Job seekers perception of diversity statements in the company's job vacancies

Student name: Dea Derjanovic

Student number: 514491dd

Supervisor: Dr. Joep Hofhuis

Master Media Studies – Master Media & Business

Erasmus School of History, Culture and Communication

Erasmus University Rotterdam

Master Thesis

June 2019

JOB SEEKERS PERCEPTION OF DIVERSITY STATEMENTS IN THE COMPANY'S JOB VACANCIES

ABSTRACT

Doing business in the modern age has its challenges and opportunities. With the processes of globalization and migration of resources and information, human resources are also affected by the changes on the market. The current labor market is more diversified than ever before. In order to comply with the changes in the potential employee pool, companies have to take on an important challenge. Many scholars highlight the need to include diversity in the company's core business and focus on the process of attracting and retaining employees that make up the majority and minority groups. In order to attract members of culturally diverse groups, reveal the company's way of looking at the diversity and practicing it at the workplace, many companies generate diversity statements. After choosing the diversity statement that the company is following and communicating, the diversity statement is often included in the company's job vacancies. The objective of this research is to test whether culturally diverse job seekers will be attracted to the job vacancies that have different diversity perspective communications or more specifically will their intention to apply to those job vacancies differ.

To find out if the job seekers perspective of different diversity communication in the job vacancies will influence the intention to apply to that job vacancy and how will that relationship be moderated by the job seekers cultural dimensions, an online survey experiment with a between-subject design was generated. The experiment with four conditions was distributed and a total of 151 valid responses was gathered. The participants were randomly divided among four conditions that presented three diversity perspective communications from Ely and Thomas research and one control condition. Moderation was implemented to the research model and defined by the societal culture dimensions from the Global Leadership and Organizational Behavior Effectiveness research program. The results suggest that the dimensions of institutional collectivism and in-group collectivism do influence the job seekers perception of the diversity communication in the job vacancy and their intention to apply to those job vacancies, while the other four tested dimensions failed to show the influence. This study contributes to the field of job vacancy perception by the culturally diverse job seekers regarding the diversity communication content in job vacancies and suggests more research on this contemporary topic.

Keywords: diversity, job seeker, job vacancy, culture, communication

Table of contents

1. INTRODUCTION

Increasing globalization and migration imposed diversity management as an important activity in organizations (Podsiadlowski, Gröschke, Kogler, Springer & van der Zee, 2011). The demographic structure of the workforce is more diverse than ever before, which implies the importance of incorporating diversity initiatives into the company's human resource planning (Herrera, Duncan, Green, Ree, & Skaggs, 2011). Cultural diversity became one of the main characteristics of the European workforce in the last decades (Bureau of Labor Statistics, 2012) but the trend can be monitored on a global scale as well. Those demographic trends increased the need of the organizations to manage and employ the employees that are characterized by different backgrounds, experiences and identities (Roberson, 2019). Academics and human resources managers advocated that the organizations respond to the new demographic and cultural differences among the workforce with a "valuing diversity" approach and indicate the potential of competitive advantage for the organization with a diverse managed workforce (Cox & Blake, 1991).

Six areas where the company's sound management can create a competitive advantage are defined as (1) cost, (2) resource acquisition, (3) marketing, (4) creativity, (5) problem-solving, (6) organizational flexibility area (Cox & Blake, 1991). The area of greatest importance for this study is the resource acquisition area as it focuses on the company's human resources and includes processes of attracting and holding on to employees from different demographic groups. It is believed that, in order to stay competitive, organizations have to hire effective and efficient employees that can handle such a competing market. As said by Saxena (2014) employing a diversified workforce is essential as the companies that employ a quality workforce regardless of their age, attitude, language, gender, etc. can compete on the current market (p.77). Hence, a majority of companies incorporate promoting diversity within their values and mission (Kaiser et al., 2012) and apply diversity policies that aim to create an understanding of how the company manages and approaches employee diversity (Gündemir, Dovidio, Homan, & De Dreu, 2017).

In order to promote diversity, the majority of companies' issue statements that clarify the company's commitment to encourage diversity, explain the practice of diversity at the workplace and create an understanding of employee diversity importance for the company. Those statements are named diversity statements, are usually a part of diversity policies and are generated from the diversity ideologies that the company decides to follow. Diversity ideologies refer to the employees' beliefs around diversity and can be both contextual and individual (Gündemir et al., 2017) while diversity policies or perspectives are derived from those ideologies and determine formal social system in the organization. After implementing the diversity ideologies in the company's core activities, and adding diversity statements in their missions, the diversity statements are often included in the company's job

vacancies. By incorporating a diversity statement in job vacancies, organizations have the possibility to design their job advertisements to target and attract certain types of job seekers (Highhouse et al., 1999). Moreover, company's job vacancies often serve as the only source of information available to a person deciding whether to apply for a job within an organization (Highhouse et al., 1999, p. 425) or not and are therefore crucial for the job seekers perception of the organization.

The content contained in the job vacancies is very important for the applicant which justifies the importance of the diversity statement content implemented in those job vacancies. The type of statement put in the job vacancy depends on the diversity perspective and ideology that the organization is trying to portray. Three different diversity perspectives were identified by Ely and Thomas (2001) and are defined as the integration-and-learning perspective, the access-and legitimacy perspective, and the discrimination-and-fairness perspective. As stated by Çelik (2018) both the access-and-legitimacy and the integration-and-learning perspectives add value to the organizational performance as in the case of discrimination and fairness perspective communication, the focus is put on adjustment to the organization's values. Kochan et al. (2003) find all three perspectives successful in motivating managers actions towards staff diversification but highlight that only the integration-and-learning perspective provides the direction to achieve the diversity benefits. Even though all three diversity perspectives have been used in the research purposes in the past, their perception by the potential employees is yet to be examined. Job seekers perception of the Ely and Thomas diversity perspectives communication in the job vacancies can be considered as a first research gap that this study aims to fulfill.

Moreover, if the light is shed on the job seekers perception of the diversity communication, the cultural background of the job seeker cannot be ignored as it might modify the results in a considerable way. Job seekers from different parts of the world, with different cultural backgrounds and values, might perceive different diversity statements as desirable, thus making the outcome of the job vacancies different. Some of the previous researches did cover the differences among the respondent's job vacancy perception based on their personal characteristics. While the research by Brown, Cober, Keeping, and Levy (2006) put focus on racial diversity and examined the relationship between racial (in)tolerance and job seekers motivation to apply for a job vacancy containing diversity promotion, research by Gaucher, Friesen, and Kay (2011) focused on gender diversity in the job vacancies. The authors tested job advertisements regarding the masculine/feminine wording that was implemented in the job advertisements text.

By concluding that only racial and gender diversity were previously researched by scholars, another research gap can be pointed out. The diversity itself consists of more than just racial and gender diversity and can be brought to the level of cultural diversity in general including an entire spectrum of primary dimensions of an individual. The cultural component of the study will be

measured by the selected Global Leadership and Organizational Behavior Effectiveness research program (House et al., 2004) societal culture dimensions. They describe the similarities and/or differences in norms, values, beliefs among societies and will moderate this study. To examine the moderation on the relationship between the diversity statement and job seekers perception, an intention to apply to a job vacancy will be used to measure the outcome of the job vacancy. Thus, the study aims to answer the following research question:

How are the Ely and Thomas' diversity perspectives related to the intention to apply for a job vacancy and how is that relationship affected by the selected GLOBE dimensions of societal culture?

In order to achieve the set objective, quantitative method research will be designed, and a survey experiment will be conducted.

2. THEORETICAL FRAMEWORK

The term of workforce diversity itself originates from the 1990s when the socioeconomic trends changed the number and type of people, members of the organizational workforces (Roberson, 2019). Workforce diversity describes the differences among the people in the organization, labor statistics and other data that describes the heterogeneous character of the workforce (Mor Barak & Travis, 2013). Many changes and improvements have been made in the field of human, women's and civil rights in the last decade and have resulted in greater labor participation by usually underrepresented groups.

Simultaneously with the changes on the labor market, technology and economic policies experienced changes as well. Developments and improvements in economic policies and technologies reduced the trade barriers and increased the connectedness of the global markets (Roberson, 2019). The free flow of goods and services, information and resources across different markets and geographical regions enhanced the need of organizations to adapt to the changes. In spite of all the forms of resources implied by free flow, the free flow of human resources is of particular importance for this study. Easy and free mobility of workforce presents an important assemblage that increased the organizations need to understand and adapt to the complexities of the different cultural norms, values, practices, and languages (Roberson, 2019).

All the changes mentioned above triggered the need for diversity management in businesses across the world. Managing a diverse workforce can benefit the organizations by making the potential competitive advantage for the organization (Cox & Blake, 1991). Six areas where sound management can create a competitive advantage were defined as (1) cost, (2) resource acquisition, (3) marketing, (4) creativity, (5) problem-solving, (6) organizational flexibility. As stated by Cox and Blake (1991) the before mentioned six areas can be divided into two groups. The cost and resource acquisition can be considered as the "inevitability-of-diversity" issues, while the other areas can be grouped as the "value-in-diversity hypothesis". The "inevitability-of-diversity" issues emerged from the organizations need to hire the underrepresented groups from the labor market (minorities, foreign nationals, women) because of the demographic and social trends while the "value-in-diversity hypothesis" emerged from the value that diversity can bring to the organizations' processes (Cox & Blake, 1991). More recent literature defines the value-in-diversity concept as leveraging the positive effects that diversity is bringing to the workplace and associating the added value the diversity can bring in regard to employee and organizational development (Bader, Kemper & Froese, 2019).

The area out of great importance, especially for the purpose of this study, is the resource acquisition area of potential competitive advantage for the organization with sound diversity management. The term resource acquisition in Cox and Blake's research (1991) includes and focuses solely on human resources and is defined as a process of attracting and retaining employees from

diverse groups of society. Focusing on the mentioned process of resource acquisition, companies have a hard task when ensuring the targeted job seeker applies to their job vacancies. Women and ethnic minorities have an increased representation in the labor pool in the last decade which brings the need of organizations to compete in hiring and retaining the workers from those groups. Therefore, in order to stay competitive, the organizations have to hire efficient workers that can manage such a modern market and comply with the new market trends (Saxena, 2014). Hiring people with diverse backgrounds and cultural characteristics is essential for the companies, as said by Saxena (2014) the ones that hire a workforce regardless of their diverse characteristics can compete on the current market.

Therefore, in order to fulfill the benefits that diversity can bring, companies are advised to employ job seekers with a diverse background. One of the ways how companies can attract diverse groups is by promoting diversity at their workplace. Companies can promote diversity by issuing content in form of a small text or statements that clarify the company's view on diversity, explain the practice of diversity at the workplace, and create an understanding of employee diversity importance for the company. Those statements are called diversity statements, are usually a part of diversity policies and are derived from the diversity ideologies that the company decides to follow. The type of statement put depends on the diversity perspective that the organization is trying to portray and can be considered as a "silent messages" about the life in an organization (Backhaus, Stone, & Heiner, 2002, p. 298).

2.1. Diversity ideologies and diversity perspectives

In order to generate a diversity statement, a diversity ideology and diversity perspective that the company is trying to portray and communicate must be chosen. Diversity ideologies "signal social identity contingencies—judgments, stereotypes, opportunities, restrictions, and treatments that are tied to one's social identity in a given setting" (Purdie-Vaughns, Steele, Davies, Ditlmann, & Crosby, 2008, p. 615). Diversity ideologies can refer to the employees' beliefs around diversity and can be both contextual and individual (Gündemir et al., 2017). Diversity policies in that sense, are derived from those ideologies and determine formal social system in the company.

It must be acknowledged that most of the research on diversity ideologies and perspectives were done in the context of race (Gündemir, Martin & Homan, 2019). However, there are a couple of diversity perspective divisions that were researched and developed by scholars. Two broad approaches are presented in many types of research and they differ in the extent to which they respond to demographic differences between social groups. Interethnic ideologies framework is the most widely used framework for diversity ideologies understanding (Wolsko, Park, Judd, & Wittenbrink, 2000).

Even though many ideologies can be defined, the common goal is the achievement of harmony in intergroup relations (Gündemir et al., 2017).

Scholars Gündemir et al. (2017) distinguished the following three types of diversity policies: Multiculturalism, Value-in-Homogeneity, and Value-in-Individual Differences. Multiculturalism focuses on acknowledging and valuing characteristics of the diverse society members, promotes harmonious relations among the members and equal treatment of them (Wolsko et al., 2000). It is naturally open and full of acceptance to diversity as it affirms minorities identity and communicates inclusivity (Verkuyten, 2005). As stated by Dovidio, Gaertner, and Saguy (2007) the recognition and respect of an individual's minority group identity satisfies individual's need to belong which improves personal wellbeing, expectations about fair treatment and ability to succeed professionally and privately (Walton & Carr, 2012). Hence, it is believed that the Multicultural ideology is likely to communicate a workplace that is open to a diversity of the minority groups and respects their social identities. Despite the benefits and advantages that the ideology promotes, critics emphasize that those diversity practices might create divisions between groups, provoke stereotyping and racial segregation (Gündemir et al., 2019).

On the other hand, Colorblind ideologies may seem less likely to communicate an open climate (Gündemir et al., 2017). The ideologies promote suppression of people segregation into social groups as they believe that suppression will eliminate conflicts, prejudices and other negative consequences in intergroup relationships (Wolsko et al., 2000). The Colorblind ideology can take different forms and communicate both Value-in-Homogeneity and Value-in-Individual Differences ideals (Wolsko et al., 2000). While on the one hand, a Value-in-Homogeneity ideal promotes silent group membership and focuses on equality or uniform treatment, a Value-in-Individual Differences ideal focuses on individual differences recognition and promotes the individual uniqueness (Wolsko et al., 2000). The opponents of the Colorblind ideology have some arguments; they suggest that the suppression of social categories is not possible as humans have a tendency to group the environment in order to process a big amount of information (Gündemir et al., 2019). Another point made by the opponents of the ideology is the fact that demographic characteristic such as race and sex are observed in the brain within a millisecond and can therefore not be ignored completely (Ito & Urland, 2003). In addition, it is believed that the ignorance of the cultural identities and traditions of those minorities is undesirable for society as a whole.

While the most commonly described diversity concepts are Colorblindness and Multiculturalism diversity perspectives by Stevens, Plaut and Sanchez-Burks (2008), the decision has been made to use the three perspectives defined by Ely and Thomas (2001). Even though both diversity perspective divisions can be compared and researched as both have advantages and disadvantages, for the purposes of this research, diversity perspectives defined by Ely and Thomas (2001) will be used. The

justification for using Ely and Thomas diversity perspectives lies in the origin and of those perspectives. Ely and Thomas (2001) diversity perspectives explain why organizations want diversity and not how the organizations want diversity as other perspectives state. It is believed that Ely and Thomas's study was among the first researches that shifted the focus of diversity literature from equality and minority justice to value-in diversity and inclusion at the workplace (Bader, Kemper & Froese, 2019). In addition, Ely and Thomas's diversity perspectives present the outcome of the qualitative research in three organizations and therefore identify the perspectives on workforce diversity in the culturally diverse organizations which comply well with the topic of this research. In addition, all three diversity perspectives take distinct approaches and can be communicated separately.

2.2. Ely and Thomas diversity perspectives

After establishing the use of Ely and Thomas (2001) diversity perspectives, a detailed overview of all three perspectives will be made. The integration-and-learning perspective, the access-and-legitimacy perspective, and the discrimination-and-fairness perspective emerged from the qualitative field research by Ely and Thomas (2001) and present the likelihood that the work groups showed to realize the benefits of their workplace diversity. The research was conducted among three American service companies. The perspectives that emerged from the research are distinct from one another and can be clearly used in diversity statement communication.

The integration-and-learning perspective tends to build a more understanding work environment and incorporate employees' values and beliefs into the core work of the company (Foldy, 2003). The managers that communicate the integration-and-learning perspective treat the insights, skills and experiences of culturally diverse employees as "valuable resources that the workgroup can use to rethink its primary tasks and redefine its markets, products, strategies, and business practices in ways that will advance its mission" (Ely & Thomas, 2001, p. 240). It assumes that employees frequently make decisions that are drawn on their identity group affiliations (McDowell & Cunningham, 2009). Companies on the other side, highlight the competitive advantage that the diverse workforce can bring by promoting the commitment of learning from each other and both educating and developing within that diverse workplace. The tendency is to make group members feel understood and respected by other team members, as that feeling can bring satisfaction and verification of both their social and personal self-views. Researchers claim that the workplaces that promote both social and self-affirmation encourage employees to show their true identity at work and speak openly (Swann, Polzer, Seyle, & Ko, 2004). The core lineaments of the integration-and-learning perspective can be seen in the Multiculturalism diversity policy by Gündemir et al. (2017) as both encourage acceptance of minority identities and inclusivity.

The second perspective that was recognized by Ely and Thomas (2001) was the access-and-legitimacy perspective. The mentioned perspective celebrates cultural differences in a simplistic way. It evokes that the diversity of the workforce will gain access to the organization's markets that are as well diverse and attract new customers. It is believed that the organizations should segregate the market diversity in units of its own workforce in order to gain access and legitimacy with the consumers from those groups (Ely & Thomas, 2001). Access-and-legitimacy diversity perspective fits the Value-in-diversity policy by Gündemir et al. (2017) that was previously explained as both focus on the additional benefit that diversity can enable.

One of the main differences between the integration-and-learning perspective and access-and-legitimacy perspective is in their operationalization by the managers. While the integration-and-learning perspective that incorporates the cultural competencies of diverse team members, the access-and-legitimacy perspective managers do not incorporate those competencies into the company's core functions (McDowell & Cunningham, 2009). The diverse competencies of the workforce are used solely to connect with a diverse market while diverse workers are recruited only in the situations when there is a clear vision of the enhanced legitimacy of the organization from the prospective markets (Ely & Thomas, 2001). Critics of the access-and-legitimacy perspective note that sometimes employees are left feeling exploit and devalued, as they are pushed to want and to make connections with the minorities constituents even if they do not have an interest in doing so.

The third perspective is defined as the discrimination-and-fairness perspective (Ely & Thomas, 2001). It presumes that surfacing and engaging cultural differences gains almost nothing (Foldy, 2003) as it is mostly used to contribute to the surface-level diversity and does not have a deeper meaning (McDowell & Cunningham, 2009). The perspective is characterized by the belief in a diverse workforce as a moral imperative for ensuring justice and the fair treatment for all member of society. In theory, the focus is put on equal opportunities in the processes of hiring and promoting, and the elimination of discrimination while the practice revealed managers that use this perspective in their communication are hiring diverse workforce only to appear diverse in the public eye (McDowell & Cunningham, 2009). Discrimination-and-fairness perspective goes in line with the Colorblind diversity policy that was mentioned earlier in the text, as both avoid paying attention to the cultural differences and advocate equal treatment of employees.

Critics of the discrimination-and-fairness perspective point out that the progress in diversifying employees is measured by the organization's recruitment and retention objectives rather than the employee's ability to draw upon their personal knowledge to do their work in a more efficient way (Thomas & Ely, 1996). The workers often report feeling devalued and disrespected while working in an organization that communicates the discrimination-and-fairness perspective (McDowell & Cunningham, 2009). In addition, many of the member of racial minorities expressed in Ely and

Thomas (2001) research the sentiments of having to "act White" to be taken seriously at the workplace. Workers under the management of this diversity perspective are hired into an organization with strong policies and encouraged to settle and adapt to the company's values (McDowell & Cunningham, 2009) rather than to co-create them.

In order to manage diversity and communicate the diversity perspectives that were defined above, the companies need to employ a diversified workforce. The process of creating a diverse workplace starts the same as in any recruitment process in the company. It begins with identifying a need for hiring new employees and listing the requirements for the open position. The requirements for the open position are included in the job description i.e. job vacancy that the company issues.

2.3. Job vacancy importance

This chapter puts the importance of a job description in focus. Job advertisements often serve as the only sources of information available to a person deciding about whether to apply for a job within an organization (Highhouse, Stierwalt, Bachiochi, Elder, & Fisher, 1999, p. 425) or not and are therefore very important for the job seekers perception of the organization. As suggested by the signaling theory, applicants rarely have the complete job description and must use the limited one that they have as signals of what the image of the organization is and what are organizations practices like (Highhouse et al., 1999).

The signaling theory can be supported by the research that shows how recruitment experience such as recruiters characteristics, the company's website design and arrangement and other parts of recruitment activities influence applicant's impression of organizations. Even though it helps to understand the organizations' influence on the applicants, organizations try to manage their attractiveness by signaling specific features. It must be said that the outcome is not based only on the given signal but also on the received one (Celani & Singh, 2011). The signaling process presents the way the applicants perceive and return the information and can be considered as important as the content that is presented by the organization (Gündemir et al., 2017).

2.4. The attraction of the prospective employees

After an organization identifies a need for recruitment, job requirements and a profile are developed, the next step in the hiring process is the attraction of the potential employees with a specific set of skills (Aiman-Smith, Bauer & Cable, 2001). Even though previous studies show that job choice decisions can be determined by different factors such as job characteristics, organizational attributes and attractiveness (Robertson, Collins & Oreg, 2005), the focus should be shed on the

applicant's motives and needs as one of the most desirable outcomes of the attraction stage of the recruitment process. Generated intentions within prospective applicants to apply to a job vacancy present the most important outcome of the recruitment process (Gomes & Neves, 2011).

Researches by Rynes and Cable (2003) about the outcomes of the pre-hiring process focused on applicant's attraction to the job vacancy in terms of applicant's view of the organization and applicant's intention to follow up a career and employment in that particular organization. Researchers identify three types of pre-hiring outcomes: perceptions, intentions and behaviors. In past analysis, it was shown that attitudes and intentions moderate the connection between perceptions and job choice (Chapman, Uggerslev, Carroll, Piasentin, & Jones, 2005). The analysis made by the mentioned authors is in line with the Fishbein and Azjen's (1975) findings in theory of reasoned actions. The theory explains the relationship between attitudes, intentions and behavior. It is stated that the factors that have an effect on behavior have a direct influence on attitudes and that attitudes, in turn, result with an effect on behavioral intentions (Fishbein & Azjen, 1975). Therefore, an applicant's attention and interest should be in focus of the communication in the recruitment process.

In order to consider recruitment communication effective, communication needs to get engagement. In this sense, engagement is measured by the extent to which a medium causes interest, curiosity, pleasure, and attention from the user (Goldberg & Allen, 2008). People engagement is usually measured and analyzed in information systems and marketing literature and researches. Researches regarding the information systems show that the message content predicts engagement. Besides message content, three design features: parasocial interaction, ease of use, and usefulness are particularly important for engagement estimations (Trevino, Webster, & Stein, 2000). In marketing researches, the engagement rate shows how people responded to marketing stimuli. It can measure the attitude towards some organization, products or services and predict purchasing intentions (Calder & Malthouse, 2005).

As previously mentioned, and justified with the theory of reasoned actions, intentions are influenced by many activities in the decision-making process and hence present the last outcome of the behavioral process. Because of it, the variable of intention was chosen as an outcome variable of the recruitment process for this research.

2.5. Intention to apply to a job vacancy

Job pursuit intention (JPI), job acceptance intention (JAI) and intention to apply to a job vacancy (IAJV) present potential outcomes in the recruitment process as all of those outcomes test the applicant's intentions, the last outcomes in the behavioral process. While the JPI refers to "the intention to pursue a job or to remain in the applicant pool", JAI is "the likelihood that an applicant

would accept a job offer if one were forthcoming" (Chapman et al., 2005, p. 929). Potential outcomes mentioned above predict applicants' behavioral intentions and are implied in the selection process while the focus of this study is on the attraction phase and job seekers. Therefore, the intention to apply to a job vacancy (IAJV) remains an important forecaster of applicants' intentions in the attraction phase of the hiring process and is chosen for the outcome variable of this study. As many psychologists claim that intentions predict actions (Albarracín, Johnson, Fishbein, & Muellerleile, 2001), the assumption that the IAJV will efficiently predict the actual applications to the job vacancies can be justified. Having learned about the importance of job vacancies and possible measures of job vacancy outcome, a connection between the main concepts of the study will be made.

2.6. Relationship between diversity perspectives communication and job vacancies

After providing a detailed concept overview for diversity perspective communication and job vacancy creation and outcome, a connection between the two main concepts will be made. As already said, the labor pool is more diversified than ever before. In order to attract diverse groups to apply for the organization's open position and promote diversity at the workplace, companies are issuing diversity statements. Those statements are often included in the company's job vacancies. When put in the job vacancies, the diversity statements serve as signals to the potential applicants to evaluate the organizations and attract their attention to the organization. The attention is important, as emphasized by behavior decision-making models. The models indicate that diversity statements are directly related to job seekers attention as well as other social responsibility activities (Ping, Au, & Komorita, 1996). In order to engage the applicants and catch their attention and interest, recruitment communication needs to be effective and understandable (Goldberg & Allen, 2008). The impact that those diversity statements have on the potential employees can be measured in different outcomes of the pre-hiring process. In this study, the outcome is measured with the concept of intention to apply to a job vacancy.

In order to answer the research question and test the relationship between the diversity statements in the job vacancies and the outcome that the job vacancy brings, the hypotheses were generated. Hypothesis one to three focus on the relationship between Ely and Thomas diversity perspectives and the intention to apply to a job vacancy, meaning a job vacancy with what diversity communication will end up with the highest or lowest intention to apply.

Research made by Çelik (2018) concluded that both the access-and-legitimacy and the integration-and-learning perspectives add value to the organizational performance as in the case of discrimination-and-fairness perspective communication, the focus is put on individuals adaptation to the organization's values and not the integration within those values. Integration-and-learning perspective places diversity as a core activity in the organization and views it as a primary source of company's

success, while access-and-legitimacy perspective views primary economic value (Bader, Kemper, & Froese, 2019). Considering the research question and focusing on job seekers perception of diversity communication in the job vacancies it can be expected that the intention to apply to a job vacancy of the organization that communicates the access-and-legitimacy and the integration-and-learning perspectives will be higher than in the case of communication of discrimination-and-fairness diversity perspective. The reason behind the expectations can be seen in the value that diversity may bring. In the cases of integration-and-learning and access-and-legitimacy diversity perspective communication an added value is present, while in the case of discrimination-and-fairness communication, that value is missing and can therefore result with lower intention to apply from the job seekers.

H1: The job vacancy containing communication of integration-and-learning diversity perspective has a higher intention to apply from the job seekers than the job vacancy containing communication of discrimination-and-fairness diversity perspective.

H2: The job vacancy containing communication of discrimination-and-fairness diversity perspective in a job vacancy has a lower intention to apply from the job seekers than the job vacancy containing communication of access-and-legitimacy diversity perspective.

H3: The job vacancy containing communication of access-and-legitimacy diversity perspective in a job vacancy has a similar intention to apply from the job seekers as the job vacancy containing communication of integration-and-learning diversity perspective.

After the relationship between the diversity communication and outcome variable is tested, the second research gap of the study will be examined. In order to test the connection between the concept of diversity perspective communication and the research output in regard to the moderation, cultural background of the research participants will be examined. It is anticipated that not all job seekers will respond the same to the same diversity communications and that those differences in the job seekers perception might be the outcome of their cultural characteristics.

2.7. Applicants cultural characteristics

After the relationship between the diversity communication and outcome variable is tested, a second research gap will be examined. In order to test the connection between the concept of diversity perspective communication in job vacancies and intention to apply to job vacancies, cultural background of the research participants is added to the model as a research moderator.

Culture presents an abstract concept that has been researched since first societies and monitored through their habits, customs, rituals and other social interactions. The term culture has a wide range of definitions, in the year 1952, Kroeber and Kluckhohn identified over 160 definitions. Even though

definitions vary to some extent, one thing can be recognized as mutual and that is the motive that culture is collective and shared, adaptive or has been adaptive and is transmitted across time and different generations (Triandis, 1994). While there are a few definitions that tend to explain the concept of culture, for the purpose of this study, it will be defined as shared motives, values, beliefs, identities, and interpretations or meanings of significant events that result from common experiences of members of collectives that are transmitted across generations (House et al., 2004).

The common base of cultural understanding has been provided by Geert Hofstede (1983) as his development of a set of dimensions is one of the most important theories in the field of cultural research. He identified those dimensions as Power Distance, Uncertainty Avoidance, Individualism, Masculinity and Long-Term Orientation and measured them through survey instruments. They aim to collect values for a particular group of people and hence, the understanding of the cultural differences between different social groups. Even though the validity of the Hofstede's cultural dimensions has been controversial, they have provided a solid background and inspired a couple of global projects. For example, his work has been expanded by the Global Leadership and Organizational Behavior Effectiveness research program group in their empirical study (House et al., 2004).

The GLOBE project adopted a theory-based approach when conducting the research. Their dimensions were primarily formulated based on Hofstede's dimensions and report on the relationship between its own measures and those of Hofstede. There are several similarities and differences between the GLOBE and Hofstede studies in the way the concept of national culture is measured but the GLOBE study is less criticized than Hofstede's and more recent, and was therefore used for the purposes of this study.

Societal culture dimensions present GLOBE's first major achievement and aim to describe the similarities and/or differences in norms, values, beliefs among societies (House et al., 2004). The mentioned dimensions are named as the performance orientation, assertiveness, future orientation, humane orientation, institutional collectivism, in-group collectivism, gender egalitarianism, power distance, and uncertainty avoidance and are developed across society practice ("as is") and values ("should be"). Out of nine GLOBE societal culture dimensions, six were selected for the research moderation. Those six dimensions are:

1) performance orientation,
2) humane orientation,
3) future orientation,
4) uncertainty avoidance,
5) institutional collectivism, and
6) in-group collectivism.

2.7.1. Performance orientation

Performance orientation as one of the GLOBE's culture societal dimensions measures the extent to which an organization advocates and rewards group members for performance achievement and success (House, Javidan, Hanges, & Dorfman, 2002). When examining the literature about the individual's performance orientation, scholars argue that motive drivers such as self-efficacy, need for achievement, and intrinsic needs for competence vary across different cultures (Gelfand, Erez & Aycan, 2007). Even though the factors may vary across the different cultures, there is some evidence that the motives themselves are universal (Bandura 2002, Erez & Earley 1993 as cited in Gelfand, Erez & Aycan, 2007). It is believed that a promotion motive motivates employees with independent selves (Heine et al., 2001) from which can be concluded that the individuals that focus on their own performance would advocate the equal treatment for the employees and promotion based on their individual performance, rather than the company's one. By advocating the equal treatment, the assumption can be made that the respondents with the higher performance orientation will give preference to the communication of the discrimination-and-fairness diversity statement in the job vacancy. The assumption is made based on the fact that discrimination-and-fairness perspective promotes equality and elimination of discrimination based on cultural characteristics.

H4: People with high-performance orientation have a higher intention to apply to a job vacancy that communicates the discrimination-and-fairness diversity perspective.

2.7.2. Humane orientation

Humane orientation is presented as a degree to which employees in an organization are rewarded for being fair, caring, friendly and kind to others (House et al., 2002). As previously mentioned, it is believed that a promotion motive drives employees with independent selves while the prevention motive to avoid negative and unpleasant situations motivates individuals with interdependent selves (Heine et al., 2001). Having that said, it can be concluded that the individuals that focus on others, their feelings and care for other members, and avoid negative consequences will advocate for the communication of the integration-and-learning perspective in order to advocate for cooperation and avoid consequences and conflicts. As stated by Zhou and Martocchio (2001), Chinese workers are more likely to consider the relationship with other employees when making non-monetary decisions and work needs when making monetary decisions than considering work performance. In addition, in the Chinese culture, learning appears to be more important than achievement, which can justify the expectations of high intention to apply to a job vacancy with diversity communication of the integration-and-learning perspective from job seekers with a high score on humane orientation as the

job seekers relationships with fellow colleagues and their needs are more important than the work performance per se.

H5: More humane oriented participants have a higher intention to apply to a job vacancy that communicates the learning-and-integration diversity perspective.

2.7.3. Future orientation

Future orientation is measured by the degree to which individuals in an organization or society enroll in future-oriented behaviors (House et al., 2002) such as planning or investing for the future. As stated by Strauss, Griffin and Parker (2012) a future orientation allows individuals to adopt more proactive activities for professional and personal achievement. People with high future orientation tend to engage and aim for continuous improvement and adapt to future possibilities (Strauss, Griffin, & Parker, 2012). Hence, the conclusion can be drawn that the individuals that plan the future and invest are more oriented towards learning and development rather than achievement and monetary awards in the short term and therefore give preference to the integration-and-learning diversity communication.

H6: People with long term future orientation have a higher intention to apply to a job vacancy that communicates the learning-and-integration diversity perspective.

2.7.4. Uncertainty avoidance

Uncertainty avoidance is measured by the extent to which members of an organization try to avoid uncertainty and rely on social norms and rituals (House et al., 2002). As researched by Gelfand, Erez and Aycan (2007), Asian Americans are, for example, more motivated when authority figures they trust in, make choices and plans for them (Gelfand, Erez & Aycan, 2007). Therefore, when the uncertainty is avoided, they feel calmer and follow instructions that were communicated to them. In that sense, the assumption is made that the access-and-legitimacy communication will be desired by the respondents from high uncertainty avoidance cultures, as the authority figures will make choices or in this case, companies and they will follow the achievement of company's objectives.

H7: Respondents from more uncertainty avoiding countries have the highest intention to apply to the job vacancy that communicates the access-and-legitimacy diversity perspective.

2.7.5. Institutional collectivism

The institutional collectivism reflects the degree to which organizational and societal institutional authorities advocate and reward the collective distribution of resources and collective action (House et al., 2002). The more collectivistic directed the company is, the more positively the employees graded their organization's support of diversity recruitment (Herrera, Duncan, Green, Ree & Skaggs, 2011) which can be hypothesized in the relation to the two dimensions of societal culture regarding institutional and in-group collectivism and the Ely and Thomas diversity perspectives. As the institutional collectivism puts focus on the collective action and distribution of resources, the assumption can be made that the increased market share and increased consumers groups will be favored in regard to the distribution of the company's resources and therefore the communication of the access-and-legitimacy diversity perspective.

H8: Respondents from the country with high institutional collectivism have a higher intention to apply to a job vacancy that communicates the access-and-legitimacy diversity perspective.

2.7.6. In-group collectivism

On the other hand, in-group collectivism as one of the GLOBE's societal culture dimensions reflects the extent to which individuals show pride and loyalty in their organizations or societies (House et al., 2002). Gelfand, Erez and Aycan (2007) discussed that in the collectivistic cultures, emotional and social factors such as goal sharing, affect-based trust and enhancement of group identity encourage cooperation which can be translated into the integration among the employees. Hence, it is hypothesized that the respondents from the high in-group collectivistic countries will give preference to the integration-and-learning diversity perspective communication in the job vacancy.

H9: Respondents from the country with high in-group collectivism have a higher intention to apply to a job vacancy that communicates the learning-and-integration diversity perspective.
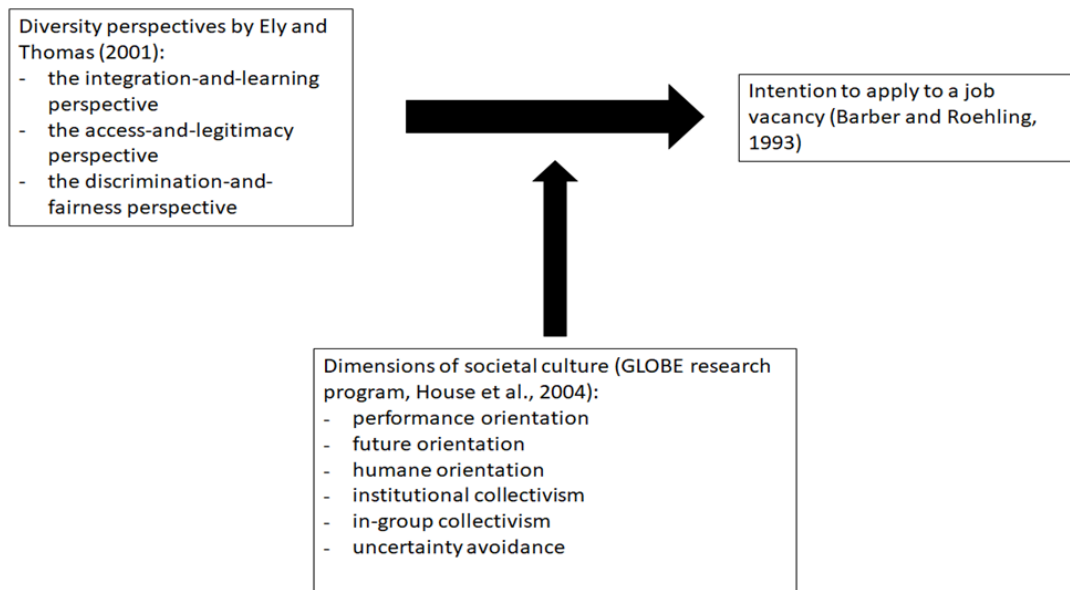
In order to test the hypothesis and answer the addressed research question, the following research model is designed (Figure 1).

Figure 1: *Research model*

Diversity perspectives by Ely and Thomas (2001):
- the integration-and-learning perspective
- the access-and-legitimacy perspective
- the discrimination-and-fairness perspective

Intention to apply to a job vacancy (Barber and Roehling, 1993)

Dimensions of societal culture (GLOBE research program, House et al., 2004):
- performance orientation
- future orientation
- humane orientation
- institutional collectivism
- in-group collectivism
- uncertainty avoidance

3. METHODOLOGY

Previously mentioned importance of cultural diversity concept has been recognized more and more by organizations and resulted with increased efforts in recruitment and retention of employees, members of ethnic or cultural minority groups (Hofhuis et al., 2012). With that being said, the light should be pointed out to the phase of attracting and employing the diversified workforce and their intention to apply for the organizations' job vacancy. In an aim to answer the research question regarding the job seekers perception of Ely and Thomas (2001) diversity perspectives communication in job vacancies, an experiment was conducted.

The decision to generate an experiment was made based on the fact that research has a confirmatory character and the hypotheses are being tested (Babbie, 2011). The concepts are defined by their causal relationship and the relationship between job seekers perception and their cultural values in regard to intention to apply to a tested job vacancy will be explored. An experiment examines the effect of an independent variable on a dependent variable or in this case, the dependent variable of the intention to apply to a job vacancy influence on an independent variable of diversity communication. The experimental method is justified for this study as it provides the opportunity to test that relationship. The examined relationship has a casual character as variables from the addressed research question can be defined as a cause and effect of the concept relationship. In addition, moderation by the GLOBE's societal culture dimensions will be tested. The hypotheses were designed, and their testing is an appropriate analysis for the experimental research method (Babbie, 2011).

After distinguishing that a chosen method is an experiment, the question about its execution stays. The World Wide Web has become a common ground for performing social science researches and experiments are no exceptions (Babbie, 2011). A web-based experiment is conducted in aim to answer the research question and is executed in the form of a survey. The survey is conducted among job seekers regardless of their cultural background primarily in the online form, as according to Wright (2005) that formatting is easily shared, cost and time efficient. It is made in the Qualtrics online survey tool, takes not more than 7 minutes and is written in English. The data is collected during the period of 3 weeks, after which an SPSS analysis of the collected data was made and used for the results and conclusion section of the paper. Multiple regression is generated as it can determine whether the relationship between different diversity statements in the job vacancies and the intention to apply to a job vacancy is influenced by different societal culture dimensions or statistically said, when is the dependent variable of the intention to apply to a job vacancy influenced by the independent variable of diversity communication. In addition to the regression analysis, moderation analysis is generated in the SPSS program and the results are interpreted in the results section of the

paper. However, before moving to the results of the study, a detailed overview of the survey experiment execution will be discussed.

3.1. Research design

The survey experiment for this study consists of four conditions. The respondents are asked to look at the job vacancy visual and answer a number of questions after it. Four groups represent three conditions, in this case, different Ely and Thomas diversity perspectives implemented in the job vacancies and one control group. The usage of control group allows to research to detect of the experiment effect itself. The control group is not receiving any experimental stimulus whereas each experimental group receives a stimulus (Babbie, 2011). Each participant is exposed to only one treatment, in this case, only one diversity perspective communication. In the example of the exposure to the control group, the participant is exposed to the job vacancy without an Ely and Thomas (2001) diversity perspective statement but to a more general statement about employee satisfaction and excellence. Hence, a between-subject design is used for this research. The four conditions can be named: 1) job vacancy with a learning-and-integration diversity statement, 2) job vacancy with an access-and-legitimacy diversity statement, 3) job vacancy with a discrimination-and-fairness diversity statement and 4) control condition without diversity statement.

3.2. Sample

As the job vacancies and the diversity statements put in the job vacancies are used in the research, respondents that are exposed to the job advertisements are the target population. Regarding the sampling plan for this research, it would not be feasible to study all the job seekers in the world, so a sample was gathered to represent the population. The study aims to examine differences in job vacancy perception among culturally diverse job seekers, therefore an international sample was needed. The total of 25 different nationalities was gathered in the sample which satisfies the international character needed for the study target and provides a good base for the study moderation. For the purpose of this research, a job seeker is defined as a person that in the research period did not work for payment in cash or kind; is actively searching for a job during four weeks prior to the research; is available for work within the next two weeks; or found a job to start in the future (the Croatian Bureau of Statistics, 2017). In addition, students that are currently enrolled in the last phases of their studies (last classes or writing thesis) are also included as their entrance to the labor market is approaching.

A combined method of purposive and systematic sampling was used and the period of 3 weeks was used on the data collection. The purposive strategy of data collection presents a non-random sampling technique. The survey was distributed among the final year (master) students via Facebook groups as well as via the same medium in groups such as (Tražim/nudim posao, en. Looking/offering a job). On the other hand, systematic sampling is a random sampling technique used in the situations when the researcher approached the respondents in the Croatian Employment Service building, around the campus of Erasmus University Rotterdam and Faculty of Economics and Business Zagreb in Croatia as those locations were reachable to the researcher.

As the survey experiment must be pilot tested in order to determine its understanding and validity, a sample of three respondents per condition was used. For the purpose of pilot testing, the researcher gathered a group of acquaintances and distributed the anonymous Qualtrics research link to each of them. After participating in the pilot testing, respondents were asked to comment on the survey questions, their clearance and understanding which served as valuable feedback in the creation of the final version of the survey experiment. The received feedback included observations such as the addition of the job seeker term definition to the survey item asking about being a job seeker or not to make it more understandable. Also, the addition of the list of countries to avoid duplicate answers because of the capital letters or different wording (for example nationality Dutch or the Netherlands or netherlands) and make the process of data cleaning easier. Because of the same reason, in the survey item asking for the respondent's age the requirement 'Please fill in your age in numbers' was included. All the pilot testing participants characterized other survey items as clear and easy to understand. Revised and improved version of the experiment survey was used for the research and further data analysis (appendix 1).

While the total of 191 responses was collected through the Qualtrics software, after the process of data cleaning, the final sample included 151 responses. Therefore, a total of 151 responses was exported and used for the analysis. Each response in Qualtrics captures one person's answers to the experiment survey. Out of 151 respondents, three did not answer the demographic questions regarding the respondent's gender. From the rest, 148 respondents, 51 were male (35%), 95 were female (64%) and the other 1% of the respondents chose the 'I prefer not to answer' option.

When talking about the respondent's age, all 151 respondents filled out the answer according to the instructions in the survey. The age range was from 18 as a minimum respondent age to 35 as the maximum age of the respondents. The most frequent answer was 24 years old as 22% of all the respondents were that age. Respondents nationality was very diverse, as 25 different nationalities were detected. 46% of all the respondents are originally from Croatia, followed by the Netherlands (9%), Russian Federation (8%), Argentina (7%) and Indonesia (6%) with the biggest proportions. In addition, nationalities with smaller proportion include respondents from Bulgaria, China, Greece,

United Kingdom of Great Britain and Northern Ireland (all with more than 2% of all the respondents) and others (less than 2% of all the respondents). However, the results change in a great way then the respondents current reside country is examined. Most of the respondents (43%) resides in Croatia, while the proportion of the people residing in the Netherlands is following (31%). The rest of the respondents reside in Argentina (6%), Indonesia (6%), Russian Federation (4%) and other countries (less than 2%).

Moreover, respondents were asked several questions regarding their academic and professional life. First of those question examined the highest degree or level of school that was completed by the respondent. Out of 148 respondents that answered the question, 82 completed bachelor's degree program, 38 completed master's degree program, 26 finished high school education, one respondent finished Ph.D. degree program and one filled out the other option by putting the technical degree. Three responses were missing. When asked about the current employment status, 64% of 148 respondents that checked their answer on the proposed question declared themselves as students, 16% as full-time employees, 8% as unemployed and 7% as part-time employees. The remaining 5% chose the option 'Prefer not to say'.

In order to check whether the respondent fits the sample targeted by the researcher, the following question was addressed in the online experiment survey: "Would you categorize yourself as a job seeker?". To help the respondents, the definition of job seeker was provided. All the surveys that have the 'No' answer boxes checked for the question about them being job seekers were excluded in the data cleaning process from the research analysis as their answers were not used in further steps. In the process of pilot testing, 11 out of 12 participants checked the answer box 'Yes' on the mentioned survey item. Moreover, out of 151 responses used in the data analysis process, 144 respondents answered 'Yes' and 4 respondents put 'I do not know' predetermined answer. The reason why they put the 'I do not know' answer can lay in the misunderstanding of the provided job seeker definition and were therefore kept for further analysis. The missing three respondents did not answer the question.

3.3. Procedure

As explained in the Sample subchapter, the respondents were recruited by using random and non-random techniques. The anonymous survey link was used for the distribution and each respondent accessed the link from their own device. To each respondent, only one out of four manipulations was presented. The technique of assigning experimental subjects to experimental and control groups was randomly detected. The randomization of treatments was programmed in the Qualtrics survey software. The intention to apply to a job vacancy is the outcome variable of the research while the six

out of nine GLOBE dimensions of societal culture are used as the moderators of the research. Those six moderators are the following: 1) performance orientation, 2) future orientation, 3) humane orientation, 4) uncertainty avoidance, 5) institutional collectivism and 6) in-group collectivism and are along with the outcome variable tested in all four of the research conditions.

3.4. Manipulation

The manipulation of the survey was implemented in the diversity statement in the job vacancies. All the job vacancies were created by the researcher. The following statements listed in Table 1 were designed by the researcher and used in the job vacancies.

Table 1: *Diversity perspective statements*

Condition	Statement
Learning-and-integration perspective	We show our deep commitment to building a strong inclusive culture which respects every employee. Having employees with a broad range of backgrounds, experiences and perspectives helps us educate each other, learn from each other and develop a range of cultural competences within the team. Therefore, we strive to attract people with different cultural backgrounds and welcome them in our team.
Access-and-legitimacy perspective	We show our deep commitment to building a strong inclusive culture which respects every employee. Having employees with a broad range of backgrounds, experiences and perspectives helps us understand different markets and consumers, in order to expand to those markets and attract new consumers. Therefore, we strive to attract people with different cultural backgrounds and welcome them in our team.

Discrimination-and-fairness perspective	We show our deep commitment to building a strong inclusive culture which respects every employee. Having employees with a broad range of backgrounds, experiences and perspectives helps us suppress prejudicial attitudes and eliminate any discrimination by providing equal treatment in the workplace. Therefore, we strive to attract people with different cultural backgrounds and welcome them in our team.
Control group	We show our deep commitment to building a workplace culture which respects every employee. Having engaged and satisfied employees with a broad range of backgrounds, experiences and perspectives gives us a competitive advantage on the market. Therefore, we strive to attract excellent, quality driven people with different backgrounds and welcome them in our team.

For each of the four conditions of the experimental study, a different job vacancy was created (Appendix 2). The template for the job vacancy was a product of researchers idea while the existing statements from the big international corporations were used for inspiration when writing the diversity statements. The final content of the statements was written by the researcher. Each respondent was exposed to only one condition. As previously mentioned, a total number of 151 recorded responses was used for the research analysis and saw only one of the four existing job vacancies. The respondents were exposed to the conditions in the following proportions:

1) job vacancy with learning-and-integration diversity statement (41 respondent),
2) job vacancy with access-and-legitimacy diversity statement (35 respondents),
3) job vacancy with discrimination-and-fairness diversity statement (39 respondents) and
4) control condition without diversity statement (36 respondents).

In order to examine the success of the research manipulation, a manipulation check was set at the end of the survey. The manipulation check shows whether the experiment was successful and can the respondents' answers be used for further analysis or not. In the case where the respondent did not pay attention to the diversity statement, notice its existence or in the case of the control condition, notice its absence, their responses are excluded in the process of data cleaning. In the process of pilot testing, the manipulation check was successful as 10 out of 12 respondents noticed the diversity

communication and managed to identify the one that was communicated in their research condition. The remaining two respondents from the pilot testing process chose the option 'I do not know' which can be due to the understanding of what a diversity statement is.

In the process of data collection, to the survey item "Was diversity communicated in the job vacancy that you encountered at the beginning of the survey?" 122 respondents checked the answer 'Yes' which makes the conclusion that the manipulation was a success. Two respondents checked the answer 'No' which is in their case acceptable, as both were exposed to the control group. While the diversity is not explicitly mentioned in the control group condition, it can emerge from the statement, so both respondents that answered 'Yes' and 'No' in the control condition were accepted and their answers were used for further analysis. It must be noted that all the responses that checked 'No' on the manipulation check item and were exposed to one of the conditions that included Ely and Thomas diversity communication were deleted in the process of data cleaning and were not included in the further analysis. Moreover, 24 respondents decided to check the 'I do not know' answer option but were left for the analysis as it is possible that they did not understand what diversity statement is by its definition and hence could not judge and answer the manipulation check item. To sum up, a total of 148 respondents was used in the regression and moderation analysis. The remaining three respondents answers were missing.

Another survey item was included in the research regarding the study manipulation. To validate the experimental manipulation participants were asked at the end of the survey to recall which diversity perspective (if there was one) was communicated in the displayed job vacancy. Job statements included in the research in all four conditions have the same beginning and end of the text in the About Us part of the job vacancies i.e. in the diversity statements that were incorporated in the job vacancies. They differ one from another only by one middle sentence that communicates specific diversity perspective (or in the situation of the control group, one general statement that is not connected to any perspective in particular). Hence, to avoid respondents confusion, the second manipulation item presented as answer categories by only including those second sentences for each condition. The respondents were asked to point the one that was present in the job vacancy. The answers are tested but will not serve as a manipulation check of the experiment because of the similarities in the wording of the statements and confusion that it might cause.

3.5. Measurements

Regarding the survey experiment that was distributed among the gathered research sample, the following chapter will explain the survey items that were stated in the survey and answered by the respondents after the presented job vacancy. Intention to apply to a job vacancy (IAJV) presents the

outcome variable for this study. It is a strong predictor of job seekers behaviors in the recruitment phase and important for understanding job seekers preferences and actual applications to job vacancies (Barber & Roehling, 1993). A scale of Taylor and Bergman (1987) and Robertson et al. (2005) is adapted for this study as four items were used to measure the IAJV concept. Items such as: "If I was searching for a job, I would apply to this organization." and "If this organization offered me a job, I would probably accept it." are included. All four items use a 7-point Likert scale ranging from "strongly disagree" to "strongly agree". In addition, to test the outcome of the research, two items for the concept of job attractiveness are added. They serve as an addition to the job outcome interpretation and act as a substitution for the chosen IAJV outcome variable result interpretation. Items that test job attractiveness include following items: "In my opinion, this company is a good place to work." and "Overall, I think this company is an attractive potential employer.".

The 7-point Likert scale from the strongly disagree to the agree answer choice is used to measure the selected societal culture dimensions by GLOBE as each dimension is measured with four items in the survey experiment. Concepts are defined as 1) performance orientation, 2) future orientation, 3) humane orientation, 4) uncertainty avoidance 5) institutional collectivism, and 6) in-group collectivism. All scales used for the GLOBE dimensions were tested and created by House et al. (2004) but are revised by the researcher in order to follow the answer pattern of the Likert scale. After a detailed analysis of original GLOBE culture survey items, it is concluded that each dimension is measured by both practices (as is) and values (should be) items. As the respondents' opinions and values are tested in this research, only the values items are used in the study. Saying that, one of the items for measuring the concept of performance orientation is: "I believe that people should set challenging goals for themselves." while the item measuring the concept of future orientation is: "I believe that people should live more for the future than for the present.". One of the items measuring the humane orientation is: "In this society, people should be encouraged to be very friendly." while the item: "I believe that societal requirements and instructions should be spelled out in detail so citizens know what they are expected to do." is measuring the uncertainty avoidance. Last two concepts, institutional collectivism and in-group collectivism are measured with following items: "I believe that in general, leaders should encourage group loyalty even if individual goals suffer." and: "In this society, children should take pride in the individual accomplishments of their parents.".

All of the survey items that tend to measure the concept of intention to apply to a job vacancy or moderators of the study were distinct into 7 different scales. In order to examine if the scales are reliable (Cronbach Alpha > .65), for each of the scales, a reliability test was generated in SPSS program. Four items were included in the scale measuring the outcome variable of intention to apply to a job vacancy ($\alpha = .70$). From the process of testing the reliability of the moderators scales, it can be concluded that performance orientation ($\alpha = .71$), humane orientation ($\alpha = .77$), future orientation ($\alpha = .65$), uncertainty avoidance ($\alpha = .67$) and in-group collectivism ($\alpha = .68$) are reliable scales. The scales

have been computed based on the highest value of Cronbach Alpha that survey items for each moderator generated. One scale failed to meet the criterion of minimum Cronbach Alpha value of .65. That scale presented one of the GLOBE's moderators of the study, institutional collectivism ($\alpha = .50$). The mentioned moderator was tested in the further phases of the data analysis; however, it is not considered to be reliable.

In addition to the main concepts measured in the study, a list of questions regarding the respondents' demographic characteristics is included in the survey. Therefore, open answer question about the respondents' age was examined in the survey as well as the questions about the respondents' gender, nationality, current residing country and educational background with predetermined answer categories. To determine whether or not the respondent answers can be considered and used for further analysis an additional question is addressed. The question concludes if the respondent is a job seeker and therefore belongs to the ideal sample set for this research or not. The question provides the definition of a job seeker that is used in the research and offers predetermined answer categories 'Yes', 'No' and the 'I do not know' answer option for respondent to choose one.

4. RESULTS

After a detailed process of data cleaning, exclusion of the responses that did not satisfy the criterion for the manipulation check, respondents that were not job seekers or presented outliers that would modify the results in a great matter was made. Out of 191 responses gathered in the Qualtrics software, 151 response was downloaded to SPSS Statistics 25 program. A total of 151 cases were used, each presented in the SPSS as one row. For all 151 cases mentioned above the total of 40 survey items was proposed. The first step in the data analysis was the normality test. For each scale item, the normality test was generated. It was concluded that all data is normally distributed and can be used in the next step. The second step included reliability test for scales. The Cronbach Alpha was used as the presentation of the reliability and new variables were computed for scales with Cronbach Alpha higher than .65.

All scales were computed into new variables using MEAN command of the items (performance orientation, future orientation, humane orientation, uncertainty avoidance, in-group collectivism, institutional collectivism) and used for moderation and regression analyses as standardized values. The scale from which the intention to apply to a job vacancy variable was computed, was not standardized. In addition, the variable that showed to the researcher which condition was respondent exposed to was recoded into different variables. Three dummy variables were created and named Integration, Access and Discrimination. The dummy variables are using control condition as a reference group.

4.1. Hypothesis one to three testing

To test hypothesis one to three, a linear regression was conducted. Intention to apply to a job vacancy was used as a criterium while the dummy variables that represent different diversity perspective job vacancies were used as predictors. The model was not found to be significant, F $(3,147) = 1.72$, $p = .165$, $R^2 = .03$. Out of three diversity perspective conditions, none of them was found to be a significant predictor of intention to apply to that job vacancy (table 2) when compared to the control condition of the study as a reference group. Neither integration-and-learning ($\beta = .05$, $p = .592$), access-and-legitimacy ($\beta = -.06$, $p = .584$) nor discrimination-and-fairness perspective ($\beta = .16$, $p = .108$) present significant differences in comparison to the control condition.

Table 2: *Summary of linear regression analysis for H1 to H3 with the intention to apply to a job vacancy as a dependent variable (N = 151)*

Variable	B	$S.E.$	β	t	p

Integration	.10	.19	.05	.54	.592
Access	-.11	.20	-.06	-.55	.584
Discrimination	.31	.19	.16	1.62	.108

$R^2 = .03$

Despite the prediction about the job vacancy containing communication of integration-and-learning diversity perspective in a job vacancy having a higher intention to apply to a job vacancy from job seekers than the job vacancy containing communication of discrimination-and-fairness diversity perspective, H1 was rejected based on the regression output results. The same conclusion about hypotheses rejections were drawn for both H2 and H3 which stated that the job vacancy containing communication of discrimination-and-fairness diversity perspective in a job vacancy will have a lower intention to apply to a job vacancy from job seekers than the job vacancy containing communication of access-and-legitimacy diversity perspective and that the job vacancy containing communication of access-and-legitimacy diversity perspective in a job vacancy will have a similar intention to apply to a job vacancy from the job seekers as the job vacancy containing communication of integration-and-learning diversity perspective.

4.2. Hypothesis four to nine testing

Hypothesis four to nine examined the moderation that six selected GLOBE societal culture dimensions have on the relationship between the intention to apply to a job vacancy and exposure to job vacancies containing different diversity perspective statements. For each hypothesis, moderation was generated and regression analysis tested to determine the main effect and the interaction effects. Linear regression was performed with the intention to apply to a job vacancy as dependent variable and dummy variables for different conditions (exposure to different job vacancies), cultural dimension variable and interaction between cultural dimension and each diversity condition as predictors. Different regression analysis was performed for each dummy variable.

Hypothesis four (H4) predicted that the respondents with high-performance orientation would assess the job vacancies that communicate the discrimination-and-fairness diversity perspective as desirable and would end with the higher intention to apply then the job vacancies that communicate access-and-legitimacy or discrimination-and-fairness perspective. Using the intention to apply to a job vacancy as a dependent variable, dummy variables for different conditions (exposure to different job vacancies), performance orientation variable and interaction between performance orientation and each diversity condition as predictors, linear regression was run. For each dummy variable and the

interaction between the dummy variable and performance orientation, one regression analysis was tested.

Regression output showed that the model is significant in all three conditions, for the integration-and-learning condition $F (3, 149) = 7.2$, $p = .000$, $R^2 = .13$, for access-and-legitimacy condition $F (3, 149) = 9.76$, $p = .000$, $R^2 = .15$ and for the discrimination-and-fairness condition $F (3, 149) = 9.28$, $p = .000$, $R^2 = .16$. While the model can be considered significant, the interaction effect is not significant, as performance orientation was not found as a significant moderator for the integration-and-learning (table 3), access-and-legitimacy (table 4) and discrimination-and-fairness condition (table 5). Despite the missing interaction effect, the main effect is significant in the discrimination-and-fairness condition of the experiment ($p = .020$). As H4 tested the effect that moderation of performance orientation has on different conditions, analysis is resulting in hypothesis four being rejected.

Table 3: *Summary of linear regression analysis for H4 with the intention to apply to a job vacancy as a dependent variable (N = 151)*

Variable	B	S.E.	β	t	p
Integration	-.03	.15	-.02	-.22	.825
Performance	.30	.07	.36	4.36	.000
Integration*Performance	-.02	.19	-.01	-.12	.906
$R^2 = .13$					

Table 4: *Summary of linear regression analysis for H4 with the intention to apply to a job vacancy as a dependent variable (N = 151)*

Variable	B	S.E.	β	t	p
Access	-.23	.15	-.12	-1.50	.135
Performance	.23	.08	.28	2.98	.003
Access*Performance	.18	.13	.13	1.33	.187
$R^2 = .15$					

Table 5: *Summary of linear regression analysis for H4 with the intention to apply to a job vacancy as a dependent variable (N = 151)*

Variable	B	S.E.	β	t	p
Discrimination	.34	.14	.18	2.35	.020
Performance	.30	.08	.36	3.85	.000
Discrimination*Performance	.01	.13	.01	.10	.922

$R^2 = .16$

The moderation which humane orientation dimension has on the relationship between the job vacancy containing different diversity statements and intention to apply to a job vacancy was hypothesized in the H5. It was predicted that the more humane oriented respondent is, the more it gives a preference to a job vacancy that communicates learning-and-integration diversity perspective resulting in higher intention to apply to the job vacancy that contains the communication of that diversity perspective. Model was found not to be significant in all three conditions, integration-and-learning $F (3,148) = .36$, $p = .784$, $R^2 = .01$, access-and-legitimacy $F (3,148) = 1.27$, $p = .288$, $R^2 = .03$ and discrimination-and-fairness condition $F (3,148) = 1.62$, $p = .066$, $R^2 = .05$. The main effect is only significant in the discrimination-and-fairness condition ($p = .022$) while the interaction effect of humane orientation dimension was not found as significant for integration-and-learning (table 6), access-and-legitimacy (table 7) and discrimination-and-fairness conditions (table 8). Thus, linear regressions led to hypothesis five being rejected.

Table 6: *Summary of linear regression analysis for H5 with the intention to apply to a job vacancy as a dependent variable (N = 151)*

Variable	B	S.E.	β	t	p
Integration	-.01	.16	-.01	-.08	.936
Humane	.08	.08	.10	1.02	.311
Integration*Humane	-.05	.17	-.03	-.28	.783

$R^2 = .01$

Table 7: *Summary of linear regression analysis for H5 with the intention to apply to a job vacancy as a dependent variable (N = 151)*

Variable	B	S.E.	β	t	p
Access	-.27	.16	-.14	-1.67	.097
Humane	.06	.08	.07	.71	.480
Access*Humane	.01	.14	.01	.05	.960

$R^2 = .16$

Table 8: *Summary of linear regression analysis for H5 with the intention to apply to a job vacancy as a dependent variable (N = 151)*

Variable	B	S.E.	β	t	p
Discrimination	.35	.15	.19	2.31	.022
Humane	.04	.07	.05	.55	.584
Discrimination*Humane	.20	.18	.10	1.09	.279

$R^2 = .05$

Hypothesis six stated that future orientation dimension moderates the job seekers intention to apply to a job vacancy based on exposure to different diversity perspectives in the job vacancies. It was predicted that the more future-oriented the person is, the higher the intention to apply to a job vacancy that communicates the learning-and-integration diversity perspective will be. The model was found not to be significant in all three conditions, integration-and-learning $F (3,148) = .36$, $p = .783$, $R^2 = .01$, access-and-legitimacy $F (3,148) = 1.37$, $p = .256$, $R^2 = .03$ and discrimination-and-fairness condition $F (3,148) = 1.14$, $p = .169$, $R^2 = .03$. The main effect is only significant in the discrimination-and-fairness condition ($p = .026$) while the interaction effect of future orientation dimension was not found as significant for all three conditions- integration-and-learning perspective (table 9), access-and-legitimacy perspective (table 10), discrimination-and-fairness perspective (table 11). It can thus be concluded to reject hypothesis six.

Table 9: *Summary of linear regression analysis for H6 with the intention to apply to a job vacancy as a dependent variable (N = 151)*

Variable	B	S.E.	β	t	p
Integration	-.01	.15	.-01	-.02	.984
Future	-.06	.08	-.07	-.73	.467
Integration*Future	.15	.14	.11	1.03	.307

$R^2 = .01$

Table 10: *Summary of linear regression analysis for H6 with the intention to apply to a job vacancy as a dependent variable (N = 151)*

Variable	B	S.E.	β	t	p
Access	-.28	.16	-.14	-1.73	.086
Future	.03	.08	.03	.36	.720
Access*Future	-.17	.16	-.10	-1.04	.300

$R^2 = .03$

Table 11: *Summary of linear regression analysis for H6 with the intention to apply to a job vacancy as a dependent variable (N = 151)*

Variable	B	S.E.	β	t	p
Discrimination	.36	.16	.19	2.26	.026
Future	-.01	.08	-.01	-.05	.964
Discrimination*Future	.06	.17	.03	.37	.714

$R^2 = .03$

Uncertainty avoidance as one of the GLOBE's societal culture dimension was hypothesized as a moderator of the relationship between intention to apply to a job vacancy and diversity statements communication used in those job vacancies. Before executing the regression, it was predicted that the respondents from countries with high uncertainty avoidance will have the highest intention to apply to the job vacancy that communicates the access-and-legitimacy diversity perspective. The model is found significant for all three conditions, integration-and-learning $F(3,148) = 3.01$, $p = .029$, $R^2 =$

.06, access-and-legitimacy $F(3,148) = 3.90$, $p = .010$, $R^2 = .08$ and discrimination and fairness condition $F(3,148) = 4.61$, $p = .004$, $R^2 = .09$. While the main effect is significant for uncertainty avoidance in access-and-legitimacy ($p = .005$) and discrimination-and-fairness conditions ($p = .020$) the interaction effects are not found to be significant. The interaction effect of uncertainty avoidance was not significant for integration-and-learning (table 12), access-and-legitimacy (table 13) and discrimination-and-fairness condition (table 14). In conclusion, it is decided to reject hypothesis seven.

Table 12: *Summary of linear regression analysis for H7 with the intention to apply to a job vacancy as a dependent variable (N = 151)*

Variable	B	S.E.	β	t	p
Integration	.04	.15	.02	.25	.800
Uncertainty	.14	.08	.17	1.68	.095
Integration*Uncertainty	.15	.14	.11	1.05	.294

$R^2 = .06$

Table 13: *Summary of linear regression analysis for H7 with the intention to apply to a job vacancy as a dependent variable (N = 151)*

Variable	B	S.E.	β	t	p
Access	-.26	.16	-.14	-1.70	.091
Uncertainty	.22	.08	.26	2.83	.005
Access*Uncertainty	-.12	.15	-.10	-.80	.423

$R^2 = .08$

Table 14: *Summary of linear regression analysis for H7 with the intention to apply to a job vacancy as a dependent variable (N = 151)*

Variable	B	S.E.	β	t	p
Discrimination	.34	.15	.18	2.28	.024

	.17	.07	.21	2.36	.020
Uncertainty	.17	.07	.21	2.36	.020
Discrimination*Uncertainty	.08	.16	.04	.47	.642

$R^2 = .09$

Hypothesis eight predicted that respondents from the country with high institutional collectivism will have a higher intention to apply to a job vacancy that communicates the access-and-legitimacy diversity perspective. Three regression analysis was conducted with the intention to apply to a job vacancy as a dependent variable and one of the dummy variables, institutional collectivism dimension and interaction between the dummy variable and institutional collectivism as predictors. Model was not found to be significant for the integration-and-learning $F (3,147) = 1.11$, $p = .346$, $R^2 = .02$ and discrimination-and-fairness conditions $F (3,147) = 2.24$, $p = .086$, $R^2 = .05$ while the model is found to be significant for the access-and-legitimacy condition $F (3,147) = 3.60$, $p = .015$, $R^2 = .07$. The main effect for institutional collectivism is significant in access-and-legitimacy condition of the moderation ($p = .030$) as well as discrimination-and-fairness main effect in that moderation ($p = .025$). Moreover, the interaction effects are not significant in integration-and-learning ($\beta = .015$, $p = .110$) (table 15) and discrimination-and-learning condition ($\beta = .09$, $p = .309$) (table 16). The interaction effect of institutional collectivism moderation of the relationship between diversity statement perspective and intention to apply to a job vacancy is found to be significant in the access-and-legitimacy condition of the experiment ($\beta = -.27$, $p = .006$) (table 17). Hence, the analysis resulted in hypothesis eight being accepted.

Table 15: *Summary of linear regression analysis for H8 with the intention to apply to a job vacancy as a dependent variable (N = 151)*

Variable	B	S.E.	β	t	p
Integration	-.03	.15	-.02	-.18	.857
Institutional	.01	.08	.01	.07	.947
Integration*Institutional	.28	.17	.15	1.61	.110

$R^2 = .02$

Table 16: *Summary of linear regression analysis for H8 with the intention to apply to a job vacancy as a dependent variable (N = 151)*

Variable	B	S.E.	β	t	p
Access	-.28	.16	-.14	-1.74	.084
Institutional	.18	.08	.22	2.20	.030
Access*Institutional	-.39	.14	-.27	-2.80	.006

$R^2 = .07$

Table 17: *Summary of linear regression analysis for H8 with the intention to apply to a job vacancy as a dependent variable (N = 151)*

Variable	B	S.E.	β	t	p
Discrimination	.35	.15	.19	2.27	.025
Institutional	.03	.07	.04	.42	.679
Discrimination*Institutional	.17	.17	.09	1.02	.309

$R^2 = .05$

After establishing the significance of the interaction effect of institutional collectivism moderation in the access-and-legitimacy condition of the study, the direction of the moderation was examined. By using the Website and Excel tools designed by Jeremy Dawson, Graph 1 was generated. Based on the graph it can be concluded that the higher the institutional collectivistic characteristics of the job seekers is, the lower the intention to apply to a job vacancy that communicates access-and-legitimacy diversity perspective will be. Hence, it shows a negative direction of moderation.

Graph 1: *Moderation direction of institutional collectivism*
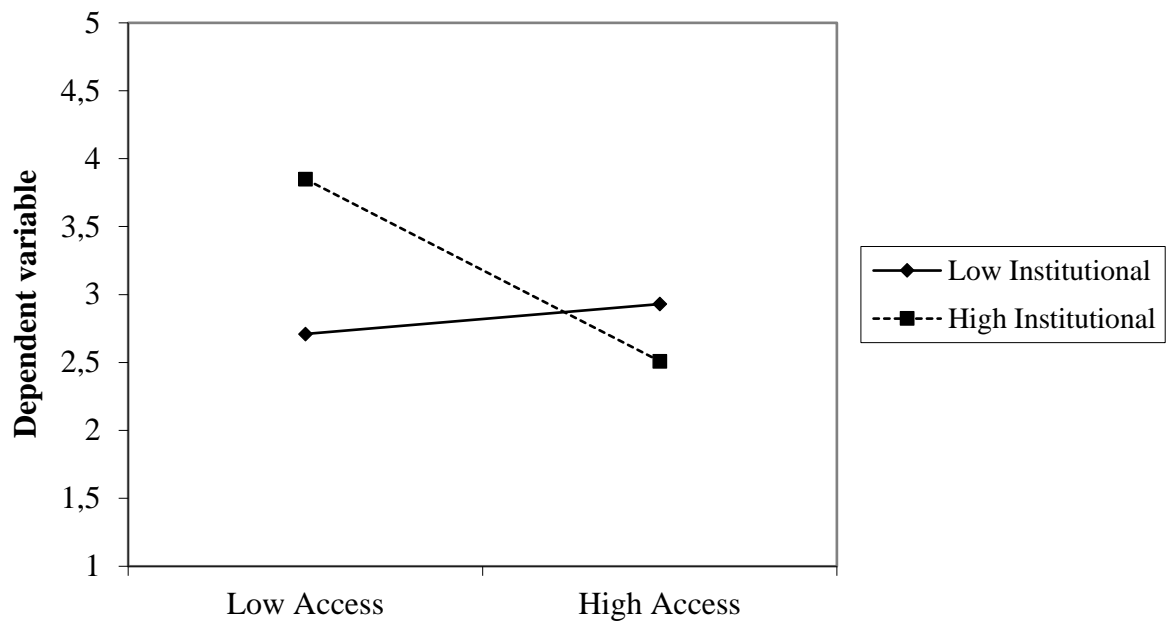
Last hypothesis, H9, tested the ingroup collectivism as a moderator variable in the research. It was stated that respondents from the country with high in-group collectivism score will have a higher intention to apply to a job vacancy that communicates the learning-and-integration diversity perspective. In addition to the dependent variable that was used in all regression analyses, the predictors in the regression were dummy variables for different conditions (exposure to different job vacancies), in-group collectivism variable and interaction between in-group collectivism and each diversity condition. Different regression analysis was run for every experiment condition, resulting in three regression outputs. Based on the conducted regressions, it can be concluded that the model is not found to be significant for any experiment condition, integration-and-learning $F (3,147) = 2.31$, $p = .079$, $R^2 = .05$, access-and-legitimacy $F (3,147) = 1.96$, $p = .112$, $R^2 = .04$ and discrimination-and-fairness condition $F (3,147) = 2.03$, $p = .112$, $R^2 = .04$.

Moreover, the in-group collectivism was found not to be a significant moderator for the integration-and-learning ($\beta = .19$, $p = .151$) (table 18), access-and-legitimacy ($\beta = -.10$, $p = .369$) (table 19) while it has a significant main effect in the discrimination-and-fairness condition ($\beta = .18$, $p = .031$) (table 20). In addition, no interaction effect was found to be significant in access-and-legitimacy ($\beta = -.15$, $p = .121$) or discrimination-and-fairness condition ($\beta = -.08$, $p = .404$) while the interaction effect is found to be significant in the integration-and-learning condition ($\beta = .25$, $p = .012$). Hence, the hypothesis nine that predicted that respondents from the country with high in-group collectivism score will have a higher intention to apply to a job vacancy that communicates the learning-and-integration diversity perspective can be accepted.

Table 18: *Summary of linear regression analysis for H9 with the intention to apply to a job vacancy as a dependent variable (N = 151)*

Variable	B	S.E.	β	t	p
Integration	-.03	.15	-.02	-.21	.837
Ingroup	-.06	.08	-.08	-.78	.439
Integration*Ingroup	.37	.15	.25	2.53	.012

$R^2 = .05$

Table 19: *Summary of linear regression analysis for H9 with the intention to apply to a job vacancy as a dependent variable (N = 151)*

Variable	B	S.E.	β	t	p
Access	-.20	.17	-.10	-1.18	.240
Ingroup	.11	.07	.14	1.52	.131
Access*Ingroup	-.31	.20	-.15	-1.56	.121

$R^2 = .04$

Table 20: *Summary of linear regression analysis for H9 with the intention to apply to a job vacancy as a dependent variable (N = 151)*

Variable	B	S.E.	β	t	p
Discrimination	.33	.15	.18	2.18	.031
Ingroup	.09	.08	.11	1.14	.256
Discrimination*Ingroup	-.12	.14	-.09	-.84	.404

$R^2 = .04$

After the significance of the interaction effect of in-group collectivism moderation in the integration-and-learning condition of the study was established, the direction of the moderation was questioned. By using the same Website and Excel tools designed by Jeremy Dawson as in the case of

institutional collectivism and access-and-legitimacy diversity perspective, Graph 2 was generated for the second significant interaction effect in moderation analysis. Based on the graph it can be concluded that the higher the in-group collectivistic character of the job seekers is, the higher the intention to apply to a job vacancy that communicates integration-and-learning diversity perspective will be. Thus, it shows a positive direction of moderation.

Graph 2: *Moderation direction of in-group collectivism*
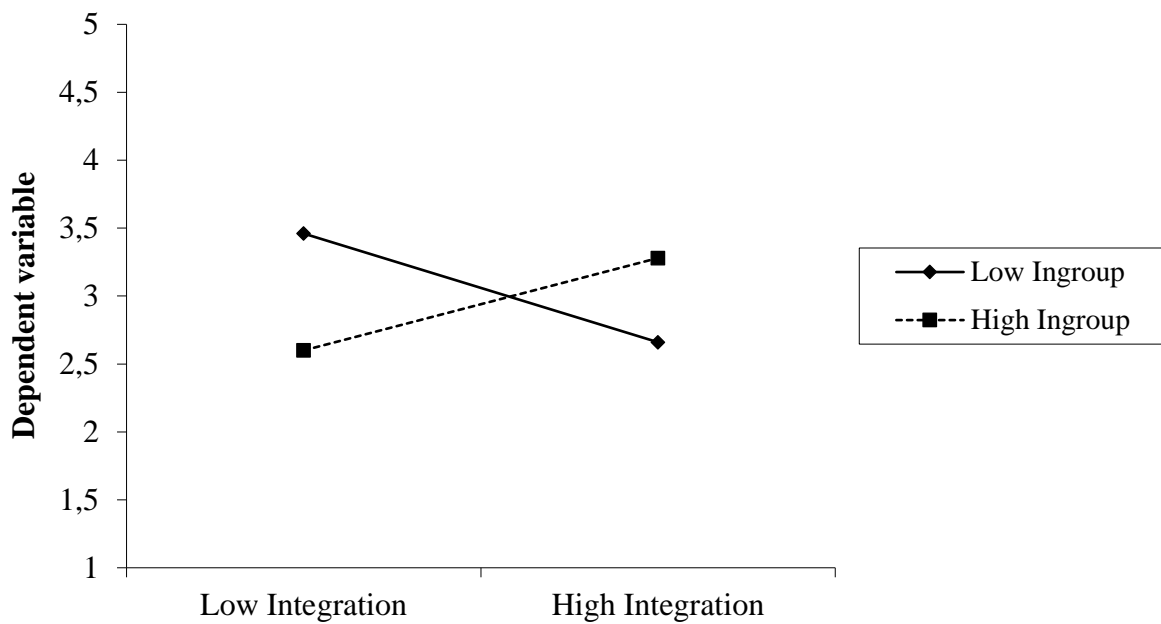
To sum up, it can be stated that H1-H7 were rejected based on the results of the SPSS analysis while H8 and H9 were accepted by the study. It can be concluded that in comparison to the control group, other experimental conditions are not found to be significant i.e. respondents intention to apply to a job vacancy did not differ in a significant matter. On the other hand, when the moderation effect was tested, it can be concluded that two out of six tested GLOBE societal culture dimension do show significant interactions effects and justify the hypothesis presented in the theory chapter of this study.

5. CONCLUSION AND DISCUSSION

Over the last decades, the trend of a demographically diverse society is more than visible in all parts of the world. That trend is important for human resources management in the companies as the labor market pool is more diversified than it was in the past. Having women, minority members and other, usually, underrepresented groups in the applicant pool changes the company perspective. Wanting to attract and retain the diversified job seekers, companies' activities include publishing diversity statements, explaining how diversity is treated in their workplace and what is the approach they are taking. Previously mentioned diversity statements depend greatly on the diversity perspective and diversity ideology that the company is trying to convey and implement in the workplace. Ely and Thomas (2001) distinguished three diversity perspectives that emerged from their field research. Those perspectives are defined as integration-and-learning, access-and-legitimacy, and discrimination-and-fairness perspective.

One of the ways how companies can promote the portrayal of those perspectives is in, already mentioned, diversity statements. Those statements are usually added to the company's vision and mission. Moreover, generated diversity statements are often included in the company's job vacancies and tend to signal the company's work environment and values to the potential applicants. Based on the existing literature, it was expected that implementation of different Ely and Thomas diversity perspectives into job vacancies will be perceived differently by the job seekers and will result with different intention to apply to those job vacancies. In addition to the difference in the perception of diversity perspective communication by the job seekers, it was expected that the differences among culturally diverse job seekers themselves will modify the research in a great matter based on their individual cultural characteristics. The presented study integrated both expectations in experimental research design as the chosen design allowed the control of the manipulation (the usage of different diversity perspectives) and the moderation effect of the job seekers cultural dimensions. The research question was addressed as:

How are the Ely and Thomas' diversity perspectives related to the intention to apply for a job vacancy and how is that relationship affected by the selected GLOBE dimensions of societal culture?

The following subchapter discusses the answer to the addressed research question as well as the limitations and suggestions for future research.

5.1. Summary of findings

The results showed that the difference between the tested conditions (integration-and-learning, access-and-legitimacy and discrimination-and-fairness) and control group are not significant, i.e. the

difference in the intention to apply to a job vacancy among the respondents that were exposed to the integration-and-learning condition and control condition was not significant. The difference was not significant in the comparison between the respondents exposed to the access-and-legitimacy condition and control condition as well as in the comparison between the respondents that were exposed to the discrimination-and-fairness condition and control condition of the study.

Moreover, the results show no moderating effect for four out of six GLOBE's societal culture dimensions. This can be interpreted that the respondents of the study, job seekers, were not influenced by performance orientation, future orientation, humane orientation or uncertainty avoidance in their intention to apply to a job vacancy containing different diversity perspective communication. In other words, cultural dimensions of performance orientation, future orientation, humane orientation and uncertainty avoidance do not affect how job seekers view diversity statement.

On the contrary, institutional and in-group collectivism dimensions were found as significant moderators of the relationship between diversity perspective communication in job vacancies and intention to apply to those job vacancies. The results showed that the interaction effect in moderation is significant in the access-and-legitimacy diversity perspective condition when testing the institutional collectivism dimension and in the integration-and-learning diversity perspective condition when testing the in-group collectivism dimension. Thus, it can be concluded that the job seekers with high institutional collectivism cultural characteristic will have the highest intention to apply to a job vacancy that communicates access-and-legitimacy diversity perspective while the job seekers with the high in-group collectivism cultural characteristic will have the highest intention to apply to a job vacancy that communicates integration-and-learning perspective. Those results give new insight into the field of diversity perspective perception by the culturally diverse job seekers.

The theory suggested that the more collectivistic the corporate culture, the more positively the respondents rated their organization's support of diversity recruitment (Herrera et al., 2011). Moreover, a collectivistic characterized individual allows the interests of the group to take priority over those of the individual. A collectivist values membership in a great matter and would look out for the wellbeing of the group always (Wagner, 1992) which is also justified with this study. As the wellbeing of the group is very important, individuals that score high on collectivism culture dimension tend to react more positively to inclusivity at the workplace and its promotion and implementation in the company's core activities. Therefore, it is concluded that the job seekers that have high collectivism score, do show preference in including diversity communication (when compared to the reference group without diversity communication) in the job vacancy and show a clear preference in the type of diversity statement (different diversity perspective statement is preferred by job seekers that score high on the institutional collectivism societal culture dimension and different diversity perspective

statement is preferred by job seekers that score high on the in-group collectivism societal culture dimension).

5.2. Limitations and future research

In order to point out the limitations of the study and suggestions for future research, several observations will be made. Firstly, no previous research examined the moderation of the selected GLOBE's societal culture dimensions on job seekers perception of diversity perspectives in job vacancies and their intention to apply to those job vacancies. As no research on the same topic exists, the hypotheses were generated on the available literature from the field and were a logical build up from the theory regarding the concepts used in the study. No direct comparison and expectations could have been set and drawn but rather assumptions from the researcher which can be considered as the first limitation for the study.

Moreover, the decision of using GLOBE dimensions can be considered as a limitation itself but also implemented in the suggestion for future research. GLOBE dimensions, as well as the GLOBE project in general, primarily present a ground floor for the leadership and organizational behavior researches and were not used before in the field of individuals or job seekers cultural dimensions. The GLOBE project gathered the data by surveying 17.000 middle managers (Minkov & Blagoev, 2012) which can also limit the implications from this study, as all of the respondents in this study were the job seekers and not managers. In addition, items used by the GLOBE survey were not adapted to the 7-point Likert scale which was needed for this study. That adaptation was made by the researcher but could have influenced the items understanding and respondents' answers. However, scales and items used in the research of the societal culture dimensions for this study were highly reliable (except in one case) and could, therefore, be considered for future research.

Even though the researched moderation effect turned out to be significant in the case of institutional collectivism dimension, it must be said as a second limitation that the scale for testing institutional collectivism as a variable scored low on the reliability test. The reason behind the low-reliability score can be found in the researcher's adaptation of the existing GLOBE's survey items for measuring institutional collectivism dimension. The changes to the survey items were made in order to adapt items to the Likert scale that was used for the items (1-strongly disagree, 7-strongly agree). For future research, it is recommended to include the items that will provide a more reliable scale and provide a better base for the study interpretation. Regarding the usage of Likert scale, Hartley and Betts (2013) researched about the English-speaking respondents' perception of the answer options. They concluded that the scores were slightly higher when the survey items were reversed (scales from high to low, with the positive pole on the left and the negative pole on right). In this study, the

opposite scale was used (with the negative pole on the left and the positive one on the right) which can be considered as an implication for the future research and added to the survey items adaptation.

Furthermore, after the process of data cleaning, exclusion of the respondents that failed the manipulation check or were not a job seeker and suitable for the sample, the final sample was quite small and should be considered as a study limitation. The number of respondents was 151 but when considering that they were equally divided among four conditions (three diversity perspectives and one control condition) it makes condition groups quite small and questions the representativeness of the population. A suggestion can be made for future research, to consider a bigger sample to represent the population. As said by Babbie (2011) the statistical analysis is generated from the sample that closely mirrors the profile that would have been gained from the population. Having said that, this study gathered mainly responses from job seekers residing in Croatia and the Netherlands which can be considered as a limitation and not a mirrored profile of the population.

The limitation of the study can be acknowledged with regard to the manipulation used in the study. The usage of diversity perspectives by Ely and Thomas (2001) brings limitations. The research by the mentioned authors was linked to the three American service firms, whereas this study puts them in the context of a job vacancy and examines the job seekers mainly residing in Croatia and the Netherlands. Moreover, the manipulation of the diversity perspective implementation in the About us part of the job vacancies present in the experiments were made by the researcher. Both the text and design were the result of the researcher's idea and can be considered as limitations. If different design or text was used, the results might differ in a great way.

Finally, another limitation regarding the manipulation can be in the nature of the between-subjects design. Even though it reduces the risk of respondents finding out the purpose of the study and figuring out the experiment character, it limits their assessment of the job vacancy perception. They are only exposed to one condition and can, therefore, answer questions in regard to the text that they saw, but if they had different variations of the texts and job vacancies and were able to compare them, they might have a more critical point of view and would be able to assess the intention to apply to each job vacancy presented differently. Thus, for future research, a within-subjects design can be considered.

5.3. Social implications

The new demographic trend changed the composition of the workforce. The labor market is more demographically diverse than ever before which dictates adaptation of the company's human resources activities. Increasing trends of globalization and migration impose diversity management as one of the core activities in modern organizations (Podsiadlowski et al., 2011). By responding to the new

demographic trends and cultural differences among the workforce with a "valuing diversity" approach (Cox & Blake, 1991) companies put a focus on the process of attracting and retaining the diverse employees. The companies point out that a diverse managed workforce holds a potential competitive advantage (Cox & Blake, 1991) on the market.

On the other hand, when looking from the job seekers point of view, the diversity talk, and promotion can be perceived differently. The social implication of this study can be seen in that perception. Job seekers perception of the diversity communication and diversity communications influence on the job seekers intention to apply for a job in the company should be considered as important as the message that the company is presenting to the potential applicants. In addition, as every human being is a distinct individual, the perception can be considered as an abstract concept. Therefore, in this study, the societal culture dimensions of each individual were taken into account. Even though the study resulted in no influence of most of the tested cultural characteristics of the job seekers on their perception of the diversity perspective and outcome result, it did show some interesting findings. It can be said that the type of diversity statement does not really matter for the perception of culturally diverse job seekers that nowadays present the majority of the labor market. All types of diversity statement should be perceived in the same way in different cultures, except in one important case. And that situation is when it comes to collectivism and individualism cultural dimensions. In the case of strong collectivistic cultural characteristic, some statements were proven to be more effective than others. In the case of high institutional collectivism score, the preferred type of diversity statement is the communication of access-and-legitimacy diversity perspective by Ely and Thomas (2001) while in the case of high in-group collectivism score of job seekers cultural dimension the preferred type of diversity statement is the communication of integration-and-learning perspective by Ely and Thomas (2001).

Thus, it can be concluded that some cultural characteristics do influence the job seekers intention to apply to a job vacancy that communicates a specific diversity perspective. As the influence is present, and the results show that diversity perspectives are perceived differently by job seekers with different cultural values (at least regarding the collectivism values), companies should take that into consideration when choosing the diversity perspective and generating the diversity statement. The choice of diversity perspective can have an impact and present an important factor in attracting diverse workforce which, as it was stated in the beginning, can benefit companies in a great way and potentially create a competitive advantage. But on the other hand, the choice of the diversity perspective cannot do all the work, the perception of the diversity communication in the job vacancy still depends on applicant's perception and understanding. Therefore, the companies should value the diversity that they have in the workplace, manage the employee's values and needs, which will then make the process of the diversity communication choice more natural and, in the end, desirable for the future employees.

LITERATURE AND REFERENCES

Aiman-Smith, L., Bauer, T. & Cable, D. (2001). Are You Attracted? Do You Intend to Pursue? A Recruiting Policy-Capturing Study. *Journal of Business and Psychology*, 16, 219-237. DOI:10.1023/A:1011157116322.

Albarracín, D., Johnson, B. T., Fishbein, M., & Muellerleile, P. A. (2001). Theories of reasoned action and planned behavior as models of condom use: a meta-analysis. *Psychological bull*, 127(1), 142–161.

Babbie, E. R. (2011). *The basics of social research*. Australia: Wadsworth. Cengage Learning.

Backhaus, K. B., Stone, B. A., & Heiner, K. (2002). Exploring the relationship between corporate social performance and employer attractiveness. *Business & Society*, 41, 292–318. DOI:10.1177/0007650302041003003

Bader, A. K., Kemper, L. E. & Froese, F. J. (2019). Who promotes a value-in-diversity perspective? A fuzzy set analysis of executives' individual and organizational characteristics. *Human Resources Management*, 58, 203-217. DOI:10.1002/hrm.21946

Barber, A. & Roehling, M. (1993). Job postings and the decision to interview: a verbal protocol analysis. *Journal of Applied Psychology*, 78, 845-856.

Brown, D.J., Cober, R.T., Keeping, L.M., & Levy, P.E. (2006). Racial tolerance and reactions to diversity information in job advertisements. *Journal of Applied Social Psychology*, 36(8), 2048-2071. DOI:10.1111/j.0021-9029.2006.00093.x

Bureau of Labor Statistics. (2012). Demographic characteristics of the labor force (current population survey). Retrieved from http://www.bls.gov/cps/cpsrace2012.pdf

Calder, B. J., & Malthouse, E. C. (2005). Managing media and advertising change with integrated marketing. *Journal of Advertising Research*, 45,356–370.

Celani, A., & Singh, P. (2011). Signaling theory and applicant attraction outcomes. *Personnel Review*, 40, 222–238. DOI:10.1108/00483481111106093

Çelik, S. (2018). Transformational Leadership and Organizational Culture: Keys to Binding Employees to the Dutch Public Sector. *IntechOpen*, DOI:10.5772/intechopen.81003

Chapman, D., Uggerlev, K., Carroll, S., Piasentin, K. & Jones, D. (2005). Applicant attraction to organizations and job choice: a meta-analytic review of the correlates of recruiting outcomes. *Journal of Applied Psychology*, 90, 928-944.

Cox, T. H. Jr, & Blake, S. (1991). Managing cultural diversity: Implications for organizational competitiveness. *The Executive*, 5(3), 45-56. DOI:10.5465/ame.1991.4274465

Denison, D. R. (1996). What is the difference between organizational culture and organizational climate? A native's point of view on a decade of paradigm wars. *Academy of Management Review*, 21, 619-654.

Doney, P. M., Cannon, J. P., Mullen, M. R. (1998). Understanding the influence of national culture on the development of trust. Academy of Management. *The Academy of Management Review*, 23(3), 601-620.

Dovidio, J. F., Gaertner, S. L., & Saguy, T. (2007). Another view of "we": Majority and minority group perspectives on a common ingroup identity. *Eur. Rev. Soc. Psychol.* 18, 296–330. DOI: 10.1080/10463280701726132

Ely, R.J., & Thomas, D.A. (2001). Cultural diversity at work: The effects of diversity perspectives on work group processes and outcomes. *Administrative Science Quarterly*, 46(2), 229-273. DOI:10.2307/2667087

Fishbein, M., & Azjen, I. (1975). *Beliefs, attitude, intention, and behavior: An introduction to theory and research*. Reading, MA: Addison-Wesley.

Foldy, E. G. (2003, October). Learning from cultural diversity: A theoretical exploration. *The National Public Management Research Conference*, Washington, DC.

Fukuyama, F. (1995). *Trust: Social virtues and the creation of prosperity*. London: Hamish Hamilton.

Gaucher, D., Friesen, J., & Kay, A.C. (2011). Evidence that gendered wording in job advertisements exists and sustains gender inequality. *Journal of Personality and Social Psychology*, 101(1), 109-128. DOI:10.1037/a0022530

Gelfand, M. J., Erez, M., & Aycan, Z. (2007). Cross-Cultural Organizational Behavior. *The Annual Review of Psychology*, 58, 479-514.

Goldberg, C. B. & Allen D.G. (2008). Black and white and read all over: race differences in reactions to recruitment Web sites. *Human Resource Management*, 47(2), 217–236

Gomes, D. & Neves, J. (2011). Organizational attractiveness and prospective applicants' intentions to apply. *Personnel Review*, 40(6), 684-699. DOI:10.1108/00483481111169634

Gündemir, S., Dovidio, J. F., Homan, A. C., & De Dreu, C. K. W. (2017). The Impact of
Organizational Diversity Policies on Minority Employees' Leadership Self-Perceptions and
Goals. *Journal of Leadership & Organizational Studies*, 24(2), 172–188.
DOI:10.1177/1548051816662615

Gündemir, S., Martin, A. E., & Homan, A. C. (2019). Understanding Diversity Ideologies From the
Target's Perspective: A Review and Future Directions. *Front. Psychol*, 10, 1-14. DOI:
10.3389/fpsyg.2019.00282

Hartley, J., & Betts, L. (2013). Let's be positive: The effects of the position of positive and negative
values and labels on responses to Likert-type scales. *Chinese Journal of Psychology*, 55, 291-
299.

Herrera, R., Duncan, P.A., Green, M., Ree, M., & Skaggs, S.L. (2011). Organizational culture as a
predictor of organizational diversity practices. *The Business Journal of Hispanic Research*, 5(1),
73-85.

Highhouse, S., Stierwalt, S.L., Bachiochi, P., Elder, A.E. & Fisher, G. (1999). Effects of advertised
human resource management practices on attraction of African American applicants. *Personnel
Psychology*, 52(2), 425-442.

Hofhuis, J., van der Zee, K. I., & Otten, S. (2012). Social Identity Patterns in Culturally Diverse
Organizations: The Role of Diversity Climate. *Journal of Applied Social Psychology,* 42(4),
964-989.

Hofstede, G. (1983). National culture in four dimensions. *International Studies of Management and
Organization*, 13(2), 46-74.

Hofstede, G. (1991). *Cultures and Organizations.* London: McGraw-Hill.

Hofstede, G. (1997). *Cultures and Organizations: Software of the Mind*. London: McGraw-Hill.

House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (2004). *Culture, Leadership,
and Organizations. The Globe Study of 62 Societies,* United Kingdom: Sage Publications.

House, R., Javidan, M., Hanges, P., & Dorfman, P. (2002). Understanding cultures and implicit
leadership theories across the globe: An introduction to project GLOBE. *Journal of World
Business*, 37(1), 3-10. DOI:10.1016/S1090-9516(01)00069-4

Ito T. A., Urland G. R. (2003). Race and gender on the brain: electrocortical measures of attention to
the race and gender of multiply categorizable individuals. *Journal of Personality and Social
Psychology*, 85, 616–626. DOI:10.1037/0022-3514.85.4.616

Kaiser, C. R., Major, B., Jurcevic, I., Dover, T. L., Brady, L. M., & Shapiro, J. R. (2013). Presumed fair: Ironic effects of organizational diversity structures. *Journal of Personality and Social Psychology*, 104, 504-519. DOI:10.1037/a0030838

Kochan, T. A., Bezrukova K., Ely, R. J., Jackson, S., Joshi, A., Jehn, K., Leonard, J. S., Levine, D. I., & Thomas, D. A. (2003). The Effect of Diversity on Business Performance: Report of the Diversity Research Network. *Human Resources Management*, 42, 3-21.

McDowell, J., & Cunningham, G. B. (2009). Personal, Social, and Organizational Factors That Influence Black Female Athletic Administrators' Identity Negotiation, *Quest*, 61(2), 202-222, DOI:10.1080/00336297.2009.10483611

Minkov, M. & Blagoev, V. (2012). What do project GLOBE's cultural dimensions reflect? An empirical perspective. *Asia Pacific Business Review*. 18(1), 27-43, DOI:10.1080/13602381.2010.496292

Mor Barak, M. E. & Travis, D. J. (2013). Socioeconomic trends: broadening the diversity ecosystem. Oxford HDB diversity. *Oxford University Press*. 393-418.

Patrick, H. A., & Kumar, V. R. (2012). *Managing Workplace Diversity: Issues and Challenges*. SAGE Open. 2(2), 1-15.

Ping, X., Au, W. T., & Komorita, S. S. (1996). Sequential choice in a step-level public goods dilemma: The effects of criticality and uncertainty. *Organizational Behavior and Human Decision Processes*, 65,37–48.

Podsiadlowski, A., Gröschke, D., Kogler, M., Springer, C., & van der Zee, K. (2013). Managing a culturally diverse workforce: Diversity perspectives in organizations. *International Journal of Intercultural Relations*, 37(2), 159-175. DOI: 10.1016/j.ijintrel.2012.09.001

Podsiadlowski, A., Otten, S., & van der Zee, K. (2009). Diversity Perspectives. *In Symposium on workplace diversity in Groningen, The Netherlands.*

Purdie-Vaughns, V., Steele, C. M., Davies, P. G., Ditlmann, R., Crosby, J. R. (2008). Social identity contingencies: How diversity cues signal threat or safety for African Americans in mainstream institutions. *Journal of Personality and Social Psychology*, 94, 615-630.

Roberson, Q.M. (2019). Diversity in the Workplace: A Review, Synthesis, and Future Research Agenda. *Annual Review of Organizational Psychology and Organizational Behavior*. 6(1), 69-88

Robertson, Q., Collins, C. & Oreg, S. (2005). The effects of recruitment message specificity on applicant attraction to organizations. *Journal of Business and Psychology*, 19, 319-339.

Rynes, S. L., & Cable, D. M. (2003). Recruitment research in the 21st century. *Handbook of psychology: Industrial and organizational psychology*, 12, 55–76.

Saxena, A. (2014). Workforce Diversity: A Key to Improve Productivity. *Procedia Economics and Finance, 11, 76-85.*

Stevens, F. G., Plaut, V. C., & Sanchez-Burks, J. (2008). Unlocking the benefits of diversity: All inclusive multiculturalism and positive organizational change. *Journal of Applied Behavioral Science*, 44(1), 116-133.

Strauss, K., Griffin, M. A., & Parker, S. K. (2012). Future work selves: How hoped for identities motivate proactive career behaviors. *Journal of Applied Psychology*, 97, 580–589.

Swann, W., Polzer, J., Seyle, D. and Ko, S. 2004. Finding value in diversity: Verification of personal and social self-views in diverse groups. *Academy of Management Review*, 29: 9–27.

Taylor, M. S. & Bergman, T. J. (1987). Organizational recruitment activities and applicants' reactions at different stages of the recruitment process. *Personnel Psychology*, 40, 261-285.

The Croatian Bureau of Statistics. (2017). Labour force in the Republic of Croatia, 2016 Annual average. Retrieved from: https://www.dzs.hr/Hrv_Eng/publication/2017/09-02-07_01_2017.htm

Thomas, D. A., & Ely, R. D. (1996). Making differences matter: A new paradigm for managing diversity. *Harvard Business Review*, Sept.-Oct, 79-90.

Trevino, L. K., Webster, J., & Stein, E. W. (2000). Making connections: Complementary influences on communication media choices, attitudes, and use. *Organization Science*, 11, 163–184.

Triandis, H. C. (1994). *Culture and Social Behavior*. New York: McGraw-Hill.

Verkuyten, M. (2005). Ethnic group identification and group evaluation among minority and majority groups: testing the multiculturalism hypothesis. *Journal of Personality and Social Psychology*, 88, 121–138. DOI: 10.1037/0022-3514.88.1.121

Wagner, J. A. (1992). Individualism-collectivism and free riding: A study of main and moderator effects. *The 1992 Academy of Management Meetings*. Las Vegas, NV.

Walton, G. M., Carr, P. B. (2012). Social belonging and the motivation and intellectual achievement of negatively stereotyped students. *Oxford University Press*, 89-106

Wolsko, C., Park, B., Judd, C. M., & Wittenbrink, B. (2000). Framing interethnic ideology: Effects of multicultural and color-blind perspectives on judgments of groups and individuals. *Journal of Personality and Social Psychology*, 78, 635–654. DOI: 10.1037/0022-3514.78.4.635

Wright, K.B. (2005). Researching internet-based populations: Advantages and disadvantages of online survey research, online questionnaire authoring software packages, and web survey services. *Journal of Computer-Mediated Communication*, 10(3).

APPENDIX 1 - Survey

Dear participant,

Welcome and thank you for taking part in this survey.

Please take time to read the following information before moving on to the next window.

For questions about the study contact me at 514491dd@student.eur.nl.

DESCRIPTION

You are invited to participate in research about the perception of the job vacancy. The purpose of the study is to understand how an individual's cultural competencies affect an individual's perception of the job vacancy.

For the best view, I recommend using a computer.

RISKS AND BENEFITS

As far as I can tell, there are no risks associated with participating in this research as the results will be used for academic work only.

TIME INVOLVEMENT

Your participation in this study will take approximately 8 minutes. You may interrupt your participation at any time.

PAYMENTS

There will be no monetary compensation for your participation.

PARTICIPANTS' RIGHTS

If you have decided to accept to participate in this project, please understand your participation is voluntary and you have the right to discontinue participation at any time without penalty. You have

the right to refuse to answer particular questions and your individual privacy will be maintained in all published and written data resulting from the study.

CONTACTS AND QUESTIONS

If you have questions about your rights as a study participant or are dissatisfied at any time with any aspect of this study, you may contact –anonymously, if you wish— Dr. Joep Hofhuis at j.hofhuis@eshcc.eur.nl.

INFORMED CONSENT

By clicking the "NEXT" page button you indicate that you are at least 18 years old, have read and understood all the information provided above and are consent to participate in this study.

Please read each question carefully and answer honestly. There are no right or wrong answers.

To start, please click on "NEXT".

Take a look at the job vacancy.

PHOTO - Job vacancy

I-L perspective

We show our deep commitment to building a strong inclusive culture which respects every employee. Having employees with a broad range of backgrounds, experiences and perspectives helps us educate each other, learn from each other and develop a range of cultural competences within the team. Therefore, we strive to attract people with different cultural backgrounds and welcome them in our team.

or

A-L perspective

> We show our deep commitment to building a strong inclusive culture which respects every employee. Having employees with a broad range of backgrounds, experiences and perspectives helps us understand different markets and consumers, in order to expand to those markets and attract new consumers. Therefore, we strive to attract people with different cultural backgrounds and welcome them in our team.

or

D-F perspective

> We show our deep commitment to building a strong inclusive culture which respects every employee. Having employees with a broad range of backgrounds, experiences and perspectives helps us suppress prejudicial attitudes and eliminate any discrimination by providing equal treatment in the workplace. Therefore, we strive to attract people with different cultural backgrounds and welcome them in our team.

or

Control group

> We show our deep commitment to building a workplace culture which respects every employee. Having engaged and satisfied employees with a broad range of backgrounds, experiences and perspectives gives us a competitive advantage on the market. Therefore, we strive to attract excellent, quality driven people with different backgrounds and welcome them in our team.

Based on the information provided in the job vacancy, answer the following questions:

"I like the statement in the job vacancy.''

1   7

strongly disagree   strongly agree

"The statement in the job vacancy fits my own values.''

1   7

strongly disagree   strongly agree

"If I were searching for a job, I would apply to this organization.''

1	7
strongly disagree	strongly agree

"If I were searching for a job, there would be a strong probability of applying to this offer."

1	7
strongly disagree	strongly agree

"If this organization offered me a job, I would probably accept it."

1	7
strongly disagree	strongly agree

"If I was offered a job interview at this company, I would probably accept it."

1	7
strongly disagree	strongly agree

"In my opinion, this company is a good place to work."

1	7
strongly disagree	strongly agree

"Overall, I think this company is an attractive potential employer."

1	7
strongly disagree	strongly agree

NEW SECTION

The following six slides will ask questions relating to your values and characteristics

.

	1 strongly disagree	7 strongly agree
"I believe that people should set challenging goals for themselves."		
"I believe that work rewards should be based on performance effectiveness only."		
"I believe that being innovative to improve performance should be rewarded."		
"I believe that people should be encouraged to strive for continuously improved performance."		

	1 strongly disagree	7 strongly agree
"I believe that people should live more for the future than for the present."		

"I believe that people who are successful should take life events and decisions as they occur."		
"I believe that the accepted norm in the society should be to plan for the future: and not accept the status quo."		
"I believe that social gatherings should be planned well in advance."		

	1 strongly disagree	7 strongly agree
"I believe people should be encouraged to be very friendly."		
"I believe people should be encouraged to be very concerned about others."		
"I believe people should be encouraged to be very sensitive toward others."		
"I believe people should be encouraged to be very tolerant of mistakes."		

	1 strongly disagree	7 strongly agree
"I believe that societal requirements and instructions should be spelled out in detail so citizens know what they are expected to do."		
"I believe that society should have rules or laws to cover almost all situations."		
"I believe that a person who leads a structured life that has a few unexpected events has a lot to be thankful for."		
"I believe that leaders in the society should provide detailed plans concerning how to achieve goals."		

	1 strongly disagree	7 strongly agree
"I believe most people prefer to play individual sports over team sports."		
"I believe that group cohesion is better than individualism."		

	1 strongly disagree	7 strongly agree
"I believe that the economic system in this society should be designed to maximize individual interests over collective interests."		
"I believe that in general, leaders should encourage group loyalty even if individual goals suffer."		

	1 strongly disagree	7 strongly agree
"I believe children should take pride in the individual accomplishments of their parents."		
"I believe parents should take pride in the individual accomplishments of their children."		
"Members of the society should take a great deal of pride in being a member of society."		
"It should be very important to members of our society that our society is viewed positively by persons in other societies."		

NEW SECTION

The following and final questions are related to your demographic characteristics.

What is your gender?

- ☐ Female
- ☐ Male
- ☐ Other
- ☐ I prefer not to answer

What is your age? (please fill in your age in numbers)

_____

What is your nationality? (Choose from the list)

_____

In which country do you currently reside? (Choose from the list)

_____

What is the highest degree or level of school you have completed?

- ☐ High school
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Ph.D. degree
- ☐ Other: _____

What is your current employment status?

- ☐ Full-time employee
- ☐ Part-time employee
- ☐ Unemployed
- ☐ Student
- ☐ Prefer not to say
- ☐ Other: _____

Would you categorize yourself as a job seeker? (Job seeker is defined as a person that in the research period did not work for payment in cash or kind; is actively searching for a job during four weeks prior to the research; is available for work within the next two weeks; or found a job to start in the future)

- ☐ Yes
- ☐ No
- ☐ I do not know

Was diversity communicated in the job vacancy that you encountered at the beginning of the survey?

- ☐ Yes
- ☐ No
- ☐ I do not know

Point out which of the following diversity perspective statement was present in the job vacancy?

- ☐ Having employees with a broad range of backgrounds, experiences and perspectives helps us educate each other, learn from each other and develop a range of cultural competences within the team.
- ☐ Having employees with a broad range of backgrounds, experiences and perspectives helps us understand different markets and consumers, in order to expand to those markets and attract new consumers.
- ☐ Having employees with a broad range of backgrounds, experiences and perspectives helps us suppress prejudicial attitudes and eliminate any discrimination by providing equal treatment in the workplace.
- ☐ Having engaged and satisfied employees with a broad range of backgrounds, experiences and perspectives gives us a competitive advantage on the market.

APPENDIX 2 – Experiment conditions

Job vacancies

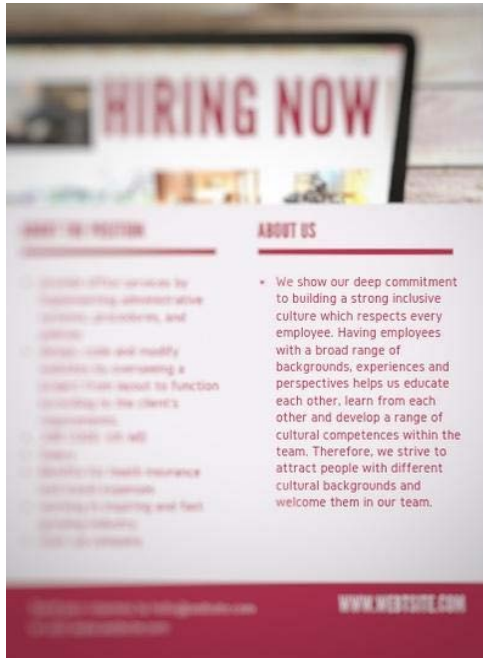Photo 1: *Integration-and-learning condition*

Photo 2: *Access-and-legitimacy condition*

Photo 3: *Discrimination-and-fairness condition*

Photo 4: *Control condition*