.
- Yüksekbilgili, Özgül. (2016). Sağlık işletmelerinde örgüt iklimi unsurlarının örgütsel bağlılığa etkileri üzerine bir araştırma. Doktora Tezi. Hasan Kalyoncu Üniversitesi / Sosyal Bilimler Enstitüsü / İşletme Anabilim Dalı. Gaziantep.
- Zoghi-Manrique-de-lara, P. (2010). Do unfair procedures predict employee's ethical behavior by deactivating formal regulations? *Journal of Business Ethics*, 94 (3), 411-425.

Internet References

- Blackman, A. (2017). What Are the Important Dimensions of Workplace Diversity? Available at: <https://business.tutsplus.com/tutorials/important-dimensions-of-workplace-diversity--cms-28319>
- Çakir, Ö. (2002). Yeni çalışma biçimleri ve işe ilişkin tutumlar. Available at: <http://www.hurriyet.com.tr/yeni-calisma-bicimleri-ve-ise-iliskin-tutumlar-99368>
- Collier, E. (2014). Workplace Warfare: Baby Boomers, Gen X and Gen Y. Available at: <http://www.careerfaqs.com.au/news/news-and-views/workplace-warfare-baby-boomers-gen-x-and-gen-y>
- Doyle, A. (2017). Types of Workplace Discrimination with Examples. Available at: <https://www.thebalance.com/types-of-employment-discrimination-with-examples-2060914>
- Gannon, M. (2016). Race Is a Social Construct, Scientists Argue. Available at: <https://www.scientificamerican.com/article/race-is-a-social-construct-scientists-argue/>
- GLAAD. (2016). Glossary of Terms - Lesbian / Gay / Bisexual / Queer. Available at: <https://www.glaad.org/reference/lgbtq>
- HOFSTEDE, G. (2011). What is culture? Available at: <http://geerthofstede.com/culture-geert-hofstede-gert-jan-hofstede/definition-culture/>
- Harrison, Roger. (2005). Notes on organizational Climate. Available at: <https://ils.unc.edu/daniel/614/orgculturenotes.html>
- Huling. (2000). Motivate Employees To Grow Your Agency. Available at: <http://www.propertycasualty360.com/2000/01/22/motivate-employees-to-grow-your-agency?ref=navbar-next>

- International Labor Organization. (2017). Working conditions. Available at: [http:// www.ilo.org/global/topics/working-conditions/lang--en/index.htm](http://www.ilo.org/global/topics/working-conditions/lang--en/index.htm)
- Invest In Turkey. (2016). Demographics Available at: <http://www.invest.gov.tr/en-US/investmentguide/investorsguide/Pages/DemographyAndLaborForces.aspx>
- Jarrett, M. (2017). The four Types of Organizational Politics. Available at: <https://hbr.org/2017/04/the-4-types-of-organizational-politics>
- Karaduman, S. (2012). Bağdaşmazlıklar. Available at: <http://serkankaraduman.blogspot.com.tr/>
- Kashyap, D. (2016). Top three Factors Affecting Individual Behavior. Available at: <http://www.yourarticlelibrary.com/organization/individual-behaviors/top-3-factors-affecting-individual-behaviour/63786/>
- LMA. (2014). The importance of diversity in the workplace. Available at: <https://leadershipmanagement.com.au/the-importance-of-diversity-in-the-workplace/>
- Lumen. (2016). What Is Organizational Communication? Available at: <https://courses.lumenlearning.com/introductiontocommunication/chapter/what-is-organizational-communication/>
- Lumen. (2016). Introduction to Social Psychology. Available at: <https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-social-psychology/>
- McLeod, S. (2017). Theories of Personality. Available at: <https://www.simplypsychology.org/personality-theories.html>
- Menendian, J. a. & Powell. A. S. (2014). The Problem of Othering: Towards Inclusiveness and Belonging. Available at: <http://www.otheringandbelonging.org/the-problem-of-othering/>
- Pew Research Center. (2012). the Global Religious Landscape. Available at: <http://www.pewforum.org/2012/12/18/global-religious-landscape-exec/>
- Plowman, N. (2011). What is Equal Employment and How Can Small Businesses Ensure Compliance? Available at: <https://www.brighthubpm.com/change-management/61586-how-can-small-businesses-ensure-compliance-with-equal-employment/>
- Powell, J. (2013). Indian Religion and Social Classes. Available at: <https://prezi.com/lmcufibbra3c/indian-religion-and-social-classes/>
- Shopify. (2005). what is Organizational Structure? Available at: <https://www.shopify.com/encyclopedia/organizational-structure>
- Simmering, M. J. (2014). AUTONOMY. Available at: <http://www.referenceforbusiness.com/management/A-Bud/Autonomy.html>

- Smith, A. (2017). South African Apartheid: The Era of Racial Abuse and Inequality. Available at: <https://buzzsouthafrica.com/south-african-apartheid/>
- Sweden Sverige. (2018). The Swedish approach to fairness. Available at: <https://sweden.se/society/gender-equality-in-sweden/>
- The Denver Foundation. (2011). A color-blind approach in organizations is ineffective. Available at: <http://www.nonprofitinclusiveness.org/caution-color-blind-approach-organizations-ineffective>
- Vescio, Weaver. (2017). Prejudice and Stereotyping. Available at: <http://www.oxfordbibliographies.com/view/document/obo-9780199828340/obo-9780199828340-0097.xml>
- U.S. Department of Justice. (2009). A Guide to Disability Rights Laws. Available at: <https://www.ada.gov/cguide.htm>
- UNFPA Afghanistan. (2014). Young People. Available at: <http://afghanistan.unfpa.org/topics/young-people-0>
- United Nation Enable. (2007). What Is Disability and Who Are Persons with Disabilities? Available at: <http://www.un.org/esa/socdev/enable/faqs.htm>
- United State Department of Labor. (2017). Employment Projections, Civilian labor force, by age, sex, race, and ethnicity. Available at: https://www.bls.gov/emp/ep_table_301.htm
- US Legal. (2010). Equal Opportunity Law and Legal Definition. Available at: <https://definitions.uslegal.com/e/equal-opportunity/>
- USA Census Bureau. (2002). [https://www.census.gov/search-results.html?q=2002&page=1&stateGeo=none & search type=web & cssp =SERP](https://www.census.gov/search-results.html?q=2002&page=1&stateGeo=none&search%20type=web&cssp=SERP)
- Wiki-zero. (2017). Religion in the Republic of Ireland. Available at: <http://www.wiki-zero.com/index.php?q=ahr0chm6ly9lbi53awtpcgvkaweub3jnl3dpa2kvumvsawdpb25faw5fdghlx1jlchvibgljx29mx0lyzwxhbmq>
- Wong, P. T. P. (2001). The Positive Psychology of “Climate Management”. Available at: http://www.meaning.ca/archives/presidents_columns/pres_col_aug_2001_climate-management.htm

1. Appendix (Turkish Questionnaire)

Değerli Katılımcı;

Bu Anket, işletmede farklılık yönetimi ile örgütsel iklim arasındaki ilişkiyi belirlemek amacıyla hazırlanmıştır. Vereceğiniz cevaplar genel değerlendirmelerde bilimsel amaçlı kullanılacak olup kesinlikle gizli tutulacaktır. Görüş ve düşüncelerinizi içtenlikle paylaşarak katkı sağladığınız ve değer kattığınız için teşekkür ederiz.

Yrd. Doç. Dr. M. Tahir Demirsel
mtdemirsel@selcuk.edu.tr
 Tel: +90 542 285 61 30

Mohammad Farid Noorzad
noorzadfarid@yahoo.com
 Tel: +90 538 580 99 56

Selçuk Üniversitesi, İktisadi ve İdari Bilimler Fakültesi, Kampüs, Konya

1. Bölüm

1) Cinsiyetiniz	☐ Erkek	☐ Kadın	2) Medeni Durum	☐ Evli	☐ Bekâr
3) Yaşınız	☐ 18 yaş altı ☐ 50-65	☐ 18-24 ☐ 65 yaş üstü	☐ 25-35	☐ 36-50	
4) Eğitim Durumunuz	☐ İlkokul ☐ Önlisans ☐ Doktora	☐ Ortaokul ☐ Lisans	☐ Lise ☐ Yüksek Lisans	☐ Meslek Lisesi	
5) İşletmenizde kaç yıldır çalışmaktasınız?	☐ 1 yıldan az ☐ 10 yıl ve üzeri	☐ 1-3 yıl	☐ 4-6 yıl	☐ 7-9 yıl	
6) Çalıştığınız bölüm (Belirtiniz):					
7) İşletmedeki konumunuz	☐ Firma Sahibi/Ortağı ☐ Şef/Supervisor/Formen/Ustabaşı ☐ Müdür Yrd. ☐ Diğer (belirtiniz):		☐ Genel Müdür/Genel Müdür Yrd. ☐ Bölüm veya Birim Müdürü / ☐ İş gören/Çalışan		
8) İşletmeniz kaç yıldır faaliyet göstermektedir?	☐ 1 yıldan az ☐ 10 yıl ve üzeri	☐ 1-3 yıl	☐ 4-6 yıl	☐ 7-9 yıl	
9) İşletmenizde çalışan toplam personel sayısı	☐ 10'dan az ☐ 250-499	☐ 10-49 ☐ 500 ve üzeri	☐ 50-99	☐ 100-249	
10) İşletmenin Faaliyet Alanı	☐ Otomotiv Yedek Parça ☐ Makine ☐ Mobilya ve Ahşap ürünleri ☐ Diğer.....(Belirtiniz)				
11) Toplam İş Hayatı Deneyiminiz	☐ 1 yıldan az ☐ 10 yıl ve üzeri	☐ 1-3 yıl	☐ 4-6 yıl	☐ 7-9 yıl	
12) Dininiz	☐ İslamiyet ☐ Hiçbir	☐ Hristyanlık ☐ Diğer.....	☐ Musevilik	☐ Budizm	
13) Herhangi bir engeliğiniz var mı?	☐ Evet ☐ Hayır				
14) Etnik kökeniniz?	☐ Türk	☐ Laz	☐ Çerkez	☐ Kürt	☐ Diğer.....
15) Kurumdaki çalışma biçiminiz nedir?	☐ Tam zamanlı ☐ Proje temelli	☐ Yarı zamanlı ☐ Diğer.....	☐ Sözleşmeli	☐ Sürekli	

2. Bölüm: Farklılık Yönetimi ile ilgili aşağıdaki ifadelere ne düzeyde katılmaktasınız?		Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
1 = Kesinlikle katılmıyorum	2 = Katılmıyorum					
3 = Ne katılıyorum ne katılmıyorum,	4 = Katılıyorum,					
5 = Kesinlikle katılıyorum						
16) İşyerimizde siyasi görüş veya eğilimleri nedeniyle hiç kimseye ayrıcalık tanınmaz.		①	②	③	④	⑤
17) İşyerimizde yaşam şekilleri veya inançları nedeniyle çalışanlara ayrımcılık yapılmaz.		①	②	③	④	⑤
18) İşyerimiz ile ilgili sorunların çözümünde çalışanların farklılıklarından yararlanılır.		①	②	③	④	⑤
19) İşyerimizde farklı niteliklere (statü, deneyim, gelir gibi) sahip çalışanlara adaletli bir şekilde davranılır.		①	②	③	④	⑤
20) İşyerimizde farklı illerden veya bölgelerden gelen çalışanların yerli personel kadar işyerinin imkânlarından yararlanmasına fırsat tanınır.		①	②	③	④	⑤
21) İşyerimizde farklı görüş ve düşünceleri olan çalışanlardan birçok konuda yararlanılır.		①	②	③	④	⑤
22) İşyerimizde herhangi bir çalışana yönelik ayrımcılığa izin verilmez.		①	②	③	④	⑤
23) İşyerimizde çalışanların farklılıkları dikkate alınarak görevlendirme yapılır.		①	②	③	④	⑤
24) İşyerimizde bireysel farklılıkları (cinsiyet, ırk, gibi) nedeniyle çalışanlara karşı ön yargılı davranılmaz.		①	②	③	④	⑤
25) İşyerimizde çalışanların farklılıklar konusunda açık bir şekilde fikirlerini söyleyebileceği ortam oluşturulur		①	②	③	④	⑤
26) İşyerimizde farklı kültürden gelen çalışanların birbirleriyle tanışması/kaynaşması sağlanır		①	②	③	④	⑤
27) İşyerimizde çalışanlara yeterlilikleri doğrultusunda görevler verilir		①	②	③	④	⑤
28) İşyerimizde farklılıklarla ilgili tartışmalar önemsenir.		①	②	③	④	⑤
29) İşyerimizde farklılıklar problem olarak görülmez		①	②	③	④	⑤
30) İşyerimizde farklılıklar işyerimize yönelik tehdit olarak algılanmaz.		①	②	③	④	⑤
31) İşyerimizde çalışanlar arasındaki farklılıklar göz ardı edilmez.		①	②	③	④	⑤
32) İşyerimizde farklılıklar yeni fikir kaynağı olarak görülür.		①	②	③	④	⑤
33) İşyerimizde farklılıklarla ilgili duygu ve düşüncelerin açık bir şekilde ifade edilmesi hoş karşılanır.		①	②	③	④	⑤
34) İşyerimizde farklılıklara yönelik iyimser bir bakış açısı var.		①	②	③	④	⑤
35) İşyerimizde farklılıklarla ilgili düşüncelerin açık bir şekilde ifade edilmesi makul görülür.		①	②	③	④	⑤

3. Bölüm: Örgütsel İklim ile ilgili aşağıdaki ifadelere ne düzeyde katılmaktasınız? 1 = Kesinlikle katılmıyorum 2 = Katılmıyorum 3 = Ne katılıyorum ne katılmıyorum, 4 = Katılıyorum, 5 = Kesinlikle katılıyorum					
	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
36) İyi bir takım üyesi olduğumu hissedirim.	①	②	③	④	⑤
37) Yönetim, kararlarımı teşvik eder.	①	②	③	④	⑤
38) Çalışanlar birbirine güvenir.	①	②	③	④	⑤
39) Görevler açık bir şekilde tanımlanmıştır.	①	②	③	④	⑤
40) Çalışanlar, performansları oranında ödüllendirilir.	①	②	③	④	⑤
41) Teşvik ve ödüller, eleştirilerden daha fazladır.	①	②	③	④	⑤
42) Performans için yüksek standartlar oluşturulmuştur.	①	②	③	④	⑤
43) Karar verme aşamasında sorumlu kişinin kim olduğu bellidir.	①	②	③	④	⑤
44) Görev aldığım projelerde, sorumlunun kim olduğunu bilmem.	①	②	③	④	⑤
45) Yapılan bir işin sürekli geliştirilmesi istenmektedir.	①	②	③	④	⑤
46) Genellikle belirlenen hedeflere inanırım.	①	②	③	④	⑤
47) Bireysel ve grup performansını geliştirmek için baskı hissedirim.	①	②	③	④	⑤
48) Bireysel olarak alınan kararlar, farklı kişilerce kontrol edilir.	①	②	③	④	⑤
49) Çalışanın hata yapması, üst yönetimin ona olan güvenini azaltır.	①	②	③	④	⑤
50) Bu kuruma ait olduğumdan dolayı mutluluk duyarım.	①	②	③	④	⑤
51) Yöneticim ya da iş arkadaşlarım görevlerimde bana yardım eder.	①	②	③	④	⑤
52) Bir işi iyi yaptığımda takdir edilirim.	①	②	③	④	⑤
53) Çalışanlar kendi problemlerini kendileri çözer.	①	②	③	④	⑤
54) Başarılı çalışanların ilerlemelerini sağlayan bir terfi sistemi vardır.	①	②	③	④	⑤
55) İyi yönetim sistemiyle verimliliğimiz artmaktadır.	①	②	③	④	⑤
56) Bu kurumda olup biten olaylara önem veririm.	①	②	③	④	⑤
57) İşimi kendi işim gibi sahiplenirsem yükselebilirim.	①	②	③	④	⑤
58) Çalışanlar kuruma bağlıdır.	①	②	③	④	⑤
59) Çalışanlar kendi performanslarıyla övünürler.	①	②	③	④	⑤

2. Appendix (English Questionnaire)

Dear Participants;

This questionnaire is prepared for exploring the effects of diversity management on the organizational climate. Your responses will be used in academic purpose and going to be kept in secret. Thank you for taking part in this research for sharing your thoughts and ideas.

Asst. Prof. Dr. M. Tahir Demirsel

mtdemirsel@selcuk.edu.tr

Tel: +90 542 285 61 30

Mohammad Farid Noorzad

noorzadfarid@yahoo.com

Tel: +90 538 580 99 56

Selcuk University, Faculty of Economy and Administrative Sciences, Kampüs, Konya

1. Part

1) Gender	☐ Male ☐ Female	2) Marital Status	☐ Married ☐ Single
3) Age	☐ Less than 18 ☐ 18-24 ☐ 25-35 ☐ 36-50 ☐ 50-65 ☐ More than 65		
4) Education Level?	☐ Preliminary School ☐ Secondary School ☐ High School ☐ Vocational School ☐ Associate Degree ☐ Bachelor ☐ Master ☐ PhD		
5) Your working years in this company?	☐ Less than 1 ☐ 1-3 years ☐ 4-6 years ☐ 7-9 years ☐ More than 10 years		
6) Your working department (Please explain):			
7) Your Position in company?	☐ Owner/Partner ☐ General Manager/General Manager Asst. ☐ Chief/Supervisor/Foreman ☐ Department or Unit Manager ☐ Worker ☐ Other (Write):		
8) How much is operating life of your company?	☐ Less than 1 ☐ 1-3 years ☐ 4-6 years ☐ 7-9 years ☐ More than 10 years		
9) Number of employees in your company.	☐ Less than 10 ☐ 10-49 ☐ 50-99 ☐ 100-249 ☐ 250-499 ☐ More than 500		
10) Business sector?	☐ Automotive spare parts ☐ Agriculture Machines and Equipment ☐ Machine ☐ Plastic ☐ Metal ☐ Construction ☐ Food ☐ Furniture and Wood products ☐ Hydraulic ☐ Other.....(Write)		
11) Your total work experiences?	☐ Less than 1 ☐ 1-3 years ☐ 4-6 years ☐ 7-9 years ☐ More than 10 years		
12) Your religion?	☐ Islam ☐ Christianity ☐ Judaism ☐ Buddhism ☐ None ☐ Other.....		
13) Do you have any disability?	☐ Yes ☐ No		
14) Your ethnicity?	☐ Turk ☐ Laz ☐ Circassian ☐ Kurd ☐ Other.....		
15) What is your working type in the company?	☐ Full time ☐ Part time ☐ Contracted ☐ Continuous ☐ Project based ☐ Other.....		

2. Part: How much do you agree with the following items about Diversity Management? 1 = Strongly Disagree 2 = Disagree 3 = Neither Agree Nor Disagree 4 = Agree, 5 = Strongly Agree					
	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
16) In our workplace, no one is privileged based on his/her political views or tendencies.	①	②	③	④	⑤
17) In our workplace, employees are not discriminated because of lifestyle or beliefs	①	②	③	④	⑤
18) In our workplace, differences among employees are used as means to solve problems.	①	②	③	④	⑤
19) In our workplace, employees with different qualifications (status, experience, income, etc.) are treated fairly.	①	②	③	④	⑤
20) In our workplace, employees from different cities and regions have equal opportunity to use the facilities of the workplace as local staff do.	①	②	③	④	⑤
21) In our workplace, workers with different opinions and thoughts are taken advantage in many issues.	①	②	③	④	⑤
22) In our workplace, we are not allowed to discriminate against any employee.	①	②	③	④	⑤
23) In our workplace, works are given to employees considering their differences.	①	②	③	④	⑤
24) In our workplace, employees are not prejudiced based on their individual differences (gender, race, etc.).	①	②	③	④	⑤
25) Our organization provides such an environment in which employees can freely talk about differences and diversities.	①	②	③	④	⑤
26) In our workplace, workers coming from different cultures are provided to introduce and meet each other.	①	②	③	④	⑤
27) Our workplace gives the duties to employees in line with their competencies.	①	②	③	④	⑤
28) Our workplace matters the talks about diversities.	①	②	③	④	⑤
29) In our workplace, diversities are not perceived as problems.	①	②	③	④	⑤
30) In our workplace, differences are not perceived as threats to our organization.	①	②	③	④	⑤
31) In our workplace, the existing differences among employees are not ignored.	①	②	③	④	⑤
32) In our workplace, diversities and differences are seen as sources of new ideas.	①	②	③	④	⑤
33) Freely expressing our thoughts and feelings regarding differences is welcomed by our organization.	①	②	③	④	⑤
34) Our workplace has an optimistic view of the differences.	①	②	③	④	⑤
35) It is acceptable and reasonable for our workplace while clearly sharing and talking about the differences.	①	②	③	④	⑤

3. Part: How much do you agree with the following items about Organizational Climate? 1 = Strongly Disagree 2 = Disagree 3 = Neither Agree Nor Disagree 4 = Agree, 5 = Strongly Agree	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
	①	②	③	④	⑤
36) I feel like I am a member of a good team.	①	②	③	④	⑤
37) Management encourages me to take decisions.	①	②	③	④	⑤
38) Employees trust each other.	①	②	③	④	⑤
39) Tasks are clearly defined.	①	②	③	④	⑤
40) Employees are rewarded for their high performances.	①	②	③	④	⑤
41) Incentives and awards are more than critics.	①	②	③	④	⑤
42) High standards have been set for performance.	①	②	③	④	⑤
43) It is clear who is responsible in the decision-making process.	①	②	③	④	⑤
44) The tasks I have been given in the projects, I do not know who is responsible.	①	②	③	④	⑤
45) The fulfilled job is always requested to be improved.	①	②	③	④	⑤
46) Generally, I believe in the identified goals.	①	②	③	④	⑤
47) I feel pressure because of improving individual and group performance.	①	②	③	④	⑤
48) Different people control individually taken decisions.	①	②	③	④	⑤
49) An employee's mistake reduces the trust of senior managers.	①	②	③	④	⑤
50) I feel happy, as I am a member of this organization.	①	②	③	④	⑤
51) My manager or colleagues help me on my duties.	①	②	③	④	⑤
52) In this dpt., I am appreciated when I do a job well.	①	②	③	④	⑤
53) In this dpt., employees solve their problems themselves.	①	②	③	④	⑤
54) A promotion system exists that ensures the promoting of successful employees.	①	②	③	④	⑤
55) We are enhancing our efficiency with a good management system.	①	②	③	④	⑤
56) We pay attention to the current events happening in this organization.	①	②	③	④	⑤
57) I perceive my job is as my own business.	①	②	③	④	⑤
58) Employees are committed to the organization.	①	②	③	④	⑤
59) Employees boast of their own performances.	①	②	③	④	⑤

3. Appendix (CV)

Mohammad Farid NOORZAD

Cell phone: 00905385809956

noorzadfarid@yahoo.com m.faridnoorzad@yahoo.com

PERSONAL

Date of Birth: May 11, 1987
Marital Status: Unmarried
Place of Birth: Kabul, Afghanistan
Citizenship: Afghanistan

OBJECTIVES

Seeking an opportunity in a challenging environment for personal growth and career development. Having passion to pursue PhD in international business.

EDUCATIONS

Master Degree: **2016- 2018**
 MA in Management and Organization major, from the Business Administration Department of the Social Sciences Institute of Selçuk University, Konya, Turkey.

Bachelor Degree: **2008-2012**
 BA in Finance and Banking from the Economy Faculty of Kabul University, Kabul, Afghanistan

Associate Degree: **2011-2012**
 Diploma in Business Administration, from Kardan University, Kabul, Afghanistan

High School: **2005-2007**
 Ghulam Haider Khan High School, Kabul, Afghanistan

RESEARCHES

- Master Thesis- Exploring the effects of diversity management on organizational climate: A case study of Konya Second Organized Industrial Zone.
- Article- Job Choice in A Fuzzy Environment: According to CEOs, What is The Optimum Entity to Start Profession? Published in:
<http://www.javstudies.com/DergiTamDetay.aspx?ID=692&Detay=Ozet>
- Article- Exploring the relationship between cultural intelligence and impression management-case study: Foreign Students of Selçuk University. Published in:
<http://www.javstudies.com/DergiTamDetay.aspx?ID=683&Detay=Ozet>

LANGUAGE SKILLS

Persian, English, Turkish, Pashtu, Arabic Basic

REFERENCES

- Dr. Mustafa Tahir DEMİRSEL, Asst. Professor at the Faculty of Economics and Administrative Sciences, International Trade Department, Tel (0090) 5422856130/ E-mail: mtdemirsel@hotmail.com Selçuk University Konya (Turkey).
- Dr. Ali Şükrü ÇETİNKAYA, Associate Professor at the Faculty of Economics and Administrative Sciences, International Trade Department, Tel: (0090) 533.3549795/ E-mail: alisukru@selcuk.edu.tr Selçuk University Konya (Turkey).