

**How does the acculturation strategy of a refugee and the diversity of the workplace fit together to influence job outcomes?**

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### ABSTRACT

*For the past decade refugees have been migrating to Europe, in hopes of seeking a better life. Many of them often struggle while integrating to new European countries because of their different backgrounds. After leaving behind everything that was familiar to them, it is not always easy to integrate to a new culture and country. Learning a new language, new cultural customs and especially having to find work can be difficult. This study focuses on analyzing how the relationship of the acculturation of the refugee and the diversity climate of the organization fit together to influence the job outcomes of the refugee. There have been many previous studies concerning acculturation and job satisfaction as well as diversity climate and job satisfaction. Many studies reveal which acculturation is the most preferred and how diversity climates are open to people from different ethical backgrounds. However, there have been no studies concerning how both acculturation and diversity climate of the organization interact together. The sample of the study focuses on 240 refugees from the Middle East, more specifically from Arabic speaking countries who are current residents of The Netherlands, Belgium, Sweden and Germany who have been or currently are employed in Europe.. The majority of the previous research has been focusing on refugees in the United States of America and on people of color, however few have discussed Arabic speaking refugees in Europe. The aim of this study is to fill the gap in academic literature concerning both acculturation and diversity climates. The study was conducted by a simple regression analysis to test the relationship between acculturation and job outcomes, followed by a moderation analysis to test the interaction between acculturation and diversity climate, as well as, the diversity perspective and if they together influence job outcomes.*

KEYWORDS: *Acculturation, Diversity Climate, Diversity Perspectives, Intercultural Communication, Job Satisfaction*

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## 1 Introduction

For the past decade many refugees have been forced to flee their home countries fleeing war destruction and famine by migrating to Europe, in hopes of seeking a better life and stability. Fleeing a third world country and coming to a first world country such as Europe is a door to new possibilities for many refugees. However, coming from a collectivist cultured country to an individualistic cultured country such as the Netherlands, Belgium, Sweden and Germany, there is room for culture shock and difficulty to adapt. Having to start from the beginning and to learn as well as study a completely new culture that is different from their own, is a difficult process. Many of them often struggle while integrating to new European countries because of their different backgrounds. Finding a secure job and being successful in it helps the refugee to have a better psychological well-being and allows them to feel more connected to their country of residence. To be able to effectively communicate with their colleagues is an important factor in this case (Masgoret & Ward, 2006). Acculturation plays an important factor in the well-being of an individual. The acculturation theory by John Berry (2005) indicates that the acculturation strategy an individual chooses to adopt, plays an important role in their well-being.

According to the *acculturation* theory by John Berry (2005) the way people acculturate depends on the home and host identification of a person. The combination of the home and host identification determines the well-being and job outcomes of a person. An integration strategy refers to adopting to the host country while still be in contact with their home culture. Separation strategy is neglecting their host culture and only adhering to their home culture. In contrast, the assimilation strategy is neglecting their home culture and adhering to their host culture. A person who chooses to integrate, by adopting both the home and host culture, is known to be better adapted and has a better well-being than those who choose to hold onto either the host or home culture by neglecting the other (Sam & Berry, 2010). As stated by Leong (2001) the relationship between acculturation and job satisfaction is positive. Choosing to adopt the integration or assimilation strategy, leads to a happier job outcome, meaning they will be more satisfied at their job, than those who adopt the separation strategy. The separation strategy is associated with having low job satisfaction and difficulty in advancing in their career. Furthermore, the way an organization communicates and deals with diversity, is an important factor in how members of a minority group feel in the workplace. If an organization has a diverse climate and is tolerant of different cultures, it is seen to facilitate the working environment of foreigners and results in a more positive job outcome (Hofhuis et al., 2012). According to Dwertmann et al. (2016), *diversity climate* can be defined as to what extent do people perceive their organization to value diversity as evident in the organization's formal structure, informal values, and social integration of underrepresented employees. Some people find it important to stay true to their culture and especially those who choose to adopt the separation strategy where they adhere to their home culture. When an organization does not allow this, people feel less comfortable at work and

want to leave and affects their psychological well-being (Newman et al., 2018). Aside from the diversity climate an organization has, it is also important to look at the *diversity perspectives* of an organization; the motives that drives an organization to hire people from different ethnicities. An organization could hire people from different ethnicities in order to gain a more diverse image. Also, they could hire the people in order to learn from their experiences and insights, or to be able to access a certain minority that they have not previously been able to reach (Ely & Thomas, 2001).

Previous studies have indicated the importance of acculturation and the importance of diversity climate, however, there has been no previous research studying how an acculturation strategy and the diversity climate of an organization interact with each other. How these two factors work together to result in a good job outcome or if a certain acculturation strategy fit with a specific diversity perspective. Also, does diversity climate help only those who integrate or also those who decide to separate from the host society. This leads to the societal relevance of this paper which is how an organization can help facilitate a refugee's integration process, as the working situation of a person can affect their state of happiness and their well-being. The aim of this paper is to fill the gap in research related to acculturation and diversity climate. Therefore, the proposed research question of this study is **“How does the acculturation strategy of a refugee and the diversity of the workplace fit together to influence job outcomes?”**.

In this paper, the term *job outcome* refers to having a good quality of communication with their colleagues and the organization, a good well-being at work and job satisfaction. The relationship that a person has with their colleagues at work has an influence on their job satisfaction and psychological well-being. According to Leiter & Maslach (1988), not having good quality of communication with colleagues can lead to emotional exhaustion. Furthermore, having a negative relationship with their supervisors leads to a person not having organizational commitment. The better the communication with the colleagues at work, the more committed a person becomes to the organization.

A survey was distributed along 240 Arabic speaking refugees living in Europe and are or have been employed in Europe. The data was analyzed using a simple regression and a moderation analysis to test the interaction between acculturation, diversity climate and diversity perspectives. This research paper begins with a theoretical framework discussing previous theory and studies on acculturation, diversity climate and diversity perspectives while presenting the predicted hypotheses. We will note how cultural diversity is an essential component of building a successful company in Europe because European especially Western countries such as the Netherlands, Belgium, Sweden and Germany, are mostly, multicultural, with high levels. It is necessary to have a suitable climate within the company to accommodate different cultures and this helps the success of the company. Furthermore, we will discuss the importance of the way a diversity climate chooses to communicate diversity and how they decide to benefit from having a diverse workplace. The theoretical

framework is then followed by the methodology section that describes how each variable has been measured. A detailed explanation of how the data has been analyzed is presented and then followed by the results of each analysis that has been conducted. Finally, this paper concludes with a discussion of the findings and an interpretation of the statistical analysis followed by recommendation for further research.

## 2 Theoretical Framework

### 2.1 Acculturation

The acculturation framework developed by John Berry (1997), explains the different strategies a refugee can adopt when moving to a new country. The concept of acculturation is defined as the phenomena when people from different cultures meet and experience cultural changes (Redfield, Linton, & Herskovits, 1936). The process of acculturation is there as long as groups of different cultures are in contact, and often result in long term adaptation such as learning a language, adopting each other's form of dressing and social interactions, as well as learning about each other's food preferences (Berry, 2005). When an individual goes through the process of acculturation, they are faced with two issues. First, to what degree do people wish to maintain their heritage cultures and identities. Secondly, to what degree do people wish to have contact with people from the host country and how much do they want to interact with them on a daily basis. These then lead to four strategies one can choose to adopt (Sam & Berry, 2010; Jian 2012); *Integration* refers to a person who chooses to stay connected with their own culture while also adapting to their host society. *Separation* is when a person adheres to their own culture and sees the host society as unimportant. *Assimilation* refers to a person completely adapting to their host society and neglecting their original culture. Lastly, *marginalization* is the process of considering that both one's own culture and the host society's culture are not important (Berry, 1997; Sam & Berry, 2010). In this paper, the focus will be on the two components of acculturation, the home identity and host identity.

During acculturation, a person can go through different changes in their lives such as their psychological well-being and life satisfaction, their cultural coping skills and their social identity. To explain these changes, Ward (2001) refers to them as acculturation's ABC's. The ABC's refer to affective, behavioral, and cognitive perspectives. The affective perspectives are related to the emotional aspects of acculturation such as coping with stress. Since a person goes through big life events during acculturation, it can be a strong cause of stress. Acculturation is a process that is continuous as long as there are different cultures in contact and this often results in adaptations such as learning each other's language, food preferences, forms of dress and other characteristics (Berry, 2005). Major events such as moving to a new society and not knowing how to live in or not understanding the new culture can cause a high level of depression and anxiety. However, according the Lazarus stress model that has been discussed by Sam and Berry (2010), not all changes that come with acculturation are caused by acculturative stress; several factors such as personal characteristics

(age, gender, social support) have an influence on the acculturation experience (Sam & Berry, 2010). In contrast, a setting with multicultural societies, allows the migrant to blend in with fewer pressure. Furthermore, when there is a big difference between the home culture and host culture, it is a more stressful process of adapting than adapting to a culture that has many similarities to one's own ethnic culture. As discussed by Berry (2005), adopting the integration strategy results in the least stressful, whereas adopting the marginalization strategy is the most stressful. Adopting the assimilation or the separation strategy are seen to be in between integration and marginalization in terms of stress. However, the adaptation strategy one chooses when they have recently moved to a new cultural setting, does not necessarily mean that the individual will stick to this strategy. It is possible for the individual to begin with one strategy and after a while of living their new country of residence, they end up changing to a different strategy. The reason behind this could be that the individual did not adapt well to their new environment (Berry, 2005). Berry (2005) discusses Ward (1996) who proposed that adaptation happens on two levels; psychological adaptation and sociocultural adaptation. Psychological adaptation refers to an individual mental well-being and their physical well-being, whereas sociocultural adaptation refers to how the individual acculturates and is able to get through daily life. Sociocultural adaptation is related to the skills one requires to manage daily life along with knowledge of the host culture and interacting with the host society, which can be explained by the following; The behavioral perspective that is also known as the cultural learning approach refers to the fact that people who experience cultural transitions do not have the required skills to engage in new cultures (Sam & Berry, 2010). These skills are necessary to manage everyday social interactions such as learning the spoken language of that culture. It is also essential to understand the intercultural communication tools such as verbal and non-verbal communication, as well as, understanding the norms, rules and conventions of the culture. According to Masgoret and Ward (2006), language proficiency and having broader communication competence are the essence of sociocultural adaptation. One of the most important factors of having effective communication with the host community is to speak their language. Possessing the required language skills are important factors that contribute to the daily tasks and to be able to establish an interpersonal relationship with members of the host country that in result, contribute to the intercultural interactions. (Masgoret & Ward, 2006). Sociocultural adaptation explains the factors behind having a successful communication with colleagues at work and with communicating with the organization, which are two aspect of the job outcomes that is measured in this paper.

The cognitive perspective focuses on how people perceive themselves and others when it comes to intercultural encounters. In other words, the cognitive aspect refers to how people process information about themselves and other groups as well as how they categorize people and how they identify with these categories (Sam & Berry, 2010). The social identity theory, that has people asking who they are and what group do they belong to, is considered to initiate this perspective. According to Tajfel and Turner (1986), belonging to a group helps people secure a sense of well-being.

Furthermore, people tend to put themselves and others into categories that thus helps us to identify with certain groups (Sam & Berry, 2010). This can be measured in terms of how much people relate to their home and host identity, which are the two components of acculturation.

Different studies resulted in integration being seen as the most preferable strategy (Berry, 2003; Hofhuis, Hanke & Rutten, 2018; Oerlemans & Peeters, 2008; Lu, Samaratunge & Härtel, 2011). Integration is considered to result in a better adaptation due to the fact that it includes double competence and the availability of double resources. Combining one's own ethnic cultural group and the new host society, allows them a better coping ability with cultural transitions (Sam & Berry, 2010).

### **2.1.1 Acculturation and job satisfaction**

Acculturation strategies such assimilation and integration are seen to have a high and positive relationship with job satisfaction, whereas those who choose to adopt the separation strategy are associated with low job satisfaction. According to a study by Leong (2001), people with an acculturation strategy such as separation, where they are not as acculturated to the host country as in other acculturation strategies may experience less job satisfaction, more stress, as well as being rated with low performance rates. Those who have chosen the separation strategy are more likely to receive fewer promotion opportunities at work and are separated from the majority group and receive lower performance reviews from their colleagues (Leong & Chou, 1994). They are also associated with high probability of experiencing problems adjusting to their careers (Leong, 2001). According to the findings by Leong (2001), reason for these difficulties at work can be associated with the organization under employing their employees who have chosen the separation strategy, or cultural conflicts that happen at work with supervisors. In contrast, people who adopt the integration or assimilation strategy are likely to receive better and equal treatment as the majority group at work (Leong & Chou, 1994). Jian (2012) suggests that an immigrant with cultural knowledge and values can positively influence leader-member relationships. Studies related to relationships between colleagues, show that their significance has an impact on employee stress (Jian, 2012). Higher levels of acculturation to the host country is associated with a higher level of relationship quality with colleagues (Jian, 2012). High levels of acculturation are also associated better career advancement due to better leader-member relationships.

High job outcomes in this paper refers to having high quality communication with colleagues at work, high psychological well-being and high job satisfaction. These factors are essential for someone to be well integrated in the workplace.

*Hypothesis 1a.* When one is attached to both their home and host cultures their job outcomes will be high.

*Hypothesis 1b.* When one chooses to only be attached to their host culture, their job outcomes



will be high.

*Hypothesis 1c.* When one chooses to only be attached to their home culture, their job outcomes will be low.

Apart from the refugees themselves, the organization also has a large influence on how things are done in the workplace. The majority of research about acculturation has commonly been discussed from the point of view that the foreign culture group moves to a new society and attempts to integrate with the dominant host culture. However, it is also important to take into account that dominant host cultural group can also be influenced by the minority foreign cultural group through culture, language and religion (Bourhis, Barrette, El-Geledi, & Schmidt Sr., 2009). According to the model IAM by Bourhis et al., the host culture group proposes acculturation orientations on how they wish immigrations would adapt to the host culture. Similar to Berry's acculturation framework, *integrationists* refer to the host group wishing the immigrants adapt to the host society while maintaining certain aspects of their ethnic culture. *Assimilationists* refers to the host group wishing the immigrants would adapt to the host society by giving up their ethnic culture in order to fully adapt to the culture of the host society. *Segregationists*, which is also known as the separation strategy in Berry's acculturation framework, refers to the host group accepting that the immigrant would maintain their ethnic culture, however by staying away and rejecting the host society's culture. In addition, the IAM framework also includes *exclusionists* where the host group denies the immigrants from maintaining their own ethnic culture as well as denying the host society's culture. Finally, *individualists* believe that it does not matter to them whether the immigrants adapt to the host society or maintain their ethnic culture, but rather concentrate on the personal qualities of the individual and based on that decide whether or not to interact with them (Bourhis et al., 2009). According to a study on intergroup relations in a multicultural workplace among Dutch and immigrant groups, the Dutch employees prefer that immigrants adopt the assimilation strategy meaning that they fully adapt to the host society's culture while without maintaining their ethnic culture. In contrast, the immigrants preferred the integration strategy instead of assimilation, meaning they would adapt to the host society's culture while maintaining aspects of their ethnic culture. the study resulted in the more the employees and immigrants disagree in the acculturation orientations, the worse the intergroup work relations will be. (Oerlemans & Peeters, 2010). However, the more the Dutch employees would be in contact with the immigrants, the less stressed and feeling threats toward the immigrant groups they would feel.

## **2.2 Diversity climate**

An important factor that impacts a refugee's job outcome is the diversity climate of the organization that they work for. Diversity climate refers to the climate of an organization that is open and tolerant of different cultures. (Hofhuis et al., 2012). Organizations with diversity climates are seen to strengthen organizational commitment and lead to higher job satisfaction, as well as allowing

the organization to perform better (Hofhuis et al., 2012). Minority groups perceived that their work efforts were being more recognized in an organization with a diversity climate (Avery & McKay, 2015). Furthermore, a study on foreigners who work in the Netherlands resulted in foreign employees having lower job satisfaction than their Dutch colleagues (Millikens & Martens, 1996). Spending time with other colleagues who were of the same ethnic background resulted in the foreign employees being more satisfied with their job and more likely to avoid leaving the organization. Having a heterogeneous team of people from different ethnic backgrounds has proved to result in having more efficient brainstorming and high-quality ideas, as well as more creative problem solutions than homogeneous teams (McLeod and Lobel, 1992). However, it is important to manage the diversity by having colleagues openly discuss their difference and for everyone to know each other better to promote a more efficient group function. Organizational racial diversity research has proved that people who are not part of the majority race, experience less positive emotional response than their colleagues and are also evaluated less positively, which results in them leaving the organization (Millikens & Martens, 1996).

It is not always crystal clear to organizations that having a diverse climate and being appreciative to different cultures, enhances employees' sense of belonging to the organization which leads to them being more satisfied at work. Organizations tend to focus more on the similarities such as competences among the employees despite their cultural differences. A study on the performance of a diverse group shows that the group with intercultural members did not perform effectively until later on in the experiment once they had become more familiar with each other and got over their intercultural differences (O'Reilly et al. 1989). A common problem in cultural diversity is that people feel as they do not identify with their organization nor with their colleagues (Luijters, van der Zee & Otten, 2008). Having similar culture values as the rest of their colleagues results in more identification with the organization which often leads to lower turnover intentions. The study resulted that despite if an organization has low similar culture values, identification with each other can be equally as high when there is a strong diversity climate among the intercultural group. Therefore, in order for the organization to have high levels of identification, it is important to have an intercultural group where diversity is seen as a positivity, along with differences being appreciated, taken into account and being open to discussion (Luijters et al., 2008).

McKay and Avery discuss the Interactional Model for Cultural Diversity (IMCD) formulated by Cox to explain how diversity climate is related to organizational effectiveness (2015). According to the model, the diversity climate of an organization is seen to influence on two different levels. Firstly, it influences on a productivity level, meaning the work quality, productivity, problem-solving and creativity as well as attendance of the employees. Secondly, it is seen to influence the outcomes of the organizations, more specifically the profitability and market share. These outcomes occur by impacting the employees' job satisfaction, and job involvement and their performance ratings. The model suggests that having a supportive diversity climate can improve the effectiveness of the

organization through its employees by having them enhance their work attitudes and for them to identify with the organization (McKay & Avery, 2015).

Organizations that are interested in introducing diversity into their functions and to their employees, the research of Linnehan, Konrad, Teitman, Greenhalgh, and London (2003) suggest five ways on how to initiate it; having the employees frequently interacting with people of different cultural groups and discussing issues related to diversity and cultural backgrounds are the first two objectives. Furthermore, instead of avoiding conversations about difficult issues, discuss them with other members, and confront and educate those who speak inappropriately or tell offensive and inappropriate jokes (Linnehan, Konrad, Teitman, Greenhalgh, & London, 2003).

### **2.2.1 Diversity climate and refugees**

According to a study by Newman, Nielsen, Smyth, Hirst & Kennedy (2018), the diversity climate of an organization has a positive influence on refugees and their commitment to the organization. A climate that values diversity and discourages discrimination against minority groups has a positive impact on the refugees' psychological well-being, as well as, hope, optimism and an individual's confidence in their own capabilities of performing well. However, the effect the diversity climate of an organization has on a refugee depends on the acculturation or in other words, to what degree do refugees identify with their own ethnic group and with the group of the country of residence. Different acculturation strategies can lead to different job outcomes (job satisfaction, communication with colleagues, communication with the organization, and psychological well-being), but what happens if we add the diversity climate of an organization into the equation? This paper hypothesizes that diversity climate could create a different outcome. Although a person has chosen to adopt the integration strategy, which is considered to be the best option of acculturation, an organization that is not tolerant of different cultures could then result in this refugee having a low psychological well-being and job satisfaction.. Individuals who scored higher levels of ethnic identity were affected more strongly by the organization's diversity climate and are more sensitive to racial discrimination. It is thought that discrimination affects a person's life satisfaction, however, as mentioned by Colic-Peisker (2009), discrimination in the streets does not affect their overall satisfaction, but rather discrimination at work has more influence.

The study suggests that people with such high levels of ethnic identity benefit most when working in an organization whose climate values diversity and they are then more likely to stay committed to the organizations, as well as, be less likely to leave the organization. According to Tsui et al. (1992), being different from colleagues due to ethnic and racial background, has an effect on the individual's psychological and behavioral attachment to the organization. In this paper, diversity climate and diversity perspectives are considered a moderator of the relationship between acculturation and job outcomes.

The relationship between acculturation and job outcomes can change depending on the diversity

climate of the organization. Therefore, the proposed hypotheses are the following:

*Hypothesis 2a.* When diversity climate is strong, the relationship between the home/host identity and job outcomes is positive.

If a person who has chosen the assimilation strategy does not want to be around different cultures and wants to be as close as possible to the host culture, they could be unhappy in an organization that is open and appreciative of different cultures. Therefore, the following hypothesis assumes the relationship will be negative;

*Hypothesis 2b.* When diversity climate is strong, the relationship between host identity and job outcomes is negative

Assuming a person who has chosen the separation strategy only wants to adhere to their home culture and does not want to be around any other culture, being in a diverse organization does not matter to them nor does it make them feel any happier. Therefore, the proposed hypothesis assumes the relationship will be the same despite the diversity in the organization.

*Hypothesis 2c.* When diversity climate is strong, the relationship between home identity and job outcomes remains the same

### **2.3 Diversity perspectives**

Diversity climate refers to what the atmosphere in the workplace generally is and how open and appreciative it is to other cultures, while diversity perspectives concentrates on what the workplace is communicating about diversity and how their employees are treated based on their cultures.

Diversity perspective's characteristics include the normative beliefs of what value cultural identity can have at work and the expectations of how it impacts the cultural differences on the group that works together and their work functions (Ely & Thomas, 2001).

It was thought that simply adding more people to the minority group in an organization would balance out the cultural differences between the minority and the dominant majority group. However, studies have shown that it is known to more likely create a threat to the majority group. Ely & Thomas discuss studies that suggest adding people is insufficient and organizations should instead focus on improving the relations between the minority and majority groups to reduce discrimination (Ely & Thomas, 2001). An organization that has a climate supportive of diversity, is seen as taking into account the employee's best interests (by McKay, Avery, Tonidandel, Morris, Hernandez and Hebl, 2007). Managing diversity is not important solely for minority employees but to all employees as it influences the working attitudes and results in fewer turnover intentions (McKay, Avery, Tonidandel, Morris, Hernandez and Hebl, 2007).

Not all races think and behave the same way, therefore it is important to note that they may react differently to the diversity issues they experience at work. It is important for organizations to look into what the minority group they have needs instead of treating all minority groups identically.

According to a study by van Dick, van Knippenberg, Hägele, Guillaume, & Brodbeck (2008), the relationship between ethnic diversity and group identification is moderated by diversity beliefs. Whether high degrees of subjective diversity have a negative or positive influence is dependent on the diversity beliefs of an individual. Furthermore, group identification is seen to have a positive effect over time and influences the employees' desire to stay in the organization (van Dick et al., 2008). Working in a homogenous group can affect the employee's desire to stay at an organization negatively and also result in less information processing. A study by McKay, Avery, Tonidandel, Morris, Hernandez and Hebl (2007), predicted that having an organization that was supportive of diversity perspectives, would result in fewer employees leaving their job. In other words, the more diversity the workplace has the less turnover intentions among the employees. According to Berry (1986), migrants are less likely to experience acculturative stress in a country or settings where there are multicultural societies. In settings where there is only one culture with certain norms and values, pressures the migrant to either choose or reject the culture of the host country.

Adding diversity to a work group is also seen as adding knowledge, resources, networks, and insights that can add to complex problem solving (Ely & Thomas, 2001). Furthermore, it has been argued that the groups that tend to be underrepresented, hold valuable assets such as their perspectives and cultural styles. The relationship between cultural diversity and work group effectiveness suggest that when group members have common goals and values, cultural diversity results in positive and beneficial outcomes. The elaboration of information is seen to bring out the positivity of workgroup diversity on workgroup performance (van Dick, van Knippenberg, Hägele, Guillaume, & Brodbeck, 2008). A study on the differences between individualism and collectivism when it comes to working in groups, revealed that when combining people from different ethnicities, mostly from collectivist backgrounds, they functioned better and had better cooperation than groups that were solely from an individualist Anglo background (Cox, Lobel & Mcleod, 1991).

According to a study by Ely & Thomas, on how diversity perspectives influence the work group and their function, the results showed that there are three different perspectives that imply how well people function in their work groups and why they should increase their diversity; the integration and learning perspective, the access and legitimacy perspective, and the discrimination and fairness perspective (2001).

The *integration and learning perspective* refers to organizations seeing immigrants from different cultural groups with insights, skills and experiences, as a valuable resource for that allows them to expand their brainstorming sessions and add new points of views to solving problems. Organizations can use the employee's skills due to their cultural identity as a way to redefine their markets, products strategies and business practices. It allows the organization to learn from different cultures through skills and have different insights on how tasks could be done differently. Immigrants are considered to enrich the organization with their different life experiences and ways of

thinking.

According to the study by Ely & Thomas, the integration and learning perspective was based on the fact that cultural identity shapes how we experience, see and know the world, therefore, cultural differences could be an important source of insights and skills that the organizations could benefit from (2001). The diversity of the staff acts as a resource which members of the organization could use to expand their knowledge as well as their networks, by educating and learning from each other. Creativity and elaboration that come from workgroup diversity are seen to come out when cultural differences are preserved (van Dick et al., 2008). Not only does this perspective represent an underrepresented group but it gives them the power to change the organization and innovate.

The *access and legitimacy perspective* focuses on hiring people in order to gain access to a certain group of people and to expand their markets, however, without incorporating cultural diversity into their work functions. This perspective limited the contribution of the minority group only to the access and legitimacy, whereas the overall culture of the organizations was according to the majority group (Ely & Thomas, 2001). The study resulted in people of color feeling they were not respected and valued which then resulted in inhibiting their ability to learn and effectively work (Ely & Thomas, 2001). As mentioned by Podsiadlowski, Gröschke, Kogler, Springer and van der Zee (2013), the access and legitimacy perspective tends to recruit people due to their capabilities such as cultural awareness and language abilities to access a certain market but were not part of integrating with the organization. Employees in such organizations received few opportunities for development and support. Podsiadlowski's (2013) study situated in Europe revealed that the access and legitimacy perspective and the integration and learning perspectives were the most common exhibited in organizations and some organizations displayed different perspectives in different departments.

The *discrimination and fairness perspective* focused on adopting a color-blind strategy, meaning they hire people of different colors and different cultural, and ethnic backgrounds, however, expecting them to be just like everyone else. This perspective believes in a fair treatment to all members of society with everyone having equal opportunities with the goal to eliminate discrimination (Ely & Thomas, 2001). Nonetheless, there is no appreciation to cultural diversity, nor is there any link between diversity and the work among the group. In contrast to the previous two perspectives, people are hindered from expressing themselves and from allowing them to learn from each other's skills (Ely & Thomas, 2001). According to a firm that had adopted this perspective, two norms arose; employees were expected to avoid expressing any conflict as it might be "dangerous" and employees were required to assimilate according to the white cultural standard. In other words, employees of different ethnic backgrounds and color were expected to speak and write the way the white people do (Ely & Thomas, 2001). In this perspective, progress meant how well the group achieved their recruitment and retention goals. Nevertheless, according to Podsiadlowski et al, the

discrimination and fairness perspectives portrays similar patterns such as the integration and learning perspective, where they are both individual centered and they both value and appreciate diversity in organization, however, differ in the underlying understanding of diversity (2013).

The integration and learning perspective is seen to be the most favorable perspective as it allows people to use their skills and experiences in their workplace. It gives the people a sense of belonging and feeling that they are valuable as well as respected. However, learning from each other can lead to discussion filled with conflict as it might be difficult for people from different cultures to sit together and listen to each other, but there are more open discussions about these issues aiming at resolving them (Ely & Thomas, 2001). The study by Ely & Thomas argues that an open and direct way of communication that the staff of an organization managed racial differences and conflicts, as well as showed their employees respect while treating racial groups as equals and influenced the employees in a positive way at work. It resulted in encouragement of the employees while allowing them to bring their skills and capabilities to work as well as allowed them to build more trust with their clients that also helped in expanding the organizations clientele (Ely & Thomas, 2001).

While the access and legitimacy perspective had a moderate level of cultural diversity, there are slight racial differentiations. Some minority races feel that the majority race gets better treatment. Moreover, minority groups such as people of color, felt that they were being stereotypically discriminated after expressing their opinion. This led to them feel intimidated to express their opinions due to the reaction they get from their white colleagues. The tension that built up between the races affected the employees' ability to give their all at work (Ely & Thomas, 2001).

According to Ely & Thomas (2001), after having work groups in the discrimination and fairness perspective describe the race relations in their firm, almost all employees had a unanimous, yet negative perspective. They described the relationships between the African American employees and the white race employees that made up the majority of the staff, as tense, cynical, distrustful, hopeless and powerless and disappointed (Ely & Thomas, 2001). In contrast, the staff that was predominantly white, had the fear of confronting the people of color, because they assumed the people of color would consider them as racist. This then resulted in poor communication and feedback among the white supervisors and employees of color as there was the fear of racism. Employees of color and different ethnical backgrounds felt that they were undermined, devalued or disrespected in some way and had negative experiences (Ely & Thomas, 2001). They felt denied from honest and trustworthy feedback and felt that their knowledge and skills were underestimated and ignored so much that they were passed over jobs to less qualified white employees. This perspective had a negative outcome on employees that eventually filled the organization's atmosphere with tension and resulted in people having a low well-being at work (Ely & Thomas, 2001). With these findings, it can be hypothesized that an employee who is a refugee, and has chosen to adopt the either the integration, assimilation or separation strategy, could create problems for them

as they would not be able to express their point of views that come from their cultural backgrounds and would be expected to act exactly as the majority group. However, it can be the most difficult for someone who has chosen to adopt the separation strategy as they are the least integrated into the host society and have a high attachment to their home identity.

All three diversity perspectives had the goal of having a diverse work group, yet the integration and learning perspective is seen as the most suitable one to provide the guidance people need to benefit from diversity. The way each perspective expressed and managed diversity and how they showed respect and value to their employees, influenced the employees' self-efficacy and work group functioning (Ely & Thomas, 2001). This can be used to hypothesize that whether the refugee decides to adopt the integration, assimilation or separation strategy, the organization that has adopted the integration and learning perspective, allows the refugees to be themselves and add their skills that are a result of their ethnic background, to the organization and makes them feel appreciated and valued.

The integration and assimilation strategies are seen to have a stronger relationship with job outcomes when an organization communicates the integration-and-learning perspective, because it allows them to express themselves and their skills. Employees who worked in a firm that adopts the integration and learning perspective, described being in an intercultural group significantly shaped how they approached and carried out their work (Ely & Thomas, 2001).

*Hypothesis 3a.* The relationship between the home/host identity and job outcomes is stronger when the organization communicates the integration-and-learning perspective.

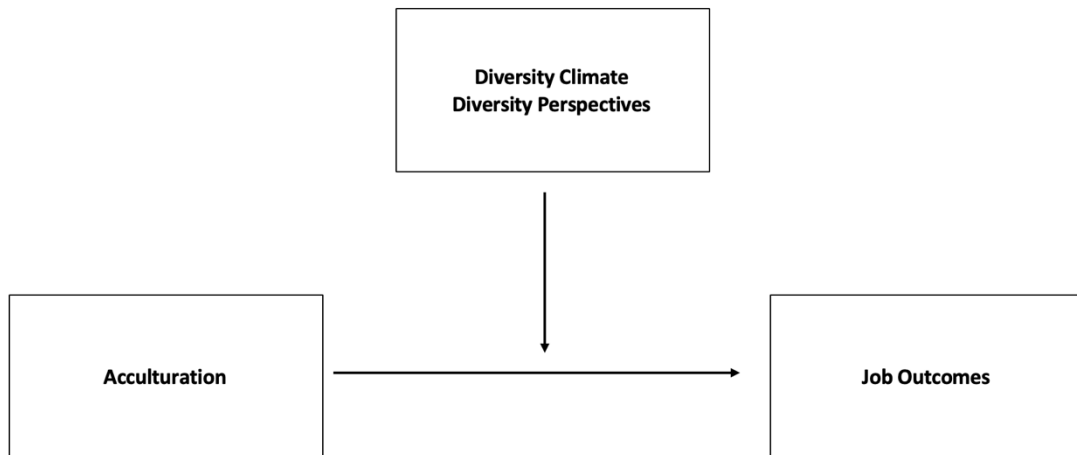
*Hypothesis 3b.* The relationship between host identity and job outcomes is stronger when organization communicates the integration-and-learning perspective.

For the separation strategy, working in an integration-and-learning environment could encourage them to participate, and feel more belonging as an individual, and result in them being happier at work.

*Hypothesis 3c.* The relationship between home identity and job outcomes is stronger when organization communicates the integration-and-learning perspective.



Figure 1. Model of how the acculturation strategy and the diversity of the workplace fit together to influence job outcomes



## 2.4 Job Outcomes

In this paper, the variable job outcomes refers to the quality of communication a refugee has with their colleagues at work and how well they are able to understand them. In addition, communication with the organization is also an important factor as it allows the refugee to understand the tasks and feedback they are given from their supervisors. Communication is an essential factor of sociocultural adaptation that allows a refugee to be able to integrate in their host society and form intercultural relations (Masgoret & Ward, 2006). Psychological well-being of a refugee refers to the state of mind they have been in the past month, and how often they have been feeling stressed. A refugee's well-being is an important factor of psychological adaptation that affects their acculturation (Berry, 2005). Lastly, job satisfaction explains how the refugee is feeling at work and how do they feel about their contribution to the workplace. It refers to whether they are feeling comfortable, valued and appreciated in their workplace.

## 3 Methods

The research of this study focuses on testing how acculturation and diversity climate together influence the job outcomes (job satisfaction, quality of communication and well-being) of a refugee. Therefore, this research has been conducted using quantitative survey methods since this study focuses on the relationship between different variables, in which case, quantitative analysis is the most suitable method to conduct this research. Surveys are the appropriate method to use since the sample is large and the unit of analysis is individuals, as well as, the respondents are located in four different countries, which makes them difficult to reach in person. Surveys are also a suitable method when dealing with a complex relationship between variables, as this is the case in this research. The survey of this research included mainly close ended multiple-choice questions and different scales from different authors to measure the different variables.

### 3.1 Sample

The sample of this study is Arabic speaking refugees who are living and working in Europe. The units of analysis were contacted through different sources such as, organizations that work with refugees and different communities such as churches. They were also contacted through Facebook groups that consist of immigration groups, such as "Syrian refugees in the Netherlands" and "Arabs in the Netherlands" and similar to that in Germany, Sweden and Belgium. However, in this case there is a possibility that not all group members are a refugee, therefore, it was important to ask in the demographical questions of the survey, whether the participant has a refugee status or not. The definition of a refugee in this survey is a person who has left their home country due to conflict and is seeking asylum. It is not important how long they have lived in Europe but the important factor is that they have come seeking asylum and have been granted a refugee status.

Out of 300 respondents, 240 were usable data including 140 males (57.9%) and 86 females (36%) along with 4 who preferred not to mention their gender. The majority of the respondents had a generally good educational background; 64 of the respondents had high school as their highest education level followed by 107 (44.6%) with a Bachelor's degree, 11 (4.6%) Master's degree and 2 (0.8%) had a PhD. The rest of the respondents had the highest education level at 9<sup>th</sup> grade. 202 (84.2%) of the respondents moved to their current country of residence in seek of asylum, whereas the rest of the 27 (11.2%) respondents moved for other reasons such as immigration, work and marriage, yet they are still considered refugees as they had chosen to leave their home country during the time period their country was at war. The survey was distributed across four European countries that were seen to have a large amount of Arabic speaking refugees: The Netherlands, Belgium, Sweden, and Germany. 26.6% ( $N=64$ ) of the respondents reside in The Netherlands, followed by 14.6% ( $N=35$ ) in Belgium, 9.2% ( $N=22$ ) in Sweden, and 26.3% ( $N=63$ ) in Germany. The rest of the respondents reside elsewhere such as Australia (7.1%).

### 3.2 Survey

The research began by focusing on Arabic speaking refugees in The Netherlands and the Dutch speaking area of Belgium. The survey was published on April 9, 2020 and was kept online until May 25, 2020. After approximately one month of distributing the survey in Belgium and The Netherlands, the number of respondents was very low, half of the minimum required respondents. Therefore, it was decided to expand the survey to the rest of Belgium, Sweden and Germany, which then doubled the number of respondents.

Since the focus was on Arabic speaking refugees, the surveys were written in Arabic, as it is the common language across the Middle East and is spoken by a large number of refugees. With each Middle Eastern country having its own dialect, it was decided to write the survey in the Literary Arabic, or in other words, Classical Arabic which is understood in all Middle Eastern countries. As the researcher is a native Arabic speaker, a translator was not required, however, it was essential to

modify certain questions of the scales in order to be more clearly understood in Arabic. Often, the questions in English were not understood the same way as in Arabic, which led to certain modifications made to the questions in order to get the correct meaning across. It was important to take into account that not all refugees have reached a high level of education, therefore, the language of the survey was written in a manner that a 9<sup>th</sup> grader would understand it. The survey was pilot tested after every change done to the questions to ensure it was more clearly understood.

### 3.3 Operationalization

*Acculturation.* In order to measure the acculturation of participants, the Multigroup Ethnic & National Identity (MENI) scale by Maehler et al. (2019) was used. The variables were measured using a Likert scale of 1-7 (1= strongly disagree, 4=neither agree nor disagree, 7=strongly agree) to gain more resolution. The MENI scale was used to assess the ethnic and national identity of refugees from different cultural backgrounds based on two factors, exploration and commitment (Maehler et al., 2019). The variables of acculturation that were measured were home identity that measures their attachment to their ethnic culture and host identity that measures their attachment to the culture of their country of residence. The scale ( $\alpha = .98$ ) included 6 items to measure to what degree the refugee wishes to maintain their heritage cultures and identities (e.g., "I have a strong sense of belonging to my own ethnic group";  $\alpha = .98$ ; "I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs" ;  $\alpha = .98$ ), which were again asked according to the country of residence (e.g., "I have a strong sense of belonging to my country of residence";  $\alpha = .97$ ; "I have spent time trying to find out more about my country of residence, such as its history, traditions, and customs";  $\alpha = .97$ ).

*Diversity climate.* This variable was measured using the Likert scale of 1-7 (1= strongly disagree, 4=neither agree nor disagree, 7=strongly agree). The scale ( $\alpha = .80$ ) chosen was previously used by Hofhuis et al. (2012) by measuring the openness of an organization (e.g., " In this organization we openly discuss the employees' different cultures";  $\alpha = .76$ ) and appreciation (e.g., " In this organization people think it is positive when employees have different cultural backgrounds";  $\alpha = .74$ ) (Hofhuis et al., 2012). The scale consist of 6 items with the aim to measure how refugees perceive the diversity climate of their organization and whether they think it is open and appreciative of different cultures.

*Diversity perspectives.* This variable was measured using the scale based on the article by Hofhuis, van der Zee and Otten (2015). The article discusses using the Benefits and Threats of Diversity Scale. The section of the scale that measures the benefits of diversity scale is used to measure the three perspectives (integration and learning, access and legitimacy, discrimination and fairness) found by Ely & Thomas through their studies. The perspectives were measured using the Likert scale of 1-7 (1= strongly disagree, 4=neither agree nor disagree, 7=strongly agree). The scale

( $\alpha = .93$ ) consisted of 12 items measuring what the refugees assume that their organization believes about cultural diversity. The items were divided into three groups consisting of 4 items all beginning with the statement “My organization believes that cultural diversity...”. The 3 groups were understanding diverse groups in society (e.g., “My organization believes that cultural diversity enables us to adjust our policies to different groups in society”;  $\alpha = .92$ ), creative potential (e.g., “My organization believes that cultural diversity leads colleagues to learn more from each other’s knowledge and experience”;  $\alpha = .92$ ), and image of social responsibility (e.g., “My organization believes that cultural diversity makes all groups in society look at our organization in a more positive way”;  $\alpha = .92$ ).

*Job outcomes.* As previously mentioned, in this paper, job outcomes refers to the combination of several aspects, such as quality of communication, psychological well-being and job satisfaction. Job satisfaction was measured based on the scale by De Witte (2000) used in the article by Hofhuis et al. (2012). The scale ( $\alpha = .99$ ) that consist of 6 items aims to measure the refugees’ job satisfaction (e.g., “My job gives me the feeling that I have done something valuable”;  $\alpha = .99$ ) while using the Likert scale of 1-7 (1= strongly disagree, 4=neither agree nor disagree, 7=strongly agree). *Quality of communication* measured the communication with colleagues as well as communication with the organization. The scale for measuring communication with colleagues was based on the scale used by Gonzalez-Roma & Hernandez (2014). The scale ( $\alpha = 1.0$ ) consisted of 5 items and used the Likert scale of 1-7 (1= strongly disagree, 4=neither agree nor disagree, 7=strongly agree) with statements such as “To what extent is the communication among your colleagues clear” ( $\alpha = .99$ ). The scale for measuring communication with the organization was based on the scale used by Watson, Thompson & Meade (2007). The scale ( $\alpha = .99$ ) consisted of 4 items and used the Likert scale of 1-7 (1= strongly disagree, 4=neither agree nor disagree, 7=strongly agree) with statements such as “Work assignments are not fully explained” ( $\alpha = .99$ ). *The psychological well-being* of the refugees was measured by using the scale by Kirstensen, Hannerz, Høgh & Borg (2005) that measures employee well-being. The scale ( $\alpha = 1.0$ ) consisted of 4 items and used the Likert scale of 1-7 (1= strongly disagree, 4=neither agree nor disagree, 7=strongly agree) with statements such as “How much of the time during the past 4 weeks have you been a very nervous person?” ( $\alpha = .99$ ).

*Control variables.* Several demographical questions about the respondent’s characteristics were asked such as the gender, educational background (Elementary, Junior high, high school, Bachelor’s, Master’s, PhD), religion, relationship status, if they have children and their ethnicity that was based on their country of birth, and the country of birth of their mother and father. These questions were then followed by questions about their stay in their current country of residence such as how long they have been residing in their current location and the purpose of their migration, which was to determine whether they were refugees or not. Questions about their level of both English language

and the language of their host country were to help determine their ability to communicate with their host country. Certain factors contribute to acculturation, such as, language. Speaking the language of the host country allows the migrants to have interpersonal relationships and find social support. It allows them to participate in more intercultural experiences. Language fluency is associated with high acculturations and results in less sociocultural adjustments problems, as well as, facilitates communication with colleagues at work and creates a larger social network (Lu, Samaratunge & Härtel, 2011; Masgoret & Ward, 2006; Nauck, 2001). According to Masgoret & Ward (2006), language skills affect the way we perform daily tasks and the way we build relationships. Therefore, the level of language that the refugees speak is measured. The levels of language were determined by using the CEFR description (e.g., A1, A2, B1, B2, C1, C2, “I do not speak this language”). Finally, the respondents were asked which country they are currently residing in among the choices of The Netherlands, Belgium, Sweden and Germany.

The analysis began with preparing the data by removing the unfinished data that is not usable, replacing the missing values and recoding into same variables. For each measurement item, a histogram was conducted to test the normality. All items had passed the histogram and were kept in the analysis. The histogram was then followed by a reliability analysis for each item to ensure that they are valid. All items had passed the reliability analysis with the scales having a Cronbach’s alpha of a minimum  $\alpha=.80$ .

### 3.4 Data Analysis

The data was analyzed by conducting a simple linear regression analysis in order to test the relationship between the variables, acculturation and job outcome. This analysis was done to test how they influence each other and to see the strength and direction of the relationship. The second part of the data analysis is conducting a moderation analysis. The moderating variables in this case were diversity climate and diversity perspectives. The influence of acculturation on job outcomes is hypothesized to be dependent on the diversity climate and perspectives. Therefore, a moderation analysis is the suitable analysis to test this.

To test hypothesis 1a, 1b and 1c, a simple regression analysis was conducted to measure the relationship between the independent variable, acculturation and the dependent variable, job outcomes. The variable *home identity* referred to the degree that the individual wishes to maintain their heritage cultures and identities and *host identity* referred to the degree the individual wishes to have contact with people from the host country. Each acculturation variable (*home identity*, *host identity*) was separately tested with the job outcome variables communication with colleagues, communication with the organization, psychological well-being and job satisfaction.

In order to test the rest of the hypotheses (2a,2b,2c,3a,3b,3c), a moderation analysis was necessary. The aim of the research is to study whether diversity climate and diversity perspectives fit

together with acculturation to influence job outcomes. Therefore, it was necessary to test whether diversity climate, diversity perspectives, and acculturation interact with one another. This was done by creating an interaction variable by multiplying the variable diversity climate and diversity perspectives with acculturation. Since the acculturation variable was divided into two, each acculturation variable has its own interaction with diversity perspectives and diversity climates.

## 4 Results

To test the hypotheses 1a, 1b, 1c, the data analysis was initiated by conducting a simple regression analysis to test the relationship between the independent variable acculturation and the dependent variable job outcomes. The variable acculturation was divided into two different variables; acculturation home identity and acculturation host identity. The variable job outcomes was as well divided into four job related variables; job satisfaction, communication with colleagues, communication with the organization, and psychological well-being. Acculturation home identity was separately analyzed with each job outcome variable, and the same was done with acculturation host identity.

### 4.1 Acculturation Home Identity and Job Outcomes

The simple regression analysis measuring the relationship between independent variable acculturation home identity and dependent variable job satisfaction resulted in a significant, strong, positive relationship  $F(1, 238) = 112.58, p < 0.001, R^2 = 0.32, t = 10.61$ . Acculturation home identity has a strong influence on job satisfaction ( $b^* = .56, p < 0.001$ ) which means that the more a person wishes to maintain their heritage cultures and identities, and the more aware this person is of their ethnicity, the more appreciative and satisfied they are with their job.

The effect of the control variables gender, education, level of language in country of residence, and level of English language were measured with each analysis to see their effect on the result of the relationships. Before adding gender into the analysis, acculturation home identity showed a strong and significant relationship ( $b^* = .56, p < 0.001$ ). Once gender ( $b^* = .00, p = .971$ ) was added into the analysis, the relationship between acculturation home identity and job satisfaction remained the same ( $b^* = .56, p < 0.001$ ) indicating that gender has no influence on the relationship. Education was the second variable added to the analysis and indicated that there is no change in the relationship between acculturation home identity and job satisfaction ( $b^* = .56, p < 0.001$ ). The effect of education on the relationship between acculturation home identity and job satisfaction was a non-significant relationship ( $b^* = .00, p = .989$ ). The third control variable measured was the level of language the respondents had from their country of residence. The results indicated that the level of language had a no significant effect on the relationship of acculturation home identity and job satisfaction ( $b^* = -.07, p = .239$ ). The fourth and final control variable that was measured was the level of English that the respondents had, resulted in having no significant effect on the relationship between acculturation home identity and job satisfaction ( $b^* = -.01, p = .878$ ).

The regression analysis measuring the relationship between acculturation home identity and communication with colleagues reveals a significant, strong and positive relationship  $F(1, 238) = 228.25, p < 0.001, R^2 = 0.50, b^* = .70, t = 15.10$ . Based on the numbers of the results, it can be said that the more a person learns about their heritage and ethnic culture and become aware of how communication works in their country of residence, the more they become appreciative of the communication with their colleagues at their workplace. Once gender was added into the analysis ( $b^* = .55, p < 0.001$ ), the relationship between acculturation home identity and communication with colleagues decreased from a strong to a moderate yet significant relationship ( $b^* = .40, p < 0.001$ ). Education was the second control variable added to the analysis and resulted in decreasing the relationship between acculturation home identity and communication with colleagues from a strong, and significant relationship ( $b^* = .70, p < 0.001$ ) to a moderate, positive and significant relationship ( $b^* = .40, p < 0.001$ ). However, education resulted in having a stronger relationship with communication with colleagues ( $b^* = .54, p < 0.001$ ) than acculturation home identity. The third control variable measured was the level of language the respondents had from their country of residence. The results indicated that the level of language had a negative, weak but significant effect on the relationship of acculturation home identity and communication with colleagues ( $b^* = -.20, p = .002$ ). The fourth and final control variable that was measured was the level of English that the respondents had, resulted in having no significant effect on the relationship between acculturation home identity and communication with colleagues ( $b^* = -.25, p = .712$ ).

The regression analysis measuring the relationship between acculturation home identity and communication with the organization reveals a significant, strong and positive relationship  $F(1, 238) = 94.13, p < 0.001, R^2 = 0.30, b^* = .53, t = 9.70$ . The results of this analysis can be translated to the more a person is attached to their ethnic culture and are aware of how organizations communicate in their home country, the more they will find communication with organizations in their country of residence as pleasant. Once gender was added to the analysis as a control variable, the relationship between acculturation home identity and communication with the organization became a non-significant relationship ( $b^* = .00, p = .868$ ). Gender in this analysis became a significant interdependent variable with a very strong positive relationship with communication with organization ( $b^* = .99, p < 0.001$ ). Education was the second control variable that was measured and resulted in decreasing the strong positive relationship between acculturation home identity and communication with organization to a non-significant relationship ( $b^* = .00, p = .666$ ). Education became the independent variable that has a very strong, positive and significant relationship with communication with the organization ( $b^* = .99, p < 0.001$ ). The third control variable measured was the level of language the respondents had from their country of residence. The results indicated that the level of language had a no significant effect on the relationship of acculturation home identity and communication with the organization ( $b^* = -.10, p = .879$ ). The fourth and final control variable that was measured was the level of English that the respondents had, resulted in having no significant

effect on the relationship between acculturation home identity and communication with the organization ( $b^* = .01, p = .799$ ).

The regression analysis measuring the relationship between acculturation home identity and psychological well-being reveals a significant, strong and positive relationship  $F(1, 238) = 94.08, p < 0.001, R^2 = 0.30, b^* = .53, t = 9.70$ . These results can be interpreted as the more aware and the more the individual knows about their ethnic background and being attached to their ethnic identity, the higher their psychological well-being is. When gender was added to the analysis, the relationship between acculturation home identity and psychological well-being was no longer significant ( $b^* = .00, p = .796$ ), and gender became the interdependent variable that has a very strong and significant relationship with psychological well-being ( $b^* = .99, p < 0.001$ ).

Education was the second control variable that was measured and resulted in decreasing the strong positive relationship between acculturation home identity and psychological well-being to a non-significant relationship ( $b^* = .00, p = .619$ ). Education became the independent variable that has a very strong, positive and significant relationship with psychological well-being ( $b^* = .99, p < 0.001$ ). The third control variable measured was the level of language the respondents had from their country of residence. The results indicated that the level of language had a no significant effect on the relationship of acculturation home identity and psychological well-being ( $b^* = -.09, p = .146$ ). The fourth and final control variable that was measured was the level of English that the respondents had, resulted in having no significant effect on the relationship between acculturation home identity and psychological well-being ( $b^* = .05, p = .426$ ).

#### **4.2 Acculturation Host Identity and Job Outcomes**

The regression analysis measuring the relationship between acculturation host identity and job satisfaction reveals a significant, moderate and positive relationship  $F(1, 238) = 57.97, p < 0.001, R^2 = 0.20, b^* = .44, t = 7.61$ . Knowing more about the country of residence can help the individual at a moderate level to be satisfied with their job. When the individual understands the host culture and understands what their competences are, and where it allows them to work in their country of residence, it keeps them from having unrealistic expectations. If they were to not be aware of their host culture and keep thinking that the job they are currently in is terrible, this would have a negative influence on their job satisfaction. Once gender was added as a control variable ( $b^* = -.00, p = .909$ ), it did not result in any changes in the relationship between acculturation host identity and job satisfaction ( $b^* = .44, p < 0.001$ ). The second variable that was added was education, which resulted in a non-significant effect ( $b^* = -.01, p = .891$ ) which left the relationship between acculturation host identity and job satisfaction the same. The third control variable measured was the level of language the respondents had from their country of residence. The results indicated that the level of language had a no significant effect on the relationship of acculturation host identity and job satisfaction ( $b^* = -.04, p = .463$ ). The fourth and final control variable that was measured was the level of English that the respondents had, resulted in having no significant effect on the relationship between acculturation



host identity and job satisfaction ( $b^* = -.07, p = .259$ ).

The relationship between acculturation host identity and communication with colleagues resulted in a significant, very strong, and positive relationship  $F(1, 238) = 1153.58, p < 0.001, R^2 = 0.83, b^* = .92, t = 33.96$ . Having a deeper understanding and awareness of the country of residence and how people communicate with each other, allows the individual to communicate more comfortably with their colleagues. An individual in this case knows what to expect from their colleagues in their way of communication and be able to relate to them. If they didn't have this understanding and awareness, they could feel left out of the group and this could result in a culture shock. Being able to communicate is an essential key to integrating to a new culture. Once gender was added as a control variable, it resulted in lowering the relationship between acculturation host identity and communication with colleagues from a very strong to a strong positive and significant relationship ( $b^* = .73, p < 0.001$ ). The effect that gender had on the relationship was weak, positive yet significant ( $b^* = .25, p < 0.001$ ). Education was the second variable added to the analysis and indicated that there is a change in the relationship between acculturation host identity and communication with colleagues lowering from a very strong relationship to a strong relationship ( $b^* = .73, p < 0.001$ ). The effect of education on the relationship between acculturation host identity and communication with colleagues was a weak, positive and significant relationship ( $b^* = .25, p < 0.001$ ). The third control variable measured was the level of language the respondents had from their country of residence. The results indicated that the level of language had a weak yet negative significant effect on the relationship of acculturation host identity and communication with colleagues ( $b^* = -.170, p = .009$ ). The fourth and final control variable that was measured was the level of English that the respondents had, resulted in having no significant effect on the relationship between acculturation host identity and communication with colleagues ( $b^* = -.06, p = .312$ ).

The regression analysis measuring the relationship between acculturation host identity and communication with the organization reveals a significant, strong and positive relationship  $F(1, 238) = 223.74, p < 0.001, R^2 = 0.49, b^* = .69, t = 14.95$ . The results of this analysis can be interpreted in a similar way as the previous analysis, communication with colleagues. Understanding the host culture and adapting to their ways, allows the individual to understand their way of communicating and know what to expect from their organization in terms of communication. However, communication with the organization is not as strong as communication with colleagues because when communicating with your employer and those above you, it is not commonly on a similar deep level as with your colleagues. Adding gender as a control variable resulted in lowering the relationship between acculturation host identity and communication with the organization from a strong, positive and significant relationship to a non-significant relationship ( $b^* = .00, p = .822$ ), while gender had a very strong positive relationship ( $b^* = .99, p < 0.001$ ). The second added control variable was education, which resulted in lower the relationship between acculturation host identity and

communication with the organization from a strong significant relationship to a non-significant relationship ( $b^* = .00, p = .481$ ). Furthermore, education resulted in becoming an independent variable with a very strong relationship ( $b^* = .99, p < 0.001$ ). The third control variable measured was the level of language the respondents had from their country of residence. The results indicated that the level of language had a no significant effect on the relationship of acculturation host identity and communication with the organization ( $b^* = -.01, p = .817$ ). The fourth and final control variable that was measured was the level of English that the respondents had, resulted in having no significant effect on the relationship between acculturation host identity and communication with the organization ( $b^* = .01, p = .817$ ).

The relationship between acculturation host identity and psychological well-being resulted in a regression analysis of  $F(1, 238) = 222.84, p < 0.001, R^2 = 0.48, b^* = .69, t = 14.92$ , being a significant, strong, positive relationship. In relation to the previous analyses, communication with the organization and colleagues as well as job satisfaction, the psychological well-being is strongly related to how comfortable an individual is at their workplace and being able to smoothly communicate with everyone at work. This puts an individual's mind at ease because they avoid stressful situations where they don't understand what is happening around them at work or they don't understand what is expected of them. Adding gender as a control variable resulted in lowering the relationship between acculturation host identity and psychological well-being from a strong, positive and significant relationship to a non-significant relationship ( $b^* = .00, p = .835$ ), while gender had a very strong positive relationship ( $b^* = .99, p < 0.001$ ). The second added control variable was education, which resulted in lower the relationship between acculturation host identity and psychological well-being from a strong significant relationship to a non-significant relationship ( $b^* = .00, p = .517$ ). Furthermore, education resulted in becoming an independent variable with a very strong relationship ( $b^* = .99, p < 0.001$ ). The third control variable measured was the level of language the respondents had from their country of residence. The results indicated that the level of language had a no significant effect on the relationship of acculturation host identity and psychological well-being ( $b^* = -.105, p = .121$ ). The fourth and final control variable that was measured was the level of English that the respondents had, resulted in having no significant effect on the relationship between acculturation host identity and psychological well-being ( $b^* = .03, p = .586$ ).

The results of the analyses show that both home and host identities contribute positively to job outcomes, which indicates that an integration strategy is the best strategy. This means hypothesis 1a is accepted; When one is attached to both their home and host cultures their job outcomes will be high. Furthermore, the results confirm hypothesis 1b as well, because the relationships between host identity and the job outcomes are very strong and positive. Hypothesis 1c can also be accepted as the relation between home identity and job satisfaction is lower than the relationship between host

identity and job outcomes.

### 4.3 Moderation Analysis

In order to test how the acculturation strategy of the refugee and the diversity climate of the workplace fit together to influence job outcomes, it was necessary to conduct a moderation analysis to see whether there is a moderation between acculturation, diversity climate and diversity perspectives. Again, acculturation home identity was measured separately from acculturation host identity. Acculturation and diversity climate as well as diversity perspectives are the independent variables in this analysis with job outcomes being the dependent variable.

#### 4.3.1 Acculturation Home Identity, Diversity Climate and Job Outcomes

The moderation analysis between acculturation home identity, diversity climate and job satisfaction revealed that there is significance in the moderation, which means that there is an interaction between acculturation home identity and diversity climate when influencing job satisfaction. This means the stronger the diversity climate, the stronger the relationship between home identity and job satisfaction. Acculturation home identity, diversity climate and communication with colleagues revealed no significance and no interaction. The analysis of acculturation home identity, diversity climate and communication with the organization revealed a non-significant moderation as well, therefore was no interaction among the two independent variables. Finally, acculturation home identity, diversity climate and psychological well-being resulted in a non-significant moderation analysis with no interaction among the two independent variables.

Figure 2 Moderation analysis between Home Identity and Diversity Climate

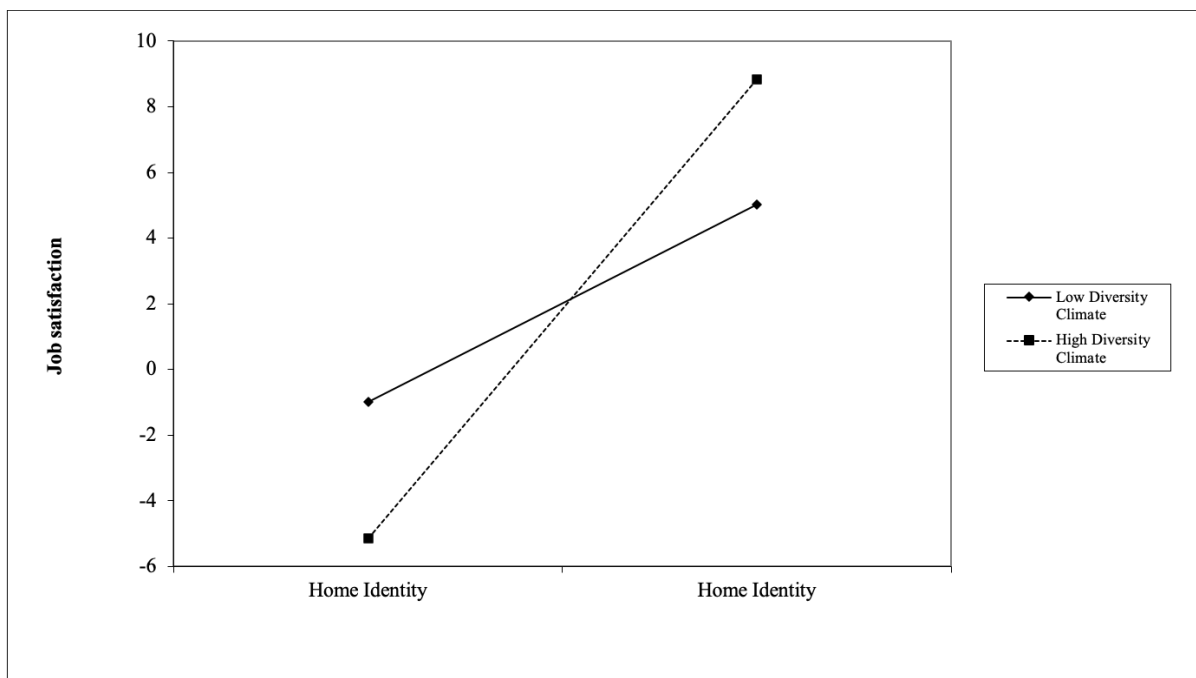


Table 1 Moderation analysis between Home Identity, Diversity Climate and Job Outcomes

|                                   | Job satisfaction      | Communication with colleagues | Communication with organization | Psychological well-being |
|-----------------------------------|-----------------------|-------------------------------|---------------------------------|--------------------------|
|                                   | Model 1<br><i>b</i> * | Model 1<br><i>b</i> *         | Model 1<br><i>b</i> *           | Model 1<br><i>b</i> *    |
| <b>Acculturation</b>              |                       |                               |                                 |                          |
| Home Identity                     | .452***               | .699***                       | .530***                         | .530***                  |
| Diversity Climate                 | -.027~                | .032~                         | .046~                           | .052~                    |
| Home Identity x Diversity Climate | .553***               | .004~                         | .011~                           | .011~                    |
| <i>R</i> <sup>2</sup>             | .614                  | .491                          | .286                            | .286                     |
| <i>F</i>                          | 124.87***             | 75.75***                      | 31.46***                        | 31.53***                 |

Significance levels: ~  $p < .10$  \*  $p < .05$  \*\*  $p < .01$  \*\*\*  $p < .001$ .

The moderation analyses were also tested with control variables. Gender resulted in having a significant, strong positive effect on the moderation analysis with communication with colleagues as the dependent variable ( $b^* = .54, p < 0.001$ ). Similarly, gender had a very strong positive and significant effect on the communication with the organization ( $b^* = .99, p < 0.001$ ), and a very strong, positive and significant effect on psychological well-being as well ( $b^* = .99, p < 0.001$ ). However, the results showed that gender had no significant effect on the moderation and job satisfaction ( $b^* = -.00, p = .923$ ). Education was the second control variable added to the analyses. Education resulted in having a strong, positive and significant effect on the relationship between the moderation and communication with colleagues ( $b^* = .54, p < 0.001$ ) and a very strong, positive and significant effect between the moderation and communication with the organization ( $b^* = .99, p < 0.001$ ). In addition, education has a very strong, positive and significant effect between the moderation and well-being ( $b^* = .99, p < 0.001$ ), while the effect on the relationship between the moderation and job satisfaction resulted in a non-significant effect ( $b^* = -.006, p = .900$ ). The third added control variable was the level of language the respondents have in their country of residence. The effect it had on the relationship between the moderation and communication with colleagues was a negative, weak yet significant effect on the moderation ( $b^* = -.19, p = .002$ ). In contrast, the effect it had on the communication with the organization resulted in a non-significant effect ( $b^* = -.10, p = .877$ ). The effect on the relationship between the moderation and psychological well-being was a non-significant effect ( $b^* = -.09, p = .148$ ). Similarly, the effect it had on the relationship between the moderation and job satisfaction, it showed a non-significant effect ( $b^* = -.07, p = .259$ ). The fourth and final control variable was the level of the respondents' English language. The effect it had

on the relationship between the moderation and communication with colleagues was a non-significant effect ( $b^* = -.03, p = .637$ ), and similarly, the effect it had on the communication with the organization resulted in a non-significant effect as well ( $b^* = .02, p = .672$ ). Furthermore, the effect on the relationship between the moderation and the psychological well-being ( $b^* = .05, p = .457$ ), and job satisfaction ( $b^* = -.00, p = .953$ ) both resulted in a non-significant effect.

#### 4.4 Acculturation Host Identity, Diversity Climate and Job Outcomes

The moderation analysis between the independent variables acculturation host identity and diversity climate with job satisfaction being the dependent variable, the results revealed a significant analysis, indicating that there is a moderation between acculturation host identity and diversity climate which indicates that the stronger the diversity climate, the stronger the relationship between host identity and job satisfaction. The analysis reveals that there is a significant and strong, positive interaction between the independent variables. However, the analysis between acculturation host identity, diversity climate and communication with colleagues revealed a non-significant. Acculturation host identity, diversity climate analysis and communication with the organization revealed a non-significant analysis as well, resulting in the independent variables having no moderation among them. Finally, the analysis between acculturation host identity, diversity climate and the psychological well-being also revealed a non-significant moderation meaning there is no interaction between the independent variables.

Figure 3 Moderation graph of interaction between Host Identity, Diversity Climate and Job Satisfaction

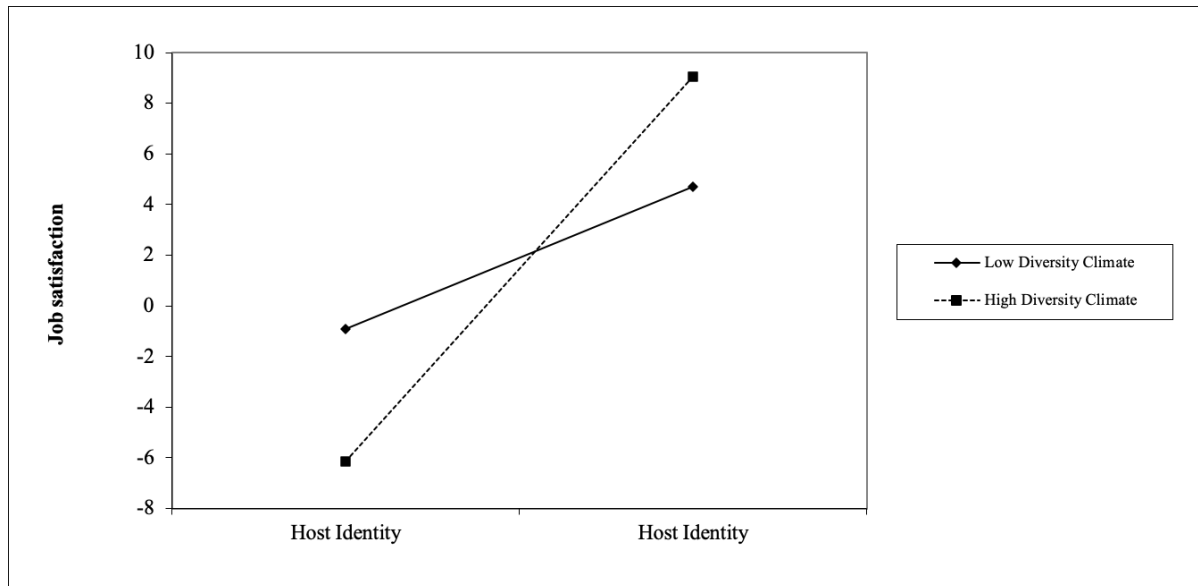


Table 2 Moderation analysis between Host Identity, Diversity Climate and Job Outcomes

|                                   | Job satisfaction      | Communication with colleagues | Communication with organization | Psychological well-being |
|-----------------------------------|-----------------------|-------------------------------|---------------------------------|--------------------------|
|                                   | Model 1<br><i>b</i> * | Model 1<br><i>b</i> *         | Model 1<br><i>b</i> *           | Model 1<br><i>b</i> *    |
| <b>Acculturation</b>              |                       |                               |                                 |                          |
| Host Identity                     | .430***               | .910***                       | .696***                         | .695***                  |
| Diversity Climate                 | -.067~                | .022~                         | .039~                           | .045~                    |
| Host Identity x Diversity Climate | .578***               | .003~                         | .007~                           | .007~                    |
| <i>R</i> <sup>2</sup>             | .528                  | .829                          | .486                            | .486                     |
| <i>F</i>                          | 87.91***              | 382.62***                     | 74.43***                        | 74.27***                 |

Significance levels: ~  $p < .10$  \*  $p < .05$  \*\*  $p < .01$  \*\*\*  $p < .001$ .

The moderation analyses were also tested with control variables. Gender resulted in having a significant, yet weak positive effect on the moderation analysis with communication with colleagues as the dependent variable ( $b^* = .25, p < 0.001$ ). In addition, gender had a very strong positive and significant effect on the communication with the organization ( $b^* = .99, p < 0.001$ ), and a very strong, positive and significant effect on psychological well-being as well ( $b^* = .99, p < 0.001$ ). However, the results showed that gender had no significant effect on the moderation and job satisfaction ( $b^* = -.01, p = .796$ ). Education was the second control variable added to the analyses. Education resulted in having a weak, positive and significant effect on the relationship between the moderation and communication with colleagues ( $b^* = .25, p < 0.001$ ) and a very strong, positive and significant effect between the moderation and communication with the organization ( $b^* = .99, p < 0.001$ ). In addition, education has a very strong, positive and significant effect between the moderation and well-being ( $b^* = .99, p < 0.001$ ), while the effect on the relationship between the moderation and job satisfaction resulted in a non-significant effect ( $b^* = -.01, p = .785$ ). The third added control variable was the level of language the respondents have in their country of residence. The effect it had on the relationship between the moderation and communication with colleagues was a negative, weak and significant effect on the moderation ( $b^* = -.15, p = .014$ ). In contrast, the effect it had on the communication with the organization resulted in a non-significant effect ( $b^* = -.02, p = .742$ ). The effect on the relationship between the moderation and psychological well-being was a non-significant effect ( $b^* = -.11, p = .083$ ). Similarly, the effect it had on the relationship between the moderation and job satisfaction, it showed a non-significant effect ( $b^* = -.02, p = .723$ ). The fourth and final control variable was the level of the respondents' English language. The effect it had

on the relationship between the moderation and communication with colleagues was a non-significant effect ( $b^* = -.06, p = .327$ ), and similarly, the effect it had on the communication with the organization resulted in a non-significant effect as well ( $b^* = .01, p = .830$ ). Furthermore, the effect on the relationship between the moderation and the psychological well-being ( $b^* = .03, p = .566$ ), and job satisfaction ( $b^* = -.06, p = .261$ ) both resulted in a non-significant effect.

#### **4.5 Acculturation, Diversity Perspectives and Job Outcomes**

Since the variable *diversity perspectives* is aimed to measure three different perspectives; access and legitimacy perspective, the integration and learning perspective and the fairness and discrimination perspective, each perspective was individually measured with the independent variables acculturation home identity and acculturation host identity and the dependent variables job outcomes (job satisfaction, communication with colleagues, communication with the organization, psychological well-being).

##### **4.5.1.1 Acculturation Home Identity, Diversity Perspectives and Job Outcomes**

###### *Access and Legitimacy Perspective*

The regression analysis measuring the interaction between acculturation home identity and the access and legitimacy perspective and job satisfaction resulted in a moderate yet positive significant moderation, indicating an interaction among the independent variables meaning the more the organization communicates this perspective, the stronger the relationship between home identity and job satisfaction will be. However, the regression analysis between acculturation home identity, the access and legitimacy perspective and communication with colleagues, indicated a non-significant moderation. Similarly, the analysis measuring acculturation home identity, the access and legitimacy perspective and communication with organization also indicated a non-significant moderation. Lastly, the analysis between acculturation home identity, the access and legitimacy perspective and psychological well-being also resulted in a non-significant moderation.

Figure 4 Moderation graph of interaction between Home Identity, Access & Legitimacy Perspective and Job Satisfaction

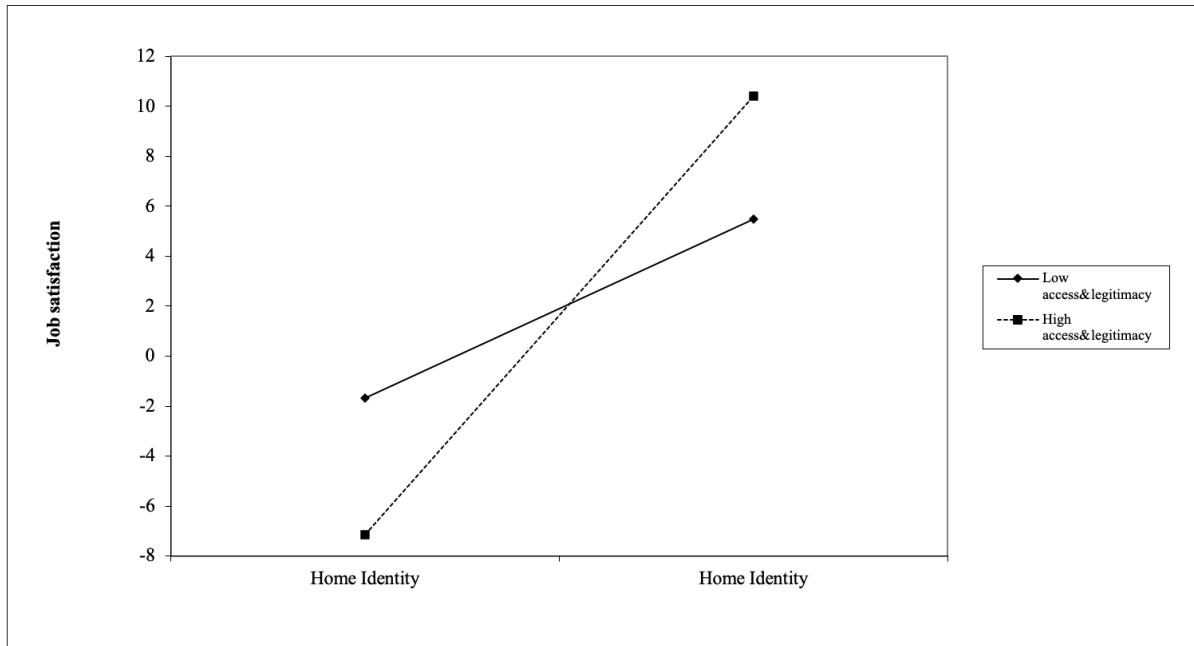


Table 3 Moderation analysis between Home Identity, Access and Legitimacy Perspective and Job Outcomes

|                                   | Job satisfaction<br>Model 1<br><i>b*</i> | Communication with colleagues<br>Model 1<br><i>b*</i> | Communication with organization<br>Model 1<br><i>b*</i> | Psychological well-being<br>Model 1<br><i>b*</i> |
|-----------------------------------|--|---|---|--|
| <b>Acculturation</b>              |  |   |   |  |
| Home Identity                     | .543***                                  | .700***   | .532***   | .532***  |
| <b>Diversity Perspective</b>      |  |   |   |  |
| Access-Legitimacy                 | -.041~                                   | .077~   | .062~   | .057~  |
| Home Identity x Access-Legitimacy | .483***                                  | .002~   | .004~   | .005~  |
| <i>R</i> <sup>2</sup>             | .552                                     | .495  | .287  | .287   |
| <i>F</i>                          | 97.04***                                 | 77.25***  | 31.71***  | 31.61***   |

Significance levels: ~  $p < .10$  \*  $p < .05$  \*\*  $p < .01$  \*\*\*  $p < .001$ .

The moderation analyses were also tested with control variables. Gender resulted in having a significant, and strong, positive effect on the moderation analysis with communication with colleagues as the dependent variable ( $b^* = .54, p < 0.001$ ). In addition, gender had a very strong



positive and significant effect on the communication with the organization ( $b^* = .99, p < 0.001$ ), and a very strong, positive and significant effect on psychological well-being as well ( $b^* = .99, p < 0.001$ ). However, the results showed that gender had no significant effect on the moderation and job satisfaction ( $b^* = -.00, p = .986$ ). Education was the second control variable added to the analyses. Education resulted in having a strong, positive and significant effect on the relationship between the moderation and communication with colleagues ( $b^* = .54, p < 0.001$ ) and a very strong, positive and significant effect between the moderation and communication with the organization ( $b^* = .99, p < 0.001$ ). In addition, education has a very strong, positive and significant effect between the moderation and well-being ( $b^* = .99, p < 0.001$ ), while the effect on the relationship between the moderation and job satisfaction resulted in a non-significant effect ( $b^* = -.00, p = .971$ ). The third added control variable was the level of language the respondents have in their country of residence. The effect it had on the relationship between the moderation and communication with colleagues was a negative, weak yet significant effect on the moderation ( $b^* = -.17, p = .005$ ). In contrast, the effect it had on the communication with the organization resulted in a non-significant effect ( $b^* = -.01, p = .856$ ). The effect on the relationship between the moderation and psychological well-being was a non-significant effect ( $b^* = -.09, p = .142$ ). Similarly, the effect it had on the relationship between the moderation and job satisfaction, it showed a non-significant effect ( $b^* = -.05, p = .357$ ). The fourth and final control variable was the level of the respondents' English language. The effect it had on the relationship between the moderation and communication with colleagues was a non-significant effect ( $b^* = -.08, p = .161$ ), and similarly, the effect it had on the communication with the organization resulted in a non-significant effect as well ( $b^* = .00, p = .913$ ). Furthermore, the effect on the relationship between the moderation and the psychological well-being ( $b^* = .06, p = .357$ ), and job satisfaction ( $b^* = -.04, p = .522$ ) both resulted in a non-significant effect.

#### *Integration and Learning Perspective*

The regression analysis measuring the interaction between acculturation home identity and the integration and learning perspective and job satisfaction resulted in a strong and positive significant moderation, indicating an interaction among the independent variables, which means the more the organization adopts this perspective, the stronger the relationship between home identity and job satisfaction will be. However, the regression analysis between acculturation home identity, the integration and learning perspective and communication with colleagues, indicated a non-significant moderation. Similarly, the analysis measuring acculturation home identity, the integration and learning perspective and communication with organization also indicated a non-significant moderation. Lastly, the analysis between acculturation home identity, the integration and learning perspective and psychological well-being also resulted in a non-significant moderation.

Figure 5 Moderation graph of interaction between Home Identity, Integration & Learning Perspective and Job Satisfaction

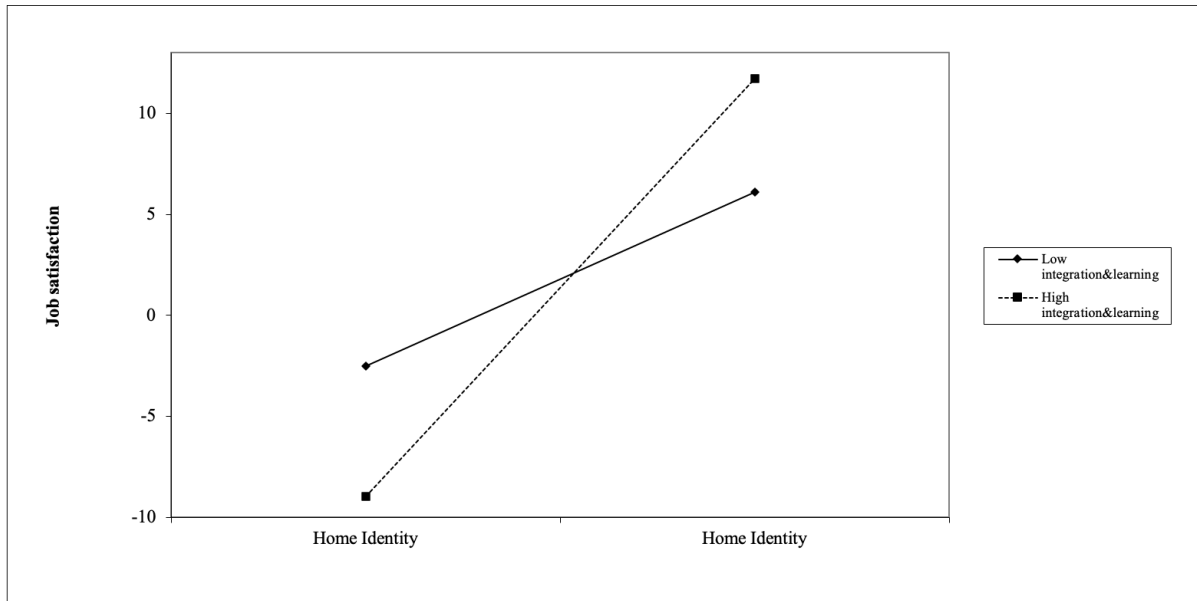


Table 4 Moderation analysis between Home Identity, Integration and Learning Perspective and Job Outcomes

|   | Job satisfaction<br>Model 1<br><i>b</i> * | Communication with colleagues<br>Model 1<br><i>b</i> * | Communication with organization<br>Model 1<br><i>b</i> * | Psychological well-being<br>Model 1<br><i>b</i> * |
|---|---|--|--|---|
| <b>Acculturation</b>                    |   |  |  |   |
| Home Identity                           | .650***                                   | .698***  | .531***  | .531***   |
| <b>Diversity Perspective</b>            |   |  |  |   |
| Integration-Learning                    | -.066~                                    | .091~  | .063~  | .063~   |
| Home Identity x<br>Integration-Learning | .501***                                   | -.002~   | -.001~   | -.001~  |
| <i>R</i> <sup>2</sup>                   | .559                                      | .498   | .287   | .287  |
| <i>F</i>                                | 99.71***                                  | 77.96***   | 31.71***   | 31.71***  |

Significance levels: ~  $p < .10$  \*  $p < .05$  \*\*  $p < .01$  \*\*\*  $p < .001$ .

The moderation analyses were also tested with control variables. Gender resulted in having a significant, and very strong, positive effect on the moderation analysis with communication with colleagues as the dependent variable ( $b^* = .99, p < 0.001$ ). In addition, gender had a very strong positive and significant effect on the communication with the organization ( $b^* = .99, p < 0.001$ ), and a very strong, positive and significant effect on psychological well-being as well ( $b^* = .99, p <$

0.001). However, the results showed that gender had no significant effect on the moderation and job satisfaction ( $b^* = -.00, p = .975$ ). Education was the second control variable added to the analyses. Education resulted in having a strong, positive and significant effect on the relationship between the moderation and communication with colleagues ( $b^* = .54, p < 0.001$ ) and a very strong, positive and significant effect between the moderation and communication with the organization ( $b^* = .99, p < 0.001$ ). In addition, education has a very strong, positive and significant effect between the moderation and well-being ( $b^* = .99, p < 0.001$ ), while the effect on the relationship between the moderation and job satisfaction resulted in a non-significant effect ( $b^* = -.00, p = .990$ ). The third added control variable was the level of language the respondents have in their country of residence. The effect it had on the relationship between the moderation and communication with colleagues was a negative, weak but significant effect on the moderation ( $b^* = -.14, p = .021$ ). In addition, the effect it had on the communication with the organization resulted in a non-significant effect ( $b^* = -.00, p = .985$ ). The effect on the relationship between the moderation and psychological well-being was a non-significant effect ( $b^* = -.08, p = .194$ ). Similarly, the effect it had on the relationship between the moderation and job satisfaction, it showed a non-significant effect ( $b^* = -.03, p = .583$ ). The fourth and final control variable was the level of the respondents' English language. The effect it had on the relationship between the moderation and communication with colleagues was a non-significant effect ( $b^* = -.07, p = .203$ ), and similarly, the effect it had on the communication with the organization resulted in a non-significant effect as well ( $b^* = .00, p = .946$ ). Furthermore, the effect on the relationship between the moderation and the psychological well-being ( $b^* = .04, p = .476$ ), and job satisfaction ( $b^* = -.04, p = .451$ ) both resulted in a non-significant effect.

#### *Fairness and Discrimination Perspective*

The regression analysis measuring the moderation between acculturation home identity, the fairness and discrimination perspective, and job satisfaction indicates a strong, positive and significant interaction among the independent variables meaning the higher the diversity perspective is, the stronger the relationship between home identity and job satisfaction will be. The analysis between acculturation home identity, the fairness and discrimination perspective and communication with colleagues indicates that there is no significant moderation. Similarly, the analysis between acculturation home identity, the fairness and discrimination perspective and communication with the organization also indicates a non-significant moderation. Lastly, the analysis between acculturation home identity, the fairness and discrimination perspective and psychological well-being indicates that there is a non-significant moderation among the independent variables.

Satisfaction

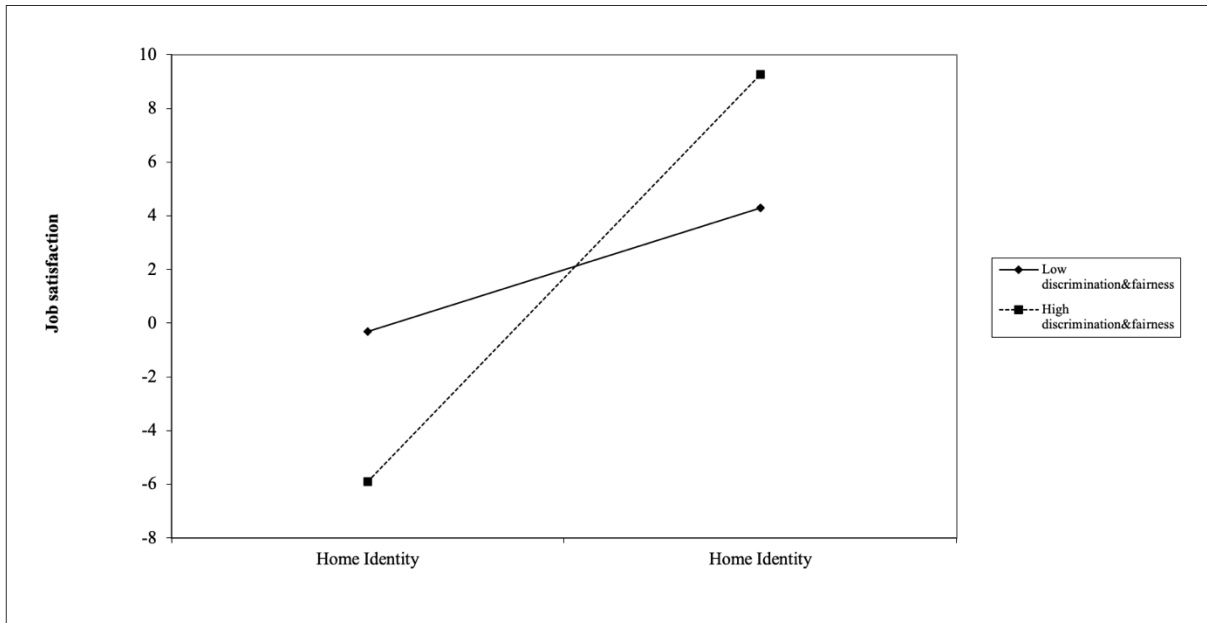


Table 5 Moderation analysis between acculturation Home Identity, Fairness Discrimination Perspective and Job Outcomes

|   | Job satisfaction<br>Model 1<br><i>b</i> * | Communication with colleagues<br>Model 1<br><i>b</i> * | Communication with organization<br>Model 1<br><i>b</i> * | Psychological well-being<br>Model 1<br><i>b</i> * |
|---|---|--|--|---|
| <b>Acculturation</b>                    |   |  |  |   |
| Home Identity                           | .359***                                   | .698***  | .531***  | .530***   |
| <b>Diversity Perspective</b>            |   |  |  |   |
| Fairness-Discrimination                 | -.050~                                    | .068~  | .037~  | .038~   |
| Home Identity x Fairness-Discrimination | .542***                                   | .006~  | .006~  | .007~   |
| <i>R</i> <sup>2</sup>                   | .570                                      | .494   | .285   | .285  |
| <i>F</i>                                | 104.26***                                 | 76.90***   | 31.33***   | 31.33***  |

Significance levels: ~  $p < .10$  \*  $p < .05$  \*\*  $p < .01$  \*\*\*  $p < .001$ .

The moderation analyses were also tested with control variables. Gender resulted in having a significant, and strong, positive effect on the moderation analysis with communication with colleagues as the dependent variable ( $b^* = .54, p < 0.001$ ). In addition, gender had a very strong

positive and significant effect on the communication with the organization ( $b^* = .99, p < 0.001$ ), and a very strong, positive and significant effect on psychological well-being as well ( $b^* = .99, p < 0.001$ ). However, the results showed that gender had no significant effect on the moderation and job satisfaction ( $b^* = -.00, p = .971$ ). Education was the second control variable added to the analyses. Education resulted in having a strong, positive and significant effect on the relationship between the moderation and communication with colleagues ( $b^* = .54, p < 0.001$ ) and a very strong, positive and significant effect between the moderation and communication with the organization ( $b^* = .99, p < 0.001$ ). In addition, education has a very strong, positive and significant effect between the moderation and well-being ( $b^* = .99, p < 0.001$ ), while the effect on the relationship between the moderation and job satisfaction resulted in a non-significant effect ( $b^* = -.00, p = .953$ ). The third added control variable was the level of language the respondents have in their country of residence. The effect it had on the relationship between the moderation and communication with colleagues was a negative, weak and significant effect on the moderation ( $b^* = -.19, p = .002$ ). In addition, the effect it had on the communication with the organization resulted in a non-significant effect ( $b^* = -.01, p = .825$ ). The effect on the relationship between the moderation and psychological well-being was a non-significant effect ( $b^* = -.09, p = .150$ ). Similarly, the effect it had on the relationship between the moderation and job satisfaction, it showed a non-significant effect ( $b^* = -.06, p = .279$ ). The fourth and final control variable was the level of the respondents' English language. The effect it had on the relationship between the moderation and communication with colleagues was a non-significant effect ( $b^* = -.04, p = .526$ ), and similarly, the effect it had on the communication with the organization resulted in a non-significant effect as well ( $b^* = .01, p = .780$ ). Furthermore, the effect on the relationship between the moderation and the psychological well-being ( $b^* = .05, p = .440$ ), and job satisfaction ( $b^* = -.02, p = .696$ ) both resulted in a non-significant effect.

#### **4.5.1.2 Acculturation Host Identity, Diversity Perspectives and Job Outcomes**

##### *Access and Legitimacy Perspective*

The regression analysis measuring the moderation between acculturation host identity, the access and legitimacy perspective and job satisfaction resulted in a strong, positive and significant moderation indicating an interaction between the independent variables which means the higher the diversity perspective, the stronger the relationship between host identity and job satisfaction will be. The analysis measuring the moderation between acculturation host identity, the access and legitimacy perspective and communication with colleagues resulted in a non-significant moderation. The regression analysis measuring the moderation between acculturation host identity, the access and legitimacy perspective, and communication with the organization resulted again in a non-significant moderation. Lastly, the regression analysis between acculturation host identity, the access and legitimacy perspective and psychological well-being indicate there is no moderation among the

independent variables.

Figure 7 Moderation graph of interaction between Host Identity, Access & legitimacy Perspective and Job Satisfaction

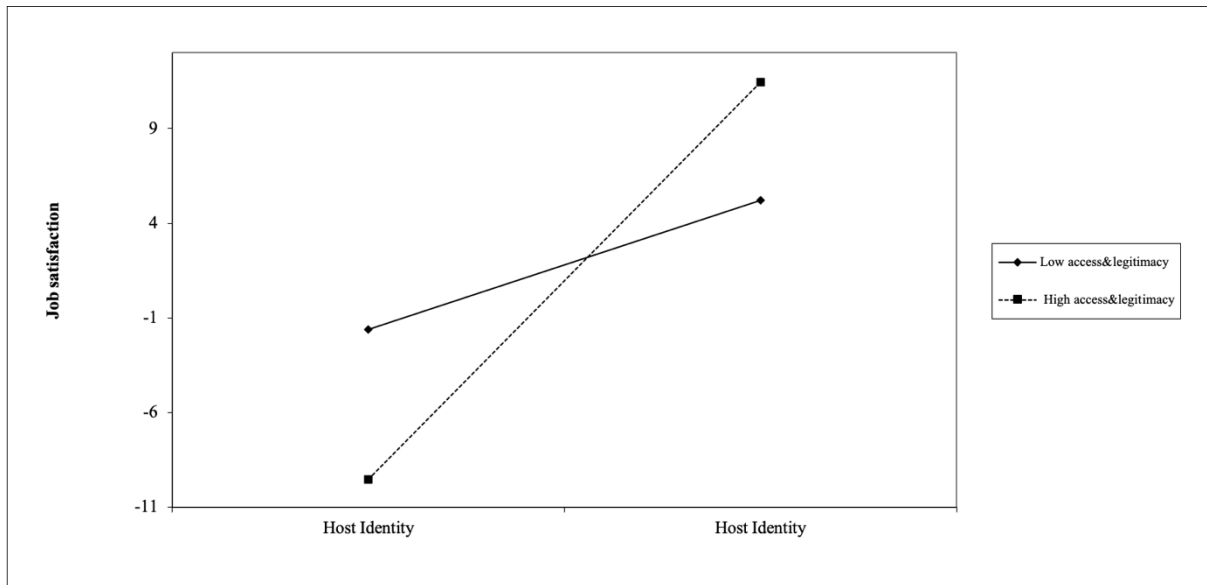


Table 6 Moderation analysis between Acculturation Host Identity, Access and Legitimacy Perspective and Job Outcomes

|                                   | Job satisfaction | Communication with colleagues | Communication with organization | Psychological well-being |
|-----------------------------------|------------------|-------------------------------|---------------------------------|--------------------------|
|                                   | Model 1 $b^*$    | Model 1 $b^*$                 | Model 1 $b^*$                   | Model 1 $b^*$            |
| <b>Acculturation</b>              |                  |                               |                                 |                          |
| Host Identity                     | .520***          | .909***                       | .695***                         | .694***                  |
| <b>Diversity Perspective</b>      |                  |                               |                                 |                          |
| Access-Legitimacy                 | -.129~           | .056*                         | .047~                           | .042~                    |
| Host Identity x Access-Legitimacy | .562***          | -.003~                        | -.003~                          | -.003~                   |
| <i>R</i> <sup>2</sup>             | .492             | .832                          | .487                            | .485                     |
| <i>F</i>                          | 76.21***         | 389.69***                     | 74.58***                        | 74.16***                 |

Significance levels: ~  $p < .10$  \*  $p < .05$  \*\*  $p < .01$  \*\*\*  $p < .001$ .

The moderation analyses were also tested with control variables. Gender resulted in having a significant, and weak, positive effect on the moderation analysis with communication with colleagues as the dependent variable ( $b^* = .25, p < 0.001$ ). In addition, gender had a very strong,

positive and significant effect on the communication with the organization ( $b^* = .99, p < 0.001$ ), and a very strong, positive and significant effect on psychological well-being as well ( $b^* = .99, p < 0.001$ ). However, the results showed that gender had no significant effect on the moderation and job satisfaction ( $b^* = -.00, p = .940$ ). Education was the second control variable added to the analyses. Education resulted in having a weak, positive and significant effect on the relationship between the moderation and communication with colleagues ( $b^* = .25, p < 0.001$ ) and a very strong, positive and significant effect between the moderation and communication with the organization ( $b^* = .99, p < 0.001$ ). In addition, education has a very strong, positive and significant effect between the moderation and well-being ( $b^* = .99, p < 0.001$ ), while the effect on the relationship between the moderation and job satisfaction resulted in a non-significant effect ( $b^* = -.00, p = .928$ ). The third added control variable was the level of language the respondents have in their country of residence. The effect it had on the relationship between the moderation and communication with colleagues was a negative, weak and significant effect on the moderation ( $b^* = -.16, p = .008$ ). In addition, the effect it had on the communication with the organization resulted in a non-significant effect ( $b^* = -.02, p = .757$ ). The effect on the relationship between the moderation and psychological well-being was a non-significant effect ( $b^* = -.11, p = .102$ ). Similarly, the effect it had on the relationship between the moderation and job satisfaction, it showed a non-significant effect ( $b^* = -.03, p = .586$ ). The fourth and final control variable was the level of the respondents' English language. The effect it had on the relationship between the moderation and communication with colleagues was a non-significant effect ( $b^* = -.10, p = .072$ ), and similarly, the effect it had on the communication with the organization resulted in a non-significant effect as well ( $b^* = .01, p = .838$ ). Furthermore, the effect on the relationship between the moderation and the psychological well-being ( $b^* = .04, p = .516$ ), and job satisfaction ( $b^* = -.09, p = .129$ ) both resulted in a non-significant effect.

#### *Integration and Learning Perspective*

The regression analysis measuring the interaction between acculturation host identity and the integration and learning perspective and job satisfaction resulted in a strong and positive significant moderation, indicating an interaction among the independent variables which means the higher the diversity perspective, the stronger the relationship between host identity and job satisfaction will be. However, the regression analysis between acculturation host identity, the integration and learning perspective and communication with colleagues, indicated a non-significant moderation. Similarly, the analysis measuring acculturation host identity, the integration and learning perspective and communication with organization also indicated a non-significant moderation. Lastly, the analysis between acculturation host identity, the integration and learning perspective and psychological well-being also resulted in a non-significant moderation.

Figure 8 Moderation graph of interaction between Host Identity, Integration & Learning Perspective and Job Satisfaction

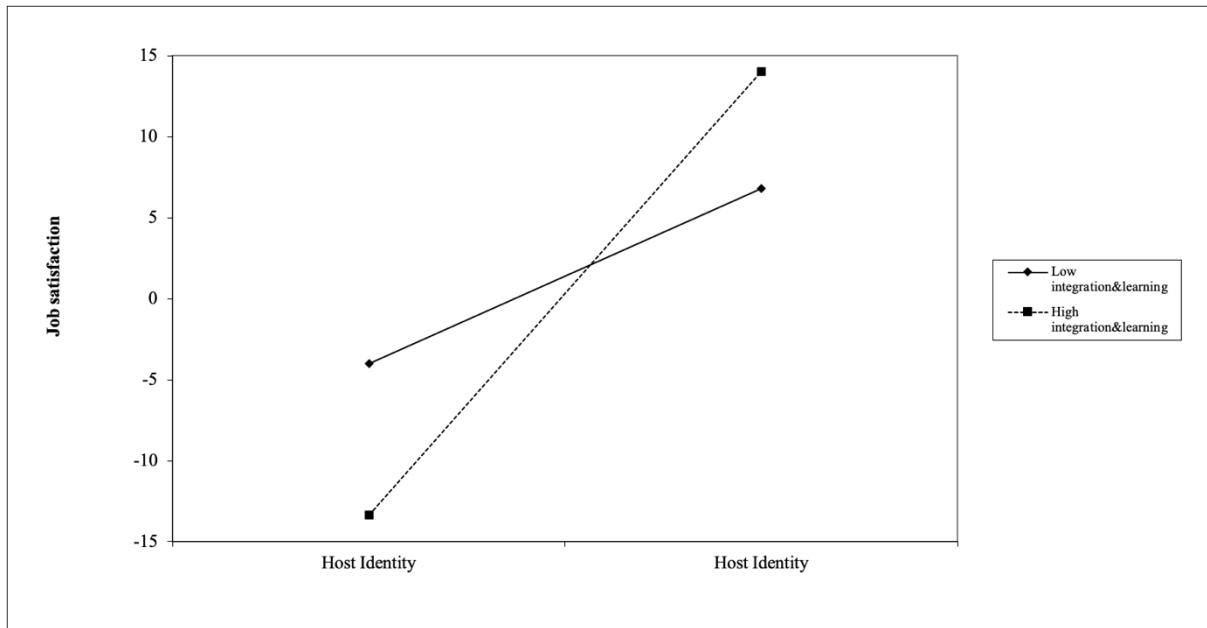


Table 7 Moderation analysis between Acculturation Host Identity, Integration and Learning Perspective and Job Outcomes

|                                      | Job satisfaction   | Communication with colleagues | Communication with organization | Psychological well-being |
|--------------------------------------|--------------------|-------------------------------|---------------------------------|--------------------------|
|                                      | Model 1 <i>b</i> * | Model 1 <i>b</i> *            | Model 1 <i>b</i> *              | Model 1 <i>b</i> *       |
| <b>Acculturation</b>                 |                    |                               |                                 |                          |
| Host Identity                        | .820***            | .905***                       | .690***                         | .689***                  |
| <b>Diversity Perspective</b>         |                    |                               |                                 |                          |
| Integration-Learning                 | -.160***           | .049**                        | .031~                           | .032~                    |
| Host Identity x Integration-Learning | .729***            | -.006~                        | -.009~                          | -.008~                   |
| <i>R</i> <sup>2</sup>                | .568               | .831                          | .697                            | .485                     |
| <i>F</i>                             | 103.63***          | 387.51***                     | 74.22***                        | 73.94***                 |

Significance levels: ~  $p < .10$  \*  $p < .05$  \*\*  $p < .01$  \*\*\*  $p < .001$ .

The moderation analyses were also tested with control variables. Gender resulted in having a significant, and weak, positive effect on the moderation analysis with communication with colleagues as the dependent variable ( $b^* = .25, p < 0.001$ ). In addition, gender had a very strong positive and significant effect on the communication with the organization ( $b^* = .99, p < 0.001$ ), and



a very strong, positive and significant effect on psychological well-being as well ( $b^* = .99, p < 0.001$ ). However, the results showed that gender had no significant effect on the moderation and job satisfaction ( $b^* = .00, p = .995$ ). Education was the second control variable added to the analyses. Education resulted in having a weak, positive and significant effect on the relationship between the moderation and communication with colleagues ( $b^* = .25, p < 0.001$ ) and a very strong, positive and significant effect between the moderation and communication with the organization ( $b^* = .99, p < 0.001$ ). In addition, education has a very strong, positive and significant effect between the moderation and well-being ( $b^* = .99, p < 0.001$ ), while the effect on the relationship between the moderation and job satisfaction resulted in a non-significant effect ( $b^* = .00, p = .996$ ). The third added control variable was the level of language the respondents have in their country of residence. The effect it had on the relationship between the moderation and communication with colleagues was a negative, weak yet significant effect on the moderation ( $b^* = -.13, p = .024$ ). In addition, the effect it had on the communication with the organization resulted in a non-significant effect ( $b^* = -.00, p = .926$ ). The effect on the relationship between the moderation and psychological well-being was a non-significant effect ( $b^* = -.09, p = .157$ ). Similarly, the effect it had on the relationship between the moderation and job satisfaction, it showed a non-significant effect ( $b^* = -.01, p = .775$ ). The fourth and final control variable was the level of the respondents' English language. The effect it had on the relationship between the moderation and communication with colleagues was a non-significant effect ( $b^* = -.09, p = .130$ ), and similarly, the effect it had on the communication with the organization resulted in a non-significant effect as well ( $b^* = .00, p = .891$ ). Furthermore, the effect on the relationship between the moderation and the psychological well-being ( $b^* = .03, p = .660$ ), and job satisfaction ( $b^* = -.09, p = .134$ ) both resulted in a non-significant effect.

#### *Fairness and Discrimination Perspective*

The regression analysis measuring the moderation between acculturation host identity, the fairness and discrimination perspective, and job satisfaction indicates a strong, positive and significant interaction among the independent variables indicating that the more the diversity perspective is communicated in the organization, the stronger the relationship between host identity and job satisfaction will be. The analysis between acculturation host identity, the fairness and discrimination perspective and communication with colleagues indicates that there is no significant moderation. Similarly, the analysis between acculturation host identity, the fairness and discrimination perspective and communication with the organization also indicates a non-significant moderation. Lastly, the analysis between acculturation host identity, the fairness and discrimination perspective and psychological well-being indicates that there is a non-significant moderation among the independent variables.

Figure 9 Moderation graph of interaction between Host Identity, Fairness & Discrimination Perspective and Job Satisfaction

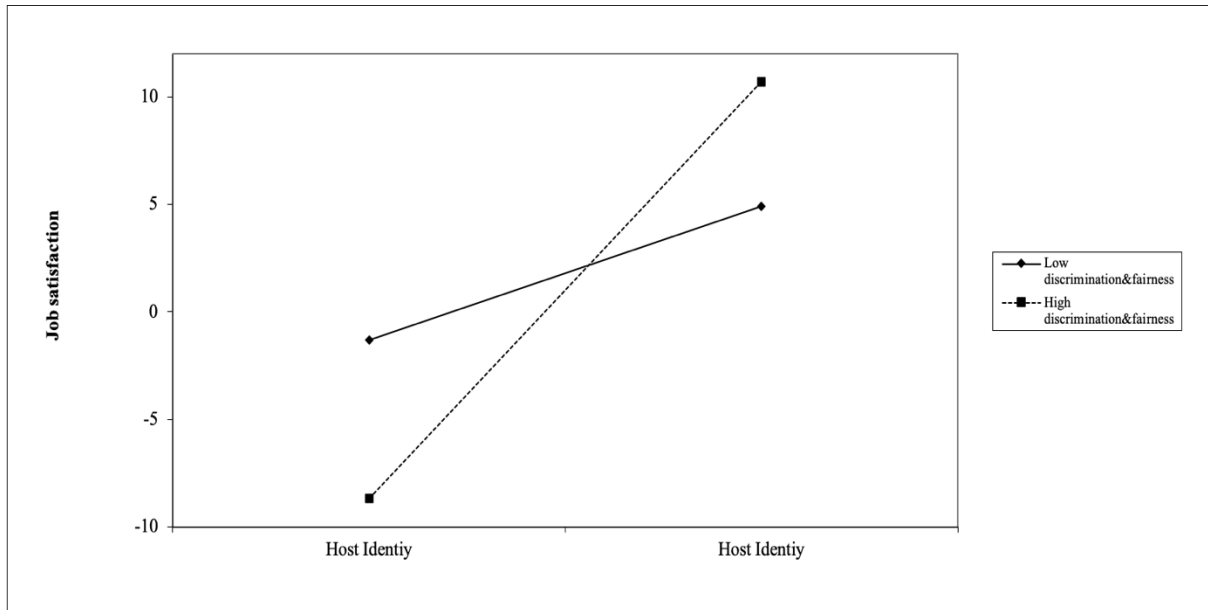


Table 8 Moderation analysis between Acculturation Host Identity, Fairness and Discrimination Perspective and Job Outcomes

|  | Job satisfaction   | Communication with colleagues | Communication with organization | Psychological well-being |
|--|--------------------|-------------------------------|---------------------------------|--------------------------|
|  | Model 1 <i>b</i> * | Model 1 <i>b</i> *            | Model 1 <i>b</i> *              | Model 1 <i>b</i> *       |
| <b>Acculturation</b>                           |                    |                               |                                 |                          |
| Host Identity                                  | .472***            | .910***                       | .696***                         | .695***                  |
| <b>Diversity Perspective</b>                   |                    |                               |                                 |                          |
| Fairness-<br>Discrimination                    | -.119~             | .037~                         | .014~                           | .015~                    |
| Host Identity x<br>Fairness-<br>Discrimination | .615***            | -.002~                        | -.005~                          | -.007~                   |
| <i>R</i> <sup>2</sup>                          | .564               | .830                          | .485                            | .484                     |
| <i>F</i>                                       | 101.70***          | 384.89***                     | 74.01***                        | 73.71***                 |

Significance levels: ~  $p < .10$  \*  $p < .05$  \*\*  $p < .01$  \*\*\*  $p < .001$ .

The moderation analyses were also tested with control variables. Gender resulted in having a significant, and weak, positive effect on the moderation analysis with communication with

colleagues as the dependent variable ( $b^* = .25, p < 0.001$ ). In addition, gender had a very strong positive and significant effect on the communication with the organization ( $b^* = .99, p < 0.001$ ), and a very strong, positive and significant effect on psychological well-being as well ( $b^* = .99, p < 0.001$ ). However, the results showed that gender had no significant effect on the moderation and job satisfaction ( $b^* = -.00, p = .960$ ). Education was the second control variable added to the analyses. Education resulted in having a weak, positive and significant effect on the relationship between the moderation and communication with colleagues ( $b^* = .25, p < 0.001$ ) and a very strong, positive and significant effect between the moderation and communication with the organization ( $b^* = .99, p < 0.001$ ). In addition, education has a very strong, positive and significant effect between the moderation and well-being ( $b^* = .99, p < 0.001$ ), while the effect on the relationship between the moderation and job satisfaction resulted in a non-significant effect ( $b^* = -.00, p = .945$ ). The third added control variable was the level of language the respondents have in their country of residence. The effect it had on the relationship between the moderation and communication with colleagues was a negative, weak yet significant effect on the moderation ( $b^* = -.17, p = .005$ ). In addition, the effect it had on the communication with the organization resulted in a non-significant effect ( $b^* = -.02, p = .748$ ). The effect on the relationship between the moderation and psychological well-being was a non-significant effect ( $b^* = -.11, p = .093$ ). Similarly, the effect it had on the relationship between the moderation and job satisfaction, it showed a non-significant effect ( $b^* = -.05, p = .401$ ). The fourth and final control variable was the level of the respondents' English language. The effect it had on the relationship between the moderation and communication with colleagues was a non-significant effect ( $b^* = -.06, p = .291$ ), and similarly, the effect it had on the communication with the organization resulted in a non-significant effect as well ( $b^* = .01, p = .790$ ). Furthermore, the effect on the relationship between the moderation and the psychological well-being ( $b^* = .04, p = .547$ ), and job satisfaction ( $b^* = -.07, p = .254$ ) both resulted in a non-significant effect.

## 5 Discussion

The aim of this research was to study whether the acculturation strategy of the refugee and the diversity climate of the workplace fit together to influence their job outcomes. The job outcomes here refer to how satisfied an individual is at their job, the quality of communication they have with their colleagues as well as their organization and finally their psychological well-being. After conducting the simple regression analysis to test the relationships between acculturation home identity and acculturation host identity with the job outcomes separately, the results of the analyses indicate as predicted that when one choose the integration strategy, their job outcomes will be high which is in accordance to previous research related to acculturation and job satisfaction.

The results of the analyses between acculturation home identity, acculturation host identity and job outcomes, confirms hypothesis 1a and 1b that indicate if an individual chooses the

integration strategy or the assimilation strategy, their job outcomes will be high. The results of the regression analysis also confirm the hypothesis 1c that when an individual chooses the separation strategy, their job outcomes will be low, however, their job outcomes will not be drastically lower than the integration or assimilation strategy. This study states that if an individual chooses the integration strategy which means to be attached to both their home and host identities, they are more likely to be satisfied at their job, have good psychological well-being and have good quality of communication with their colleagues as well as their organization. As indicated by Berry (2005), the integration strategy is considered to be the least stressful. Therefore, it can be predicted that an individual that chooses the integration strategy will be happier at work as they are not consumed with stress and anxiety. When one chooses the assimilation strategy their job outcomes will be also high. As they have fully integrated into their host society and the assimilation strategy is also considered to be one of the most preferred strategies that are also one of the least stressful (Berry, 2003; Hofhuis, Hanke & Rutten, 2018; Oerlemans & Peeters, 2008; Lu, Samaratunge & Härtel, 2011). The regression analyses that measured acculturation home identity as the independent variable and the four different job outcomes (job satisfaction, communication with colleagues, communication with the organization, psychological well-being) as the dependent variable, reveal that the more a person wishes to maintain their heritage and cultural traditions, norms and values, the happier they will be at work and the better their communication with their colleagues and organizations is, as well as their psychological well-being. Followed by the regression analyses measuring the relationship between acculturation host identity and job outcomes, the relationships all prove to be significant. This indicates that the more the person is in contact with their host culture and is learning about their host culture, the more understanding they are of the host society. This leads to an individual being satisfied at their workplace and has good quality of communication with their colleagues as well as their organization. As stated by Jian (2012), higher levels of acculturation to the host country is associated with a higher level of relationship quality with colleagues. They know what to expect and understand their host societies behavior. This allows the individual to be at ease and less stressed, which results in them having a good psychological well-being. Moreover, a good relationship with colleagues also contributes to a less stressful psychological well-being (Jian, 2012).

The moderation analyses between both acculturation home and host identity, diversity climate and job satisfaction resulted in a strong relationship which indicates that when an organization has a strong diversity climate, the relationship between both home identity and host identity and job satisfaction is stronger than when there is a weak diversity climate. In other words, refugees are happier at work when they can maintain their home identity, but only when the organization allows for it and appreciates this. The fact that the organization is open and appreciative of different cultures, complements the individual's satisfaction of their job. Without including the moderation of diversity climate, the relationship between both home and host identity and job satisfaction was already a positive relationship because the individual understands how the host

society functions and knows what to expect from the job, but including an appreciative organization, it adds to the job satisfaction. Based on this analysis, we can confirm that hypothesis 2a, which indicates that the relationship between home and host identity and job outcomes will be more positive when the organization is open and appreciative to different cultures. Furthermore, hypothesis 2b is rejected because the results show the opposite; when an organization has a strong diversity climate, the relationship between host identity and job outcomes becomes positive and not negative as hypothesized. Lastly, hypothesis 2c can be also accepted as the relationship between home identity and job outcomes becomes remains positive when the diversity climate is stronger.

The moderation analyses between both home and host identity, the three diversity perspectives and job satisfaction all resulted in a significant moderation, however there was no moderation with communication with colleagues and the organization, nor psychological well-being. The moderation analyses indicated that whether the organization adopted the integration and learning, access and legitimacy, or the fairness and discrimination perspective, a refugee is happier and more satisfied in their job when the organization highly communicated these perspectives, rather than barely or not communicating them at all.

Whether the refugee decides to adopt the integration, assimilation or separation strategy, if the organization adopts the integration and learning perspective the refugee will be more satisfied with their job. The integration and learning perspective allows the individual to feel valued and respected. They feel that their competence is taken into consideration. Furthermore, the more the individual knows about their ethnic heritage, the more knowledge they have to share with the organization. This corresponds to previous literature by Ely and Thomas (2001) that the integration and learning perspective is considered to be the best perspective an organization could adopt that allows its employees to feel valued and respected. It is also beneficial to not just the refugees but also the members of the host country as they can also benefit from the information shared by the refugees. According the results of this analysis, we can accept hypothesis 3a, 3b and 3c, which predict that the integration, assimilation and separation strategies all result in strong job outcomes when an organization adopts the integration and learning perspective because both the acculturation home identity and acculturation host identity had a significant moderation.

The majority of the respondents were well educated with either a bachelor's degree or a master's degree as their highest education. Control variables, gender, education, level of language of host country and English language, were all tested with each analysis. The results showed that gender and education had, significant and strong effects on communication with colleagues, communication with the organization and psychological well-being. However, in neither analysis did they have an effect on job satisfaction. The level of language in host country resulted in having very weak and negative significance on communication with colleagues, whereas the level of English language had no significance at all on any analysis.

## 5.1 Limitations and Further Research

Similar to all research studies, many have their limits. This study focused on respondents that were from an Arabic speaking country and are currently living in Europe and have a job occupation. However, 49% ( $N = 120$ ) of the respondents were unemployed during their response to the survey. They were asked to respond to the questions based on their previous experience working in Europe. Depending on how long the respondent has been unemployed, it could be difficult for them to recall their experiences accurately. Therefore, it is proposed that when studying refugees that are employed, it is necessary to only have respondents that are in fact employed at the moment of answering the survey. Furthermore, in order to have a more diverse research, expanding to the rest of the European countries could result in more interesting results as many European countries differ in their culture and could have different results. Moreover, a qualitative version of this research could provide deeper insights on the topic and more in-depth answers from respondent to be able to have more explanation to the results of the analysis. In addition. It would be useful to have certain number of respondents from different types of organizations, both small and large to have a wider range of answers and to avoid having the majority of respondents working in the same type of field. In reference to the discussion of this paper, the majority of the respondents worked in less demanding jobs. Therefore, it would be useful to seek out refugees who work in large organizations or in high positions in an organization. In future research, it would provide more insights on communication when the language proficiency of the respondents is more accurately and explicitly studied.

## 5.2 Conclusion

To conclude this paper, Arabic speaking refugees in Europe countries, have positive relationships between their acculturation and job outcomes, despite the fact if their organizations are open and appreciative to different cultures. However, when an organization is open and appreciative of diversity, their job satisfaction is stronger. Communicating the integration and learning perspective, it positively affects their job satisfaction whether the refugees have adopted the integration, assimilation, or separation strategy. Aside from job satisfaction, the communication with colleagues and with the organization as well as their psychological well-being is positively affected by their acculturation, however, it can be the result of how well they have integrated to their host society and how that affects their psychological well-being. Acculturation and diversity climate of an organization fit together to influence the job satisfaction of the refugee by being open and appreciative to different cultures.

As a recommendation for organizations in Europe, who are interested in diversity and having a diverse staff, having a basic diversity climate, might not always be enough. It is important to take

notice of your employees who come from different ethnic backgrounds and to use them as a beneficial resource for your organization. Organizations can benefit from diversity by investing in strategies to strengthen their diversity climate. Therefore, it is important for organizations working with refugees to understand how they may possibly respond differently to diversity policies and practices. Activities that contribute to team bonding and building trust among colleagues from all backgrounds can help improve the refugees' psychological well-being at work, and help reduce stereotyping and discrimination (Newman et al., 2018). Making them feel respected and valued positively influences their job satisfaction which in result has them being more committed to the organization and perform better.

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## Appendix 1

### Draft of survey (English version)

#### Introduction + informed consent

Hello!

My name is Melissa Awabdeh and I am conducting a study on refugees and their job outcomes depending on how they have chosen to adapt to their new country of residence and the climate diversity of the organization they work for.

To get the most out of this survey, I ask you to fill out the questions. In total, this should take approximately 10-15 minutes.

#### Please read the following consent:

I agree to voluntarily participate in this study. I am free to withdraw at any time, without giving a reason. If my answers are used in scientific publications, or are published in any other way, my data will be completely anonymous. My personal data will not be sent to third parties. My personal information will be stored in encrypted files until the end of the project, and then deleted. I understand that I will have access to my individual scores on this or future questionnaire upon request, for the duration of the project.

By clicking the arrow below, I state to have read the above statements, and to participate in this study voluntarily.

If you want information, now or in the future, you are free to contact the researcher Melissa Awabdeh (melissa.awabdeh@hotmail.com).

1. Are you currently employed?
  - a. Yes
  - b. No
2. What is your job?
  - a. Open
3. How long have been working at your current organization?
  - a. Open

**Diversity Climate** (Hofhuis et al. 2012)

The following questions are about the organization you work for most hours of the week and your experience working there. Please indicate your level of agreement or disagreement with each of these statements.

1. In this organization there is room to work according to one's own culture
  - 1 = *strongly disagree*
  - 2 = *disagree*
  - 3 = *somewhat disagree*
  - 4 = *Neither disagree nor agree*
  - 5 = *somewhat agree*
  - 6 = *agree*
  - 7 = *strongly agree*
2. In this organization we take into account different cultural traditions and habits of employees
  - 1 = *strongly disagree*
  - 2 = *disagree*
  - 3 = *somewhat disagree*
  - 4 = *Neither disagree nor agree*
  - 5 = *somewhat agree*
  - 6 = *agree*
  - 7 = *strongly agree*

3. In this organization it is seen as an advantage to work with people of different cultural backgrounds
  - 1 = *strongly disagree*
  - 2 = *disagree*
  - 3 = *somewhat disagree*
  - 4 = *Neither disagree nor agree*
  - 5 = *somewhat agree*
  - 6 = *agree*
  - 7 = *strongly agree*
  
4. In this organization we appreciate different cultural backgrounds
  - 1 = *strongly disagree*
  - 2 = *disagree*
  - 3 = *somewhat disagree*
  - 4 = *Neither disagree nor agree*
  - 5 = *somewhat agree*
  - 6 = *agree*
  - 7 = *strongly agree*
  
5. In this organization we openly discuss the employees' different cultures
  - 1 = *strongly disagree*
  - 2 = *disagree*
  - 3 = *somewhat disagree*
  - 4 = *Neither disagree nor agree*
  - 5 = *somewhat agree*
  - 6 = *agree*
  - 7 = *strongly agree*
  
6. In this organization people think it is positive when employees have different cultural backgrounds
  - 1 = *strongly disagree*
  - 2 = *disagree*
  - 3 = *somewhat disagree*
  - 4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

**Diversity Perspectives (Hofhuis et al. 2015)**

The following statements ask your opinion on whether you think the following statements reflect how your organization feels about diversity. Please indicate your level of agreement or disagreement with each of these statements.

*Understanding Diverse Groups in Society*

My organization believes that cultural diversity...

7. My organization believes that cultural diversity enables us to adjust our policies to different groups in society

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

8. My organization believes that cultural diversity gives us better insight in the needs of different groups in society

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

9. My organization believes that cultural diversity allows us to reach a larger part of the community with our policy

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

10. My organization believes that cultural diversity helps us better understand new developments in society

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

*Creative Potential*

My organization believes that cultural diversity...

11. My organization believes that cultural diversity makes us better at solving complex problems

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

12. My organization believes that cultural diversity enables us to come up with more original ideas

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = agree

7 = strongly agree

13. My organization believes that cultural diversity makes us more innovative

1 = strongly disagree

2 = disagree

3 = somewhat disagree

4 = Neither disagree nor agree

5 = somewhat agree

6 = agree

7 = strongly agree

14. My organization believes that cultural diversity leads colleagues to learn more from each others' knowledge and experience

1 = strongly disagree

2 = disagree

3 = somewhat disagree

4 = Neither disagree nor agree

5 = somewhat agree

6 = agree

7 = strongly agree

*Image of Social Responsibility*

My organization believes that cultural diversity...

15. My organization believes that cultural diversity is good for our image towards the outside world

1 = strongly disagree

2 = disagree

3 = somewhat disagree

4 = Neither disagree nor agree

5 = somewhat agree

6 = agree

7 = strongly agree

16. My organization believes that cultural diversity makes the outside world look at our department in a more positive way

- 1 = strongly disagree*
- 2 = disagree*
- 3 = somewhat disagree*
- 4 = Neither disagree nor agree*
- 5 = somewhat agree*
- 6 = agree*
- 7 = strongly agree*

17. My organization believes that cultural diversity makes all groups in society look at our organization in a more positive way

- 1 = strongly disagree*
- 2 = disagree*
- 3 = somewhat disagree*
- 4 = Neither disagree nor agree*
- 5 = somewhat agree*
- 6 = agree*
- 7 = strongly agree*

18. My organization believes that cultural diversity is good for our department's image amongst minority groups in society

- 1 = strongly disagree*
- 2 = disagree*
- 3 = somewhat disagree*
- 4 = Neither disagree nor agree*
- 5 = somewhat agree*
- 6 = agree*
- 7 = strongly agree*

**Acculturation** (Maehler et al. 2019)

The following statements are about your feelings toward your own ethnic group and towards your country of residence.

19. I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs
- 1 = strongly disagree*
  - 2 = disagree*



3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

20. I have a strong sense of belonging to my own ethnic group

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

21. I understand pretty well what my ethnic group membership means to me

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

22. I have often done things that will help me understand my ethnic background better

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

23. I have often talked to other people in order to learn more about my ethnic group

*1 = strongly disagree*

*2 = disagree*

*3 = somewhat disagree*

*4 = Neither disagree nor agree*

*5 = somewhat agree*

*6 = agree*

*7 = strongly agree*

24. I feel a strong attachment towards my own ethnic group

*1 = strongly disagree*

*2 = disagree*

*3 = somewhat disagree*

*4 = Neither disagree nor agree*

*5 = somewhat agree*

*6 = agree*

*7 = strongly agree*

25. I have spent time trying to find out more about my country of residence, such as its history, traditions, and customs

*1 = strongly disagree*

*2 = disagree*

*3 = somewhat disagree*

*4 = Neither disagree nor agree*

*5 = somewhat agree*

*6 = agree*

*7 = strongly agree*

26. I have a strong sense of belonging to my country of residence

*1 = strongly disagree*

*2 = disagree*

*3 = somewhat disagree*

*4 = Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

27. I understand pretty well what my country of residence's membership means to me

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

28. I have often done things that will help me understand my country of residence better

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

29. I have often talked to other people in order to learn more about my country of residence

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

30. I feel a strong attachment towards my country of residence

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

**Job Satisfaction** (De Witte, 2000)

The following statements are to measure how satisfied you are at your job. Please indicate your level of agreement or disagreement with each of these statements.

31. I feel committed to my job

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

32. I am satisfied with my current job

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

33. Through my job I gain respect and status

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

34. My job makes me feel useful

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

35. My job gives me the opportunity to show what I am worth

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

36. My job gives me the feeling that I have done something valuable

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

The following statements are to ask your opinion about the quality of communication you have with your colleagues. Please indicate your level of agreement or disagreement with each of these statements.

37. To what extent is the communication among your colleagues clear?
- 1 = strongly disagree*
  - 2 = disagree*
  - 3 = somewhat disagree*
  - 4 = Neither disagree nor agree*
  - 5 = somewhat agree*
  - 6 = agree*
  - 7 = strongly agree*
38. To what extent is the communication among your colleagues effective?
- 1 = strongly disagree*
  - 2 = disagree*
  - 3 = somewhat disagree*
  - 4 = Neither disagree nor agree*
  - 5 = somewhat agree*
  - 6 = agree*
  - 7 = strongly agree*
39. To what extent is the communication among your colleagues complete?
- 1 = strongly disagree*
  - 2 = disagree*
  - 3 = somewhat disagree*
  - 4 = Neither disagree nor agree*
  - 5 = somewhat agree*
  - 6 = agree*
  - 7 = strongly agree*
40. To what extent is the communication among your colleagues fluent?
- 1 = strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

41. To what extent is the communication among your colleagues on time?

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

**Quality of communication with organization** (Watson et al., 2007)

The following statements are to ask your opinion about the quality of communication you have with your organization. Please indicate your level of agreement or disagreement with each of these statements.

42. Communications seem good within this organization

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

43. The goals of this organization are not clear to me

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

44. I often feel that I do not know what is going on with the organization

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

45. Work assignments are not fully explained

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

**Employee Well-being** (Kristensen et al., 2005)

The following statements are to measure your well-being at work. Please indicate your level of agreement or disagreement with each of these statements.

46. During the past 4 weeks have you been a very nervous person?

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*



7 = *strongly agree*

47. During the past 4 weeks did you feel worn out?

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

48. During the past 4 weeks, I have not had the time to relax or enjoy myself.

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

49. During the past 4 weeks have you found it difficult to think clearly?

1 = *strongly disagree*

2 = *disagree*

3 = *somewhat disagree*

4 = *Neither disagree nor agree*

5 = *somewhat agree*

6 = *agree*

7 = *strongly agree*

## **Demographics**

We are coming to the end of the survey. The following questions are some basic information about your demographics. Please fill in the following questions.

1. Age

a. Open

4. Gender
  - a. Male
  - b. Female
  - c. Other
5. Education
  - a. 9<sup>th</sup> grade or lower
  - b. High school
  - c. Bachelors
  - d. Masters or higher
6. Religion
  - a. Open
7. Country of birth
  - a. Open
8. Mother's birthplace
  - a. Open
9. Father's birthplace
  - a. Open
10. What country do you currently live in?
  - a. Belgium
  - b. Netherlands
11. How long have you lived in your current country of residence?
  - a. Open
12. Why did you move to your current country of residence?
  - a. Open
13. Dutch Language Level
  - a. A1
  - b. A2
  - c. B1
  - d. B2
  - e. C1
  - f. C2
14. English Language Level
  - a. A1
  - b. A2
  - c. B1
  - d. B2
  - e. C1

f. C2

15. What is your relationship status?

- a. Single
- b. In a relationship
- c. Engaged
- d. Married

16. Do you have children?

- a. Yes
- b. No

You have now completed the survey, I have asked you questions about the organization you work for and how you have adjusted to your country of residence.

Thank you for your cooperation and for taking the time to fill out the questions.

If you have any questions or comments please leave them in this box.

**\*Big Box\***

If you would like to know the results of this study, you can leave your email address and the final study will be sent to you.

**\*Place for email address\***

Thank you.