The influence of cultural diversity on workplace performance:

The role of personality traits and multicultural experiences

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Abstract

The aim of this thesis is to investigate the relationship between cultural diversity and workplace performance, as well as the role personality traits and multicultural experiences play in that relationship. Therefore, the research for this study is "*How do personality and previous multicultural experiences affect employees' creativity, job satisfaction, and relationships with co-workers in a diverse workplace"?* The theory covers the effects of each of the variables of this thesis, namely cultural diversity, personality traits, and multicultural experiences, on three workplace performance outcomes, creativity, job satisfaction, and relationships with co-workers. This study used quantitative methods, specifically a survey, to explore whether the respondents working in a team find their teams culturally diverse, the personal behaviors of the respondents contribute to findings about their personality traits, as well as multicultural experiences respondents may or may not have experienced. Using a simple linear regression analysis, we found that cultural diversity has a negative impact on creativity and job satisfaction, but positively impacts relationships with co-workers. Additionally, using a moderation analysis, we confirmed that social-perceptual traits of the MPQ and going on exchange both have a positive impact on the relationship between cultural diversity and performance, whereas the rest of the moderating variables regarding the MPQ and multicultural experiences do not.

Keywords

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1. Introduction

In recent years, diversity in organizations has been trending upward and is seen as critical to the success of organizations. Leaders everywhere have had to predict diversity trends that will impact work cultures. Companies alike have had to update their diversity strategies, whether it is due to the coronavirus, economic uncertainty, or racial injustice events (Ani, 2022). In other words, organizations have had to implement new policies and create work environments that address needs and respond to the opportunities of a diverse workforce (Beham et al., 2012). It is assumed that the more diverse teams are, the higher their chances of finding the best solutions quickly and that diversity can bring new thoughts and experiences to the table which increases creativity and innovation within teams (Ani, 2022). However, increased diversity does not necessarily increase effectiveness, but it depends on how an organization harnesses diversity (Ely & Thomas, 2020). Additionally, that diverse teams are rarely effective if members do not learn from each other's differences and experiences (Ely & Thomas, 2020). For the purpose of this research, we look at the impact of cultural diversity on workplace performance outcomes, as well as examine the role of personality and previous cultural experiences as moderators.

We know that cultural diversity has divergent effects on workplace performance. Hofhuis et al. (2015) identify the Benefits and Threats of Diversity Scale (BTDS) as a way to measure the positive and negative effects of diversity on different workplace performance outcomes, and van Knippenberg et al. (2004) propose a categorization-elaboration model to show the positive and negative effects of diversity on group performance. As well as many other sources, van Knippenberg et al. (2014) explain that diversity can either lead to higher performance through information sharing and acknowledgment of different perspectives or reduced performance due to an overwhelming amount of cultural identity difficulties in interaction.

Secondly, the literature suggests that understanding one's personality can help employees modify behavior at work, play to their strengths and improve weaknesses, as well as interact with co-workers better, leading to higher workplace performance. Ilie (2019) suggests that learning about other cultures and developing cross-cultural communication skills can help facilitate multicultural interaction and can lead to more openness and tolerance towards co-workers. Munroe (2019) shows that employees' personality traits should be used in the division of tasks in the workplace to increase productivity and job satisfaction. Personality traits in question are based on the Multicultural Personality Questionnaire (MPQ) which distinguishes between five traits, namely emotional stability, flexibility, open-mindedness, cultural empathy, and social initiative (Van der Zee & Van Oundehoven, 2013).

A source shows that, in order for a multicultural environment to be effective, or for

peoples' creative skill of 'integrative complexity' (willingness and capacity to integrate different perspectives on the same issue) to be demonstrated, they must interact closely with others (Ideas for Leaders, 2022). Multicultural experiences are defined by previous experiences working in a culturally diverse team, living outside your home country for more than 6 months consecutively, going on university exchange, and growing up in a culturally diverse environment.

The researcher assumes that employees with certain skills may be better equipped to handle cultural diversity, thus enhancing the positive outcomes of diversity on performance. The two moderators in this research, personality, and previous multicultural experiences will aid in understanding the social relevance of this paper which is the role they play in the impact of cultural diversity on workplace performance. This research has large implications for organizations because it shows which of the two moderators, personality, and multicultural experiences, is more important for a successful approach to diversity. There is a lot of research on the effect of cultural diversity on performance, but this study differentiates itself from others in that it covers three outcome variables of performance, namely creativity, job satisfaction, and relationships with co-workers. Additionally, this study specifically focuses on multicultural personality and previous intercultural experiences, both of which have been shown to affect how people behave in culturally diverse settings. As neither personality nor multicultural experiences have been previously tested as a moderator between diversity and performance, this makes the basis of the academic relevance of this thesis.

By drawing on the information collected from the Qualtrics survey, this research aims to fill gaps in the existing literature and uses moderation analysis in SPSS to thoroughly investigate the effects of cultural diversity, personality, and multicultural experiences on three outcomes of workplace performance, i.e., creativity, job satisfaction, and relationships with co-workers. Based on the literature, the research question "*How do personality and previous multicultural experiences affect employees' creativity, job satisfaction, and relationships with co-workers in a diverse workplace?*" arises.

2. Theoretical Framework

2.1. Defining cultural diversity

2.1.1. Cultural diversity and performance

Belfield's (2012) definition states that cultural diversity refers to a collection of beliefs and actions that recognize and respects the existence of all diverse groups in an organization or society, value their social and cultural distinctions and support their ongoing participation within a cultural framework that empowers everyone within it. Alternatively, cultural diversity is characterized by the presence of varying backgrounds in terms of race, ethnicity, language, nationality, religion, and sexual orientation within a community.

Workplace performance is defined as the measurement of how well employees fulfill the duties of their role, as well as how they obtain certain standards, goals, and priorities. In other words, keeping the focus on employee performance helps the business as much as the employees, helping them reach their full potential and positively affecting morale. An employee's behavior, work environment, and culture will influence their decisions, and therefore performance (Brown et al., 2011).

In order to further explore the relationship between diversity and performance, Hofhuis et al. (2015) identify the Benefits and Threats of Diversity Scale (BTDS) as a way to measure the positive and negative effects of diversity on different workplace performance outcomes, such as understanding, creativity, as well as productivity loss, anxiety, etc. In other words, the BTDS measures employees' perceptions of the effects of diversity. This scale provides three dimensions of benefits of cultural diversity; understanding of diverse groups in society, creative potential, and an organization's image of social responsibility. On the other hand, there are three types of threats identified within the BTDS: realistic threats (i.e., external situations), symbolic threats (i.e., perception), and intergroup anxiety (i.e., negative emotions).

Additionally, Van Knippenberg et al. (2004) use the categorization-elaboration model to show diversity's positive and negative effects on group performance. Hofhuis et al. (2016) argue that diversity impacts performance positively through trust and openness. However, Knippenberg et al. (2004) identify two dimensions of the categorization-elaboration model: the social categorization perspective, which focuses more on similarities and differences that are used for a basis of categorization of ourselves and others; and the information/decision-making perspective which assumes that diverse groups are more likely to possess more knowledge, skills, and abilities to deal with the task at hand, and therefore outperform homogeneous groups. To further back up these claims, the literature review suggests that a diverse climate can provide an environment for people to utilize these perspectives and improve the performance of a diverse workforce (Park et al., 2022). Watson et al. (1993) found that workgroups that are diverse and have been together for

a long period of time tend to perform better than newly formed ones that may be hesitant to express their ideas (Nakui et al., 2011). Cox (1993) found substantial evidence that suggests diversity can affect organizational processes such as communication, creativity, and problem-solving, which are all performance variables. Horwitz (2005) found two theories examining the relationship between team diversity and performance. One of them is the similarity-attraction paradigm which suggests that homogeneous teams are likely to be more productive than heterogeneous teams because they share similar characteristics. The other, cognitive resource diversity theory, argues that diversity has a positive impact on performance because of the distinctive cognitive resources that members bring to the team, promoting creativity, innovation, and problem-solving. The results of this study confirmed that heterogeneous teams were more creative than homogeneous teams when it came to problem-solving (Horwitz, 2005).

The specific performance outcomes covered in this research are creativity, job satisfaction, and relationships with co-workers. The problem with literature is that it is very divergent, sometimes positive on the effects of cultural diversity on performance, and sometimes negative.

2.1.2. Cultural diversity and creativity

Creativity is characterized as the ability to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others (Franken, 1994, p. 396). According to Zhou & Hoever (2014), creativity is a driver of innovation, growth, and societal development and is usually defined as an outcome of organizational behavior.

On top of diversity and inclusion, creativity is at the heart of business, as it is crucial for innovation and helping businesses stand out from the competition (Dawson, 2022). A key factor of creative thinking is experimentation. Companies that allow this are those that rise above industry standards and put out unique ideas and innovations, as well as outperform others. Cultural diversity helps those companies thrive as they are surrounded by different thoughts, beliefs, perspectives, etc. (Dawson, 2022). Adam Galinsky, a social scientist, found that individuals who develop relationships with people from other countries and cultures become more creative (Vedantam et al., 2020). The reason for this is the breadth of information, ideas, experiences, and perspectives a diverse team can bring to the table (Jang, 2018; Christopher, 2022).

As mentioned before, the categorization-information elaboration model (CEM) explained by van Knippenberg et al. (2004) has both positive and negative effects on creativity. The positive effects come in the form of different perspectives and information sharing, but negatively, possible cultural identity difficulties in interaction can suppress team creativity. Wang et al. (2019) distinguish between two diversity levels in a culturally diverse team, surface level, and deep level,

and evaluate their influence on creativity. Surface level diversity includes easily detectable demographic attributes (e.g., nationality) and is negatively associated with creativity due to larger differences; whereas deep level diversity involves 'hidden' attributes, such as personalities, values, attitudes, etc., and is positively associated with creativity as its attributes contribute to creative thinking (Wang et al., 2019).

As seen before, Watson et al. (1993) alluded to the strength of long-term diverse workgroups compared to newly formed ones. They found that members of newly formed teams are reluctant to communicate the ideas they generate (Nakui et al., 2011). On one hand, one would assume that diversity would allow for broader perspectives, more potential solutions, and innovative ideas; on the other hand, a lack of similarities can reduce group cohesion and increase conflicts (Nakui et al., 2011). The attitudes of group members toward diverse workgroups are an essential factor that impacts performance, and it can be defined as an individual's evaluation of working or interacting with people from different backgrounds (Nakui et al., 2011). Montei et al. (1996) therefore developed the Attitudes Toward Diversity Scale (ATDS) which focuses on how employees feel toward minority co-workers and supervisors. Nakui et al. (2011) broadened the scale by dividing it into both affective outcomes and task performance at the group level.

Lastly, creative thinking requires a critical mindset capable of connecting information to create new ideas. However, most times, these ideas are drawn from past experiences, and eventually, the brain runs out of ideas. Cultural diversity helps broaden horizons and helps stimulate the thinking process. In other words, an individual can draw not only from their own experiences but from their colleagues, uncovering a whole new world of creative ideas. Therefore, the following hypothesis arises:

- *H1: Having cultural diversity in a team positively affects creativity*

2.1.3. Cultural diversity and job satisfaction

The term job satisfaction was defined as the combination of psychological, physiological, and environmental circumstances that cause a person to truthfully say that they are satisfied with a job (Hoppock, 1935, as cited in Shiyani, 2019). Vroom (1982) and Schultz (1982) categorize job satisfaction as a psychological response to the job role. It was found that personality traits and job characteristics influence job satisfaction (Wexley & Yukl, 1984 as cited in Shiyani, 2019). Its definition has evolved through the years, but what all definitions share is that job satisfaction is a positive reaction to the workplace environment (Shiyani, 2019). When employees are satisfied, they care more about the quality of their work, they are more committed and more productive.

Cultural diversity and employee satisfaction in the workplace have become increasingly

more important (Pirraglia, 2023). The results of a study conducted by Laetitia Hauret show that an increase in cultural diversity in the workplace leads to lower job satisfaction, causing tension between colleagues due to communication issues or value sharing (Hauret & Williams, 2020). In order to increase job satisfaction, diverse organizations must put in place policies that in turn design diversity-friendly workplaces, improving organizational culture. A satisfied employee will show higher satisfaction for their work than a dissatisfied employee. Therefore, job satisfaction is expected to be much higher in organizations where differences among employees are respected, valued, and well-managed (Mohanty & Acharya, 2020).

There are three main theories that show a negative impact of diversity on job satisfaction (Hauret & William, 2020):

1. Similarity-attraction approach**:** individuals prefer to interact with people like themselves, i.e., the more diverse a team is, the less satisfied with their jobs they are.

2. Self-categorization approach: individuals seek to enhance their self-esteem and maintain a positive social identity, which means they focus on the positive attributes of groups with which they identify and prefer to work with people in their own identity group, i.e., the more diverse a team, the less satisfied with their jobs they are.

3. Group competition perspective: conflict over resources grows as diversity of the team increases, therefore reducing job satisfaction.

Alternatively, the social contact perspective suggests that interaction with other groups can lead to an increasing understanding of the group, which in turn increases job satisfaction.

Reynolds (2019) found countless positive and negative effects of cultural diversity on the workplace. The main positive effects highlighted include inspiring creativity and innovation and increasing productivity and performance. Additionally, it was found that diversity can help improve workplace performance by increasing productivity, building a positive organizational culture, sparking innovation, and increasing employee retention rates. It can also improve the knowledge and performance of employees, increase mutual respect, and lead to the ability to speak different languages which leads to higher job satisfaction. The findings of a study conducted by Hofhuis et al. (2015), in which managers spontaneously mention the positive and negative elements of diversity, revealed that they perceive some beneficial effects on job satisfaction (for example, in the category of social environment). Therefore, for the purpose of this research, the following hypothesis was developed:

- **H2:** *Cultural diversity positively affects job satisfaction*

2.1.4. Cultural diversity and relationships with co-workers

Relationships with co-workers are defined as professional interactions and connections employees form in a workplace setting. These are often based on shared goals, responsibilities, and job-related interests. Diversity issues can interrupt working relationships, such as differences in communication styles, but through learning, respect, and building common ground, good relationships can be developed between members of diverse teams (Fisher, 2017). The way to do so is through making time for connecting, sharing ideas, networking, mentoring, etc. Additionally, consistent communication and training specific to communication and diversity helps avoid divisions and barriers between employees. A diverse team also causes reflections due to different cultures represented, leading to innovation; and increases empathy and trust between team members with honest communication and understanding of differences (Christopher, 2022).

Naturally, cultural diversity can create misunderstandings, miscommunications, and conflicts. However, these can be managed by improving communication skills, building trust, and encouraging creativity and innovation. Belfield (2012) claims that cultural diversity is important because our surroundings force us to learn from one another, as well as facilitate collaboration and cooperation. These then help us understand different perspectives, minimizing biases we may have and forcing us to develop new ways of thinking (Martin, 2014). On the other hand, the negatives include conflicting working styles and personalities which may cause conflict (Reynolds, 2019). Martin (2014) identifies the tendency of interpersonal conflict between employees as a negative effect of culturally diverse teams as there are many different opinions, beliefs, norms, values, etc. These differences can hinder the sense of unity within a team. Additionally, diversity is sometimes associated with negative team outcomes and resistance among employees (Hofhuis et al., 2015). Hauret & Williams (2020) suggest that diversity has a negative impact on job satisfaction because individuals prefer to work with others like themselves. Lastly, working in diverse teams can help individuals build their capacity for empathy, identify, understand, and deal with problems and issues from a different perspective, therefore allowing for building better relationships with co-workers (Fisher, 2017).

The theories mentioned in the previous section on job satisfaction apply to relationships with co-workers:

a. Similarity-attraction approach and self-categorization approach: individuals prefer to interact with people like themselves, i.e., people they identify with; therefore, the more diverse a team is, the harder it is to build relationships with co-workers.

b. Group competition perspective: conflict over resources grows as the diversity of the team increases, therefore making it harder to build relationships with co-workers.

    c. Social contact perspective: interactions with other groups lead to a higher understanding of the group, therefore making it easier to build relationships.

Lastly, the aforementioned study on the Benefits and Threats of Diversity Scale also identified some negative effects on relationships with coworkers, namely intergroup anxiety defined negative feelings of in-group members when anticipating or experiencing contact with out-group members. In other words, this type of anxiety leads to a reluctant attitude to interact with or give feedback to colleagues with a different cultural background, for fear of making a mistake or being embarrassed by the interaction. Therefore, the following was developed:

- ***H3:*** *Cultural diversity negatively affects building relationships with co-workers*

2.2. Defining personality traits
2.2.1. Personality traits and performance

A study by Judge & Zapata (2014) revealed that certain personality traits, when used right, resulted in an increase in job performance from employees. They also recommended that personality traits should be considered in the evaluation of employees' roles as well as the design of policies in order to maximize performance (Boo, 2021).

Understanding one's personality can help an employee modify behavior in order to play to their strengths, interact with co-workers more effectively, and ultimately improve performance. A person's personality traits affect the fit for the position, the team, and the organization, as well as the hiring process, promotion possibilities, and the type of leader they are. According to Toppazzini & Wiener (2017), personality is a set of socially relevant characteristics of an individual that determine their ability to apply social values in the workplace. Robbins (2001) defined personality as the patterns of an individual's behavior and reactions when interacting with others.

Van der Zee & Van Oudenhoven (2013) reveal that there is a link between personality traits and intercultural success by using the ABC model, i.e., the affect, behavior, and cognition model. The 'affect' part of this model refers to intercultural traits which are put into categories according to sensitivity predispositions of an individual, such as stress-related traits and social-perceptual traits. Secondly, the behavioral dimension of this model suggests that stress-related traits may protect against culture shock, whereas social-perceptual traits can encourage cultural learning. Finally, 'cognition' is defined as cultural identity patterns, where stress-related traits might help individuals to broaden their horizons, and social-perceptual traits encourage identifying with new cultures, which relates to the multicultural personality questionnaire. Even though the Big Five Personality Model is the most commonly used, the Multicultural Personality Questionnaire (MPQ) applies to this study more because it focuses on intercultural experiences and how people cope

with those experiences. The MPQ is based on the Big Five Personality Model, and like it, distinguishes between five traits:

- Emotional Stability, the ability to stay calm in stressful conditions.
- Flexibility, the ability to switch easily from one behavioral strategy to another.
- Open-mindedness, an open and unprejudiced attitude towards cultural differences.
- Cultural empathy, empathizing with the feelings, thoughts, and behaviors of other cultures.
- Social initiative, the tendency to actively approach social situations.

Within the MPQ, emotional stability and flexibility are considered stress-related traits, while open-mindedness, cultural empathy, and social initiative are social-perceptual traits (Van der Zee & Van Oundehoven, 2013).

As there is some evidence that suggests that there is a positive relationship between the MPQ and productivity in diverse teams (Wöhrle et al., 2015), the questionnaire created for this study is useful because it examined whether it is the case that certain personality traits directly affect work performance. Therefore, each of the five traits' relationship with the performance outcomes, i.e., creativity, job satisfaction, and relationships with co-workers, was tested. To sum up, Psychology Today identifies personality as "a person's distinctive patterns of thinking, feeling, and behaving." Personality is seen as a mix of predispositions and tendencies, and environmental factors and experiences.

2.2.2. Personality traits and creativity

Ivcevic & Mayer (2006) claim that creativity is a syndrome that requires multiple resources within a person. They show that creativity is related to so-called narrower traits in the areas of emotions and motivation, cognition, social expression, and self-regulation. Emotions and motivations direct behavior into activities that offer creative opportunities, cognitive abilities enable the generation of creative ideas, certain social roles are related to creativity (e.g., non-conformity and individualism), and self-regulation ensures a constant effort in creative activities. Baas et al. (2013) propose that approach-related personality traits such as openness to experience, positive affectivity, and extraversion lead to greater creativity due to enhanced cognitive flexibility, while avoidance-related traits such as negative affectivity and neuroticism can, under the right circumstances, contribute to greater creativity.

Interestingly, some personality psychologists refer to creativity as a personality trait (Prabhu et al., 2008). However, according to Amabile (1983), creative abilities depend on individuals' intrinsic motivation regardless of their predisposition to creative traits. They also identified self-efficacy, a belief in one's ability to organize and perform certain actions to produce certain results, as an important requirement for creativity. Prabhu et al. (2008) have also found that

perseverance is important in the creative process because of the high initiative needed to produce creative ideas. Additionally, in order to contribute to creativity, both social-perceptual and stress-related traits of the MPQ are essential. Emotional stability allows our mindset to broaden and encourages us to try new things while being open-minded leads to innovative and different ideas and approaches. Cultural empathy, or thinking about others' needs, helps generate and choose better ideas. Social initiative in creativity ensures starting something on your own, while flexibility means being able to look at something from a different point of view and being original. In other words, individuals that possess these traits are better able to handle cultural differences, allowing for the generation of new ideas. According to Gocłowska et al. (2019), certain personality traits, such as greater openness to experience, could predispose people to be more creative and simultaneously to be more open to embracing new cultures. Therefore, the following hypothesis arises:

- ***H4:*** *MPQ traits positively affect the impact of cultural diversity on creativity*

2.2.3. Personality traits and job satisfaction

Studies have shown that there is a relationship between personality and job satisfaction. On one hand, certain personality traits influence job selection, while other traits influence the reaction to job conditions (Rababah, 2019). Spector (1997) found that job satisfaction can be categorized into two groups:

1. The job environment itself and job-related factors
2. Individual factors related to the person (e.g., previous experiences and personality)

Job satisfaction is influenced by both employees' and managers' personalities and working styles. Two assumptions arise from this (Rababah, 2019):

- The more positive an individual's attitude towards their job is, the more likely they are to be satisfied with their jobs.
- The more negative an individual's attitude towards their job is, the more likely they are not to be satisfied with their jobs.

To increase job satisfaction, stress-related traits such as emotional stability and flexibility are important. Emotional stability can help individuals make rational decisions and think clearly even in stressful situations. Individuals who are more emotionally stable tend to have higher job satisfaction. Flexibility is important because it means quickly adapting to new circumstances as they arise, which means more easily navigating the workplace and increasing job satisfaction. The

possession of these stress-related traits can help handle an overwhelming work environment and increase job satisfaction, and therefore, the following hypothesis was created:

- **H5:** *The stress-related traits of the MPQ positively affect the impact of diversity on job satisfaction*

2.2.4. Personality traits and relationships with co-workers

Milivojević (2022) argues that the work environment can both positively and negatively impact personalities, which influence workplace relationships. For example, effective communication can enhance relationship building and teamwork, and it eliminates misunderstandings among colleagues. Managers can affect employee attitudes and help them adopt constructive behaviors that improve interpersonal relationships by creating inclusive work environments (Milivojević, 2022).

In order to enhance relationships, social-perceptual traits of the MPQ are essential, namely open-mindedness, cultural empathy, and social initiative, as they expose you to other people's beliefs and practices so you can understand and accept them and build better relationships with them. They allow for greater understanding and connection with others' experiences and feelings, as well as approaching people you want to build a connection with. Additionally, openness to diverse viewpoints, adaptability to change, accountability, taking the initiative, being a team player, demonstrating empathy, problem-solving abilities, thoughtfulness, optimism, and social skills are among the qualities that are most crucial for developing connections with co-workers. Therefore, the following hypothesis arises:

- **H6:** *Social perceptual traits of the MPQ positively affect the impact of diversity on relationships with co-workers*

2.3. Defining multicultural experiences

2.3.1. Multicultural experiences and performance

In addition to personality, multicultural experiences were chosen as a different moderator due to the large impact several sources showed they have on performance, more specifically the expansion of people's ideas and creativity. As these qualities go hand in hand with personality traits, this study benefits from using both personality traits and multicultural experiences as moderators between cultural diversity and performance outcomes. Therefore, the following hypotheses were created:

- **H7:** *Previous experiences working in a culturally diverse team positively affect the impact of cultural diversity on creativity, job satisfaction, and relationships with co-workers*

- **H8:** *Living outside of one's home country for more than six consecutive months positively affects the impact of cultural diversity on creativity, job satisfaction, and relationships with co-workers*
- **H9:** *Going on exchange within the scope of one's education positively affects the impact of cultural diversity on creativity, job satisfaction, and relationships with co-workers*
- **H10:** *Growing up in a culturally diverse environment positively affects the impact of cultural diversity on creativity, job satisfaction, and relationships with co-workers*

Maddux et al. (2021) define multicultural experiences as exposure to or interactions with elements or members of a different culture. Tan et al. (2019) present a definition of multicultural experience that refers to the various direct and indirect encounters individuals have when they interact or engage with members or aspects of different cultures. For the purpose of this study, the multicultural experiences in question are the following:
- Previous experiences working in a culturally diverse team
- Living outside of one's home country for more than 6 consecutive months
- Going on exchange within the scope of one's education
- Growing up in a culturally diverse environment

Maddux et al. (2021) also suggest that multicultural experiences enhance performance because individuals who have had these experiences are likely to better handle specific details of operating in a different cultural environment. Cheng & Tan (2017) categorize the previously mentioned experiences as direct intercultural experiences. Previous research indicates that not much has been studied on the effects of cultural experiences on performance in culturally diverse teams. However, there is literature that identifies the benefits of multicultural experiences, such as improvements in creativity, adaptability, etc.

2.3.2. Multicultural experiences and creativity

As mentioned earlier in this thesis, diverse teams are more creative because one's creativity is enhanced by the integration of different points of view. Research has indicated that exposure to multiple cultures can enhance the recognition of interconnectedness among diverse ideas, as well as increase flexibility. According to a study by Leung & Chiu (2008), multicultural experiences have a positive correlation with both creative performance (such as insight learning, remote association, and idea generation) and cognitive processes that support creativity (e.g., gaining unconventional knowledge and acquiring ideas from unfamiliar cultures to expand creative

thinking). However, they also found that this depends on how open individuals are to other cultures.

A study conducted by researchers at Kellogg tested creativity using the Duncker candle problem, a classic test of creativity, and found that participants who lived abroad showed greater creativity during the test. The results showed that the longer a participant lived abroad, and the more they had adapted themselves to the foreign cultures, the more likely they were to find the creative solution to the problems. Additionally, it was found that people who have friendships or relationships with someone from another culture display greater creativity, innovation, and entrepreneurship (Zarpas, 2020).

Individuals who have experienced living abroad had higher levels of creativity, especially those who immersed themselves in the foreign culture during their stay. Cheng & Tan (2017) provide two explanations for this:

1. Living abroad enhances the psychological readiness to seek out ideas from various sources and incorporate them into one's creative process, encouraging continued exposure to a wide range of new ideas, norms, and practices.

2. When people are exposed to a different culture, immersion in a different culture pushes them to look at things from different perspectives and approaches and may, therefore, be associated with increased creativity.

Research also shows that individuals who have experienced living abroad have a higher likeliness to adapt to different cultures than those who merely travel abroad or who stay in their hometown (Cheng & Tan, 2017). Additionally, Cheng & Tan (2017) suggest that people who integrate their culture with the foreign culture tend to have a better understanding of intercultural relationships, cultural identities, and creative relationships. Chiu & Leung's (2007) explanation for this is that exposure to multiple cultures can increase fluency in generating creative ideas.

Lastly, Dunne (2017) identifies two main processes of the creative cognition approach:

1. The generative process, which includes producing, accessing, and combining ideas. This type of process is associated with fluency (i.e., producing many ideas in a predetermined time frame), flexibility (i.e., producing an array of different ideas), and originality (i.e., producing unusual or new ideas)

2. The exploratory process further examines and evaluates emergent ideas. In combination with the generative process, the exploratory process further examines and evaluates ideas to determine which ones receive further consideration, modification, etc.

The creative cognition approach is consistent with the idea that creativity means taking unrelated concepts and ideas and making sense of them by connecting them to produce new outputs (Dunne, 2017).

2.3.3. Multicultural experiences and job satisfaction

Rozkwitalska & Basinska (2015) found that multiculturalism enhances employees' attitudes and emotions at work which leads to the assumption that multicultural experiences have an effect on job satisfaction. This study aimed to explain the lack of research and inconclusive results on the link between multicultural experiences and job satisfaction but again reached inconclusive results. Additionally, there is very little to no other research on the relationship between multicultural experiences and job satisfaction. This is a gap in research that this study aims to fill.

2.3.4. Multicultural experiences and relationships with co-workers

People who have had multicultural experiences tend to be better equipped to handle misunderstandings due to their improved communication skills. This makes them more adaptable and therefore easier to interact with people from different backgrounds. Due to their unique experiences, multicultural people absorb information better and can draw from personal experiences and multiple perspectives to understand different people. This makes them more empathetic towards others (Lau, 2019).

According to Maddux et al. (2021), multicultural experiences have an effect on three interpersonal factors that influence relationships between people of different cultures, inside or outside of a workplace:

1. Trust: Mutually beneficial interactions and transactions can only occur when individuals believe other people are more likely to help rather than hurt them.

2. Communication abilities: Multiculturally experienced individuals act as "cultural facilitators" who help in the sharing of information and communication between team members from different cultures. When team members share overlapping cultural experiences, they are more likely to integrate information from different cultures. On the other hand, team members with non-overlapping cultural experiences are more inclined to seek specific knowledge from their teammates.

3. Morality: Multicultural experiences can also influence morality and decision-making pertaining to moral issues. Individuals with various experiences in foreign countries have been shown to engage in a variety of unethical decision-making practices.

2.4. About the study

This chapter presents an overview of significant literature, which includes the most relevant concepts, models, and theories concerning the research topic. To better understand the concept of this thesis, a research model was developed:
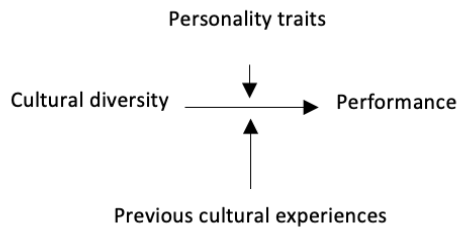

Figure 1. Research model created for this study

Following the model, the framework is made up of three dimensions, one for each arrow of the research model. In other words, the focus of this study is the effect of cultural diversity on performance, which is defined by three outcomes, creativity, job satisfaction, and relationships with co-workers. The two other dimensions that are researched are personality traits and multicultural experiences and the impact they have on each of the performance outcomes.

3. Research Design & Methods

3.1. Why quantitative research?

Answering the research question "*How do personality and previous intercultural experiences affect how people deal with cultural diversity in the workplace?*" requires the use of quantitative analysis, as it allows the results to be more scientific and objective. This study will be exploratory and quantitative in nature since all the variables used in the research, such as cultural diversity, performance, personality, and previous cultural experiences, can be viewed as subjective. Exploratory research aims to investigate research ideas that have not been studied in depth (George, 2021). Additionally, quantitative research involves the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena those observations reflect (Sukamolson, 2007). Therefore, a survey will be used as the research method since it can include more people in the sample and the concepts can be mathematically proven (Michell, 2011).

3.2. Research design

The type of quantitative research used for the data collection process for this thesis is a survey, as it is the more reliable way to gather information for the topic at hand and is a more efficient way of collecting information from a broad sample. A survey is used to gather information about people's knowledge, attitudes, and behaviors by directly asking people questions or indirectly by observing visual records of their thoughts and actions (Fink, 2003). Additionally, surveys are useful in describing the characteristics of a large population, which will aid in handling the large sample and the generalizations of results for this study. Some questions and scales for said survey are further explained in the operationalization section.

3.3. Proposed sample and sampling strategy

The data was collected throughout April and May of 2023, using simple random sampling to find participants. Simple random sampling is described as a sampling procedure in which every population unit has the same chance of being selected in the sample (Singh & Mangat, 1996). For the purpose of this master's thesis, the aim was to find around 150 to 250 participants for this survey, as instructed by the Erasmus University methodological guidelines. Keeping in mind that personality and cultural experiences also play a role in the research, different types of working professionals were targeted to avoid any predetermined biases. This thesis is more exploratory

than confirmatory, aiming to explore whether personality and previous cultural experiences influence how cultural diversity impacts performance outcomes, such as creativity, job satisfaction, and relationships with co-workers. As the topic for this research is the impact of cultural diversity on performance, the only criterion for participants is having a paid job and working in an organization with a team, which can be diverse or not diverse, which allows for comparisons. Other criteria such as age, gender, and educational background are not relevant to this study but are asked of respondents in order to describe the sample. This survey was distributed through the researcher's own channels and connections. The respondents consist of professionals from different companies and job types. The channels that were best used for sampling, as well as reinitiating contact are WhatsApp and LinkedIn. Out of 270 respondents that opened the survey, all of them agreed to the informed consent stated at the beginning. However, only 225 respondents had a paying job, and therefore the survey ended for those who indicated that they did not have a paying job. Additionally, 23 respondents indicated they did not work within a team, and therefore their input could not be used for the purpose of this study.

The final sample used to test the hypotheses consisted of 150 respondents, out of which 65.3% (98) were female, and 34.7% were male (52) and their ages were mainly between 18 and 34 years old with 13.9% of respondents aged higher than 35 years old. Education level is high, 86.7% completed a bachelor's or master's degree. Lastly, types of organizations varied depending on the respondent, but the beauty industry, consulting, e-commerce, European institutions, and HORECA institutions were the most represented in this sample.

3.4. Operationalization

The survey was conducted via Qualtrics and began with an informed consent introduction which allowed the participant to choose whether they want to participate in this study and if they allow the researcher to use the information gathered for this study's purposes. The survey itself is composed of a series of questions, twenty-two in total. The questions are divided into five main sections which correspond to our variables: work, cultural diversity, performance outcomes (i.e., creativity, job satisfaction, and relationships with co-workers), personality traits, cultural experiences, and general information. All of these variables and their corresponding scales needed to be measured.

For the work block, the questions that were asked are the following:
- Two multiple-choice questions: "Do you have a paying job?" and "Do you work in a team?" for which the answer choices were 'Yes' and 'No'

- Four open-ended questions: "What kind of organization do you work for?", "How many people work in your organization?", "How long have you worked there?" and "In which country is your organization based?"

The questions about cultural diversity took on two perspectives, objective and subjective. In order to investigate cultural diversity, the participants were asked the following questions:

- For an objective representation: How many people work in your team? How many different nationalities/cultures are represented in your team? Both were open-ended questions.

The diversity of a team is based on the number of nationalities relative to the number of people in the team, i.e., the number of nationalities divided by the number of team members.

- For a subjective representation: On a scale of 1-5 (1: not at all, 5: extremely), how culturally diverse do you think your team is?

Using a Likert scale for such a question, the participants were encouraged to think about their perception of diversity within their teams. For this study, the subjective representation was used in the final analyses as it allows to leverage respondents' personal opinions to draw conclusions about diversity within their teams.

Performance outcomes were tested, namely creativity, job satisfaction, and relationships with co-workers. Statements used to explore job satisfaction were the following (De Witte, 2000; Hofhuis et al., 2016):

- I feel committed to my job.
- I am satisfied with my current job.
- Through my job, I gain respect and status.
- My job makes me feel useful.
- My job gives me the opportunity to show what I am worth.
- My job gives me the feeling that I have done something valuable.

Cronbach's Alpha is 0.888, indicating very high reliability of the above-mentioned items used to measure job satisfaction.

Secondly, relationships with co-workers were tested with these statements (Winslow et al., 2019):

- I can confide in people at work.
- I can count on my colleagues.
- I feel comfortable around my co-workers.

- I like spending time with my co-workers.

- My co-workers positively affect my mood.

- I look forward to working so I can see my co-workers.

Cronbach's Alpha is 0.908, indicating extremely high reliability of the above-mentioned items used to measure relationships with co-workers.

Lastly, statements regarding creativity included (Musek, 2020):

- I easily understand abstract ideas.

- I ask questions that nobody else does.

- I challenge others' points of view.

- I can easily link facts together.

- I have a vivid imagination.

- I prefer variety to routine.

Cronbach's Alpha is 0.619, indicating average reliability of the above-mentioned items used to measure creativity.

This block of questions was presented in matrix form and required the respondent to award each statement a number on the Likert scale (1: strongly disagree - 7: strongly agree). Each answer allows for comparison to the answers from the cultural diversity section to conclude how diversity impacts these outcomes.

Next, personality traits were measured with the use of the 40-item short form of the MPQ (Multicultural Personality Questionnaire) which asks respondents to report whether certain traits are applicable to themselves. Similarly, to the Big Five Personality Model, the MPQ distinguishes between five traits, stress-related traits (i.e., emotional stability and flexibility), and social-perceptual traits, i.e., open-mindedness, cultural empathy, and social initiative (Van der Zee & Van Oudenhoven, 2013). The MPQ serves as a moderator between diversity and each of the performance variables, creativity, job satisfaction, and relationships with co-workers. The higher the score achieved on the MPQ, the stronger the relationship between diversity and the performance outcome. The following statements were measured with a Likert scale (1: not at all applicable to the respondent – 5: extremely applicable to the respondent).

Table 3.4.

Statements used for testing each personality trait

Cultural empathy	Flexibility	Social initiative	Open-mindedness	Emotional stability
Pays attention to the emotions of others	Works according to strict rules	Takes the lead	Tries out various approaches	Worries
Is a good listener	Works according to plan	Leaves initiative to others to make contacts	Is looking for new ways to attain his or her goal	Gets upset easily
Senses when others get irritated	Works according to a strict scheme	Finds it difficult to make contacts	Starts a new life easily	Is nervous
Enjoys getting to know others profoundly	Looks for regularity in life	Takes initiative	Likes to imagine solutions to problems	Is likely to feel lonely
Enjoys other people's stories	Likes routine	Is inclined to speak out	Is a trendsetter in societal developments	Keeps calm when things don't go well
Notices when someone is in trouble	Wants predictability	Is often the driving force behind things	Has feeling for what is appropriate in culture	Is insecure
Sympathizes with others	Functions best in a familiar setting	Makes contacts easily	Seeks out people from different backgrounds	Is under pressure
Sets others at ease	Has fixed habits	Is reserved	Has a broad range of interests	Is not easily hurt

Note. Hofhuis, J., Schilderman, M. F., & Verdooren, A. (2020). Multicultural personality and effectiveness in an intercultural training simulation: The role of stress and pro-active communication. International Journal of Psychology, 55(5), 812–821. https://doi.org/10.1002/ijop.12647.

Cultural empathy and flexibility indicate high reliability of their items with scores of 0.831 and 0.791, respectively.

Cronbach's Alpha for social initiative is 0.520, indicating low reliability of its items caused by the item 'Finds it difficult to make contacts'. Therefore, an exploratory factor analysis was performed as KMO and Bartlett's Test values were significant (KMO = 0.791, $p_{(Bartlett)}$ = .001). In this case, there are two components that have total initial Eigenvalues greater than 1, which explain 45.048% of the variance, which leads to the conclusion that there are two factors, confirmed by the Scree plot. The Component Correlation Matrix table showed that there is no strong correlation between factors which is good for the analyses.

Cronbach's Alpha for open-mindedness is 0.648, while emotional stability shows a value of 0.738, both indicating high reliability of their respective items.

Cultural experiences are operationalized by previous experiences working in a culturally diverse team, living outside of your home country for more than six months consecutively, going on exchange within the scope of your education, and growing up in a culturally diverse environment (Maddux et al., 2021; Aytug, 2013). All these experiences allow people to confront their presuppositions about what culture is and what it means. Defining what a cultural experience is allows us to determine respondents' level of experience. More specifically, respondents were asked if they have had each of these experiences. The condition used to evaluate cultural experiences is

the following: *The higher the score, i.e., the more 'yes' answers, the more culturally experienced we assume they are.*

Lastly, the general information section includes questions about age, gender, the highest level of education, country of birth for respondents and both parents, and where they are currently living. This is all information necessary to accurately describe the sample.

Table 3.4.2.

Descriptives (i.e., mean, range, standard deviation, and correlations) for variables cultural diversity, personality, multicultural experiences, and performance outcomes)

Variable	N	Range	Mean	Std.Deviation	Variable	N	Range	Mean	Std.Deviation
Q9_1	150	4	3.04	1.253	Q11_13	150	4	*2.85*	1.060
Q10_1	150	6	5.61	1.375	Q11_14	150	4	3.21	1.070
Q10_2	150	6	5.17	1.328	Q11_15	150	4	2.77	1.102
Q10_3	150	6	5.71	1.053	Q11_16	150	*3*	3.80	.835
Q10_4	150	6	5.25	1.395	Q11_17	150	*4*	*3.27*	.874
Q10_5	150	5	4.85	1.217	Q11_18	150	3	3.90	.730
Q10_6	150	5	5.61	.940	Q11_19	150	4	2.46	1.168
Q10_7	150	6	5.61	1.080	Q11_20	150	3	3.92	.696
Q10_8	150	6	5.07	1.357	Q11_21	150	4	*3.19*	.958
Q10_9	150	5	5.25	1.129	Q11_22	150	*4*	3.67	.781
Q10_10	150	4	5.91	.759	Q11_23	150	4	*2.83*	1.022
Q10_11	150	6	5.32	1.244	Q11_24	150	4	3.31	.883
Q10_12	150	6	5.15	1.294	Q11_25	150	*3*	*3.88*	.750
Q10_13	150	6	4.93	1.450	Q11_26	150	4	3.29	.846
Q10_14	150	6	5.07	1.264	Q11_27	150	*4*	3.49	1.008
Q10_15	150	6	5.58	1.228	Q11_28	150	4	3.85	.839
Q10_16	150	6	5.41	1.321	Q11_29	150	4	2.41	.991
Q10_17	150	5	5.20	1.269	Q11_30	150	*3*	4.05	.712
Q10_18	150	6	4.45	1.477	Q11_31	150	3	3.62	.791
Q11_1	150	4	4.11	.799	Q11_32	150	*4*	3.25	.928
Q11_2	150	4	3.37	.806	Q11_33	150	*4*	3.72	.852
Q11_3	150	4	3.47	.895	Q11_34	150	4	2.97	.990
Q11_4	150	4	3.61	.768	Q11_35	150	4	3.59	.761
Q11_5	150	4	3.39	1.098	Q11_36	150	4	3.22	.904
Q11_6	150	3	4.04	.623	Q11_37	150	*3*	3.55	.938
Q11_7	150	3	3.82	.646	Q11_38	150	4	3.84	.812
Q11_8	150	4	2.80	1.023	Q11_39	150	*4*	2.70	.918
Q11_9	150	4	3.75	.819	Q12	150	1	1.23	.420
Q11_10	150	4	2.49	.961	Q13	150	1	1.27	.447
Q11_11	150	4	3.91	.827	Q14	150	1	1.52	.501
Q11_12	150	4	3.01	.945	Q15	150	1	1.45	.499

Note. This table demonstrates the elements of descriptive statistics needed to describe the final sample.

A bivariate correlation analysis was performed on the scale variables in this study (i.e., cultural diversity, performance outcomes, and personality) to establish whether there are significant relationships between items. Results showed that there are significant correlations between different job outcomes and personality traits. However, as this is not the aim of this research, the main significant relationships we focus on are concerning cultural diversity and different performance and personality outcomes. The following items are significantly correlated to cultural diversity on a 0.05 level:

- o Makes contacts easily
- o Is a trendsetter in societal developments
- o Enjoys getting to know others profoundly
- o Starts a new life easily
- o Works according to a strict scheme
- o Is looking for new ways to attain his or her goal
- o Works according to strict rules
- o I look forward to working so I can see my co-workers
- o My job gives me the feeling that I have done something valuable
- o My job gives me the opportunity to show what I am worth
- o I can confide in people at work
- o I feel committed to my job

Regarding performance outcomes, job satisfaction and relationships with co-workers are mainly represented, whereas for personality traits, the predominant traits are the social-perceptual traits with social initiative and cultural empathy represented once, and open-mindedness is represented three times. We can conclude that stress-related traits are less correlated to cultural diversity, as flexibility is represented only twice. Lastly, creativity and emotional stability are not shown to have a significant correlation with cultural diversity.

3.5. Data analysis

After downloading the SPSS file from Qualtrics, all data was checked for missing values and outliers which left the dataset with 150 valid data entries. The next step in cleaning up data was to recode the reverse item 'Is not easily hurt' to 'Is easily hurt' and change the scale and name of the variable in the 'Variable View' tab on SPSS. The following changes were made:

i. Not at all -> Extremely

ii. Slightly -> Very

iii. Moderately stays the same

iv. Very -> Slightly

v. Extremely -> Not at all

Next, normality was checked for variables from question 9 regarding how culturally diverse participants think their team is, as well as questions 10 and 11 regarding statements about participants' jobs/organizations and personalities. All but one variable, i.e., 'Finds it difficult to make contacts' were normally distributed, and therefore this variable had to be deleted. Once it was deleted, the reliability went up from 0.520 to 0.569, which is still low but can be rounded to 0.6 which is considered an average reliability.
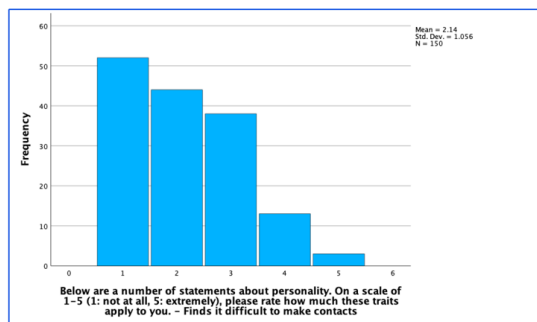
Figure 2. The distribution for variable 'Finds it difficult to make contacts'

As previously mentioned in section 3.4., reliability was checked was all variables regarding performance outcomes and personality using Cronbach's Alpha. This uncovered that all but one variable were reliable, i.e., social initiative. Due to this, a factor analysis was performed, and it showed a strong correlation, so the variable social initiative was kept. The last step of data cleaning included combining all subscales for job satisfaction, relationships with co-workers, creativity, cultural empathy, flexibility, social initiative, open-mindedness, and emotional stability into their respective variables.

In order to analyze data recovered from the survey, a moderation analysis was performed in SPSS, a computer software that helps in analyzing data using various statistical methods like descriptive and bivariate statistics, numeric outcome predictions, as well as predictions for identifying groups. In SPSS, moderation analysis belongs under linear regression, which results in three tables, Model Summary, ANOVA, and Coefficients*.* These three tables examine variation between the variables, the means of the groups and the statistically significant differences between them, and the causal effects between the independent and dependent variables (Cucos, 2022). In the Model Summary table, the main result to look for is *R Square* which signifies how much variation, in percentage, the independent variable accounts for in the dependent variable. Secondly, the main result to look for in the ANOVA table is the *Sig* column which shows whether the difference in means of groups is statistically significant. Thirdly, the Coefficients table shows

how much of a causal effect there is between the independent and dependent variables (Cucos, 2022). To be more specific, for the first three hypotheses regarding cultural diversity, a simple linear regression was performed, and the outputs looked at were, as mentioned, the model summary, ANOVA, and coefficients tables.

Moderation analysis is a type of regression analysis that allows a researcher to analyze how a third variable affects the relationships between the predictor and outcome variable (Fein et al., 2022). In this case, the dependent variable is cultural diversity, and the independent variables are performance outcomes, creativity, job satisfaction, and relationships with co-workers. Additionally, there are two moderator variables, personality traits, and previous cultural experiences. In other words, a moderator describes the level of change between independent and dependent variables using the linear regression coefficient of the product term (Cucos, 2022). The product term, or the interaction term, is the observed effect of the moderator on the relationship between the two variables. It is important that the independent variable does not influence the moderator variable in the study, i.e., cultural diversity influences neither personality traits nor previous cultural experiences (Cucos, 2022). The exact steps for moderation analysis, for hypotheses 4 through 10, consisted of:

i. Using descriptives to standardize variables (i.e., z-scores)
ii. Computing a new variable (i.e., the interaction term), meaning multiplying the independent variable and the moderator variable
iii. Conducting a linear regression analysis with performance outcomes as the dependent variable (separated for personality hypotheses and combined for multicultural experience hypotheses) and diversity, personality (H4-H6) or multicultural experiences (H7-H10) and the interaction term as independent variables

4. Results

4.1. Cultural diversity

This study seeks to report the effect of cultural diversity on three performance outcomes, i.e., creativity, job satisfaction, and relationships with co-workers for 150 respondents. In order to conduct the corresponding analysis (i.e., simple linear regression analysis), the following hypotheses were proposed:

- **H1:** *Having cultural diversity in a team positively affects creativity*
- **H2:** *Cultural diversity positively affects job satisfaction*
- **H3:** *Cultural diversity negatively affects building relationships with co-workers*

The dependent variables (creativity, job satisfaction, and relationships with co-workers) were regressed on predicting the cultural diversity variable. The independent variable does not significantly present creativity, F (1, 148) = 1,351, p > .005, more precisely 0.247, which indicates that cultural diversity does not have a significant impact on creativity, one of the performance outcomes defined in this study. Moreover, the R^2 = .009 depicts that the model explains 0.9% of the variance in creativity. Additionally, coefficients were further assessed to ascertain the influence of the factor on the criterion variable (i.e., creativity). H1 evaluates whether cultural diversity significantly and positively affects creativity. The results revealed that cultural diversity does not have a significant and positive impact on creativity (b* = .050, t = 1.163, p = .247). ***Hence, H1 was rejected.***

Secondly, the independent variable does not significantly present job satisfaction, F (1, 148) = 5,339, p > .005, more precisely 0.22, which indicates that cultural diversity does not have a significant impact on job satisfaction, the second performance outcome defined in this study. Moreover, the R^2 = .035 depicts that the model explains 3.5% of the variance in job satisfaction. Additionally, coefficients were further assessed to ascertain the influence of the factor on the criterion variable (i.e., job satisfaction). H2 evaluates whether cultural diversity significantly and positively affects job satisfaction. The results revealed that cultural diversity does not have a significant and positive impact on creativity (b* = .187, t = 2.311, p = .22). ***Hence, H2 was rejected.***

Thirdly, the independent variable does not significantly present relationships with co-workers, F (1, 148) = 3,644, p > .005, more precisely 0.058, which indicates that cultural diversity does not have a significant impact on relationships with co-workers, the last performance outcomes defined in this study. Moreover, the R^2 = .024 depicts that the model explains 2.4% of the variance in relationships with co-workers. Additionally, coefficients were further assessed to ascertain the

influence of the factor on the criterion variable (i.e., relationships with co-workers). H3 evaluates whether cultural diversity significantly and negatively affects creativity. The results revealed that cultural diversity does not have a significant and negative impact on relationships with co-workers (b* = .155, t = 1.909, p = .058). **Hence, H3 was rejected.**

4.2. Personality

This study assessed the moderating role of multicultural personality questionnaire traits, cultural empathy, flexibility, social initiative, open-mindedness, and emotional stability on the relationships between cultural diversity and three performance outcomes, creativity, job satisfaction, and relationships with co-workers. The following hypotheses were proposed:

- **H4:** *MPQ traits positively affect the impact of cultural diversity on creativity*
- **H5:** *The stress-related traits of the MPQ positively affect the impact of diversity on job satisfaction*
- **H6:** *Social perceptual traits of the MPQ positively affect the impact of diversity on relationships with co-workers*

In this analysis, MPQ traits were used as a moderator. The results revealed a negative and insignificant moderating impact of MPQ traits on the relationship between cultural diversity and creativity (b = .-040, t = -.512, p =.609), **rejecting H4**. Therefore, MPQ traits are not a moderating variable in the relationship between cultural diversity and the first performance outcome, creativity.

Table 4.2.

Moderation analysis summary for H4

	B	S.E.	t	p
Cultural Diversity x MPQ traits	-.040	.051	-.512	.609
Zscore (Cultural Diversity)	.021	.053	.261	.794
Zscore (MPQ traits)	.347	.053	4.371	<.001
$F_{(3, 146)} = 6.985$, p <.001[b], R^2 = .126				

Note. Output of SPSS analysis of moderating impact of MPQ traits on the relationship between cultural diversity and creativity

MPQ traits were all used as moderators and analyzed separately to get a better picture of how each trait moderates the relationship between cultural diversity and creativity.

The results revealed a negative and insignificant moderating impact of cultural empathy on the relationship between cultural diversity and creativity (b = -.076, t = -.934, p =.352). Therefore, cultural empathy is not a moderating variable in the relationship between cultural diversity and the first performance outcome, creativity.

Table 4.2.1.

Moderation analysis summary for H4 – cultural empathy

	B	S.E.	t	p
Cultural Diversity x Cultural Empathy	-.076	.056	-.934	.352
Zscore (Cultural Diversity)	.054	.054	.657	.512
Zscore (Cultural Empathy)	.211	.055	2.555	.012
$F_{(3, 146)} = 3.283$, p = .023[b], R^2 = .063				

Note. Output of SPSS analysis of moderating impact of cultural empathy on the relationship between cultural diversity and creativity

The results revealed a positive and significant moderating impact of flexibility on the relationship between cultural diversity and creativity (b = .183, t = 2.278, p =.024). Therefore, flexibility is a moderating variable in the relationship between cultural diversity and creativity.

Table 4.2.2.

Moderation analysis summary for H4 – flexibility

	B	S.E.	t	p
Cultural Diversity x Flexibility	.183	.053	2.278	.024
Zscore (Cultural Diversity)	.102	.053	1.274	.205
Zscore (Flexibility)	-.120	.053	-1.493	.138
$F_{(3, 146)} = 2.956$, p = .034[b], R^2 = .057				

Note. Output of SPSS analysis of moderating impact of flexibility on the relationship between cultural diversity and creativity

The moderating impact of social initiative on the relationship between cultural diversity and creativity is negative and insignificant (b = -.095, t = -1.359, p =.176). Therefore, social initiative is not a moderating variable in the relationship between cultural diversity and creativity.

Table 4.2.3.

Moderation analysis summary for H4 – social initiative

	B	S.E.	t	p
Cultural Diversity x Social Initiative	-.095	.047	-1.359	.176
Zscore (Cultural Diversity)	.049	.047	.701	.484
Zscore (Social Initiative)	.510	.047	7.235	<.001
F (3, 146) = 18.902, p < .001[b], R^2 = .280				

Note. Output of SPSS analysis of moderating impact of social initiative on the relationship between cultural diversity and creativity

The results revealed a negative and insignificant moderating impact of open-mindedness on the relationship between cultural diversity and creativity (b = -.118, t = -1.632, p =.105). Therefore, open-mindedness is not a moderating variable in the relationship between cultural diversity and creativity.

Table 4.2.4.

Moderation analysis summary for H4 – open-mindedness

	B	S.E.	t	p
Cultural Diversity x Open-mindedness	-.118	.045	-1.632	.105
Zscore (Cultural Diversity)	.011	.048	.150	.881
Zscore (Open-mindedness)	.469	.049	6.386	<.001
F (3, 146) = 16.156, p < .001[b], R^2 = .249				

Note. Output of SPSS analysis of moderating impact of open-mindedness on the relationship between cultural diversity and creativity

The moderating impact of emotional stability on the relationship between cultural diversity and creativity is positive and insignificant (b = .025, t = .300, p =.764). Therefore, emotional stability is not a moderating variable in the relationship between cultural diversity and creativity.

Table 4.2.5.

Moderation analysis summary for H4 – emotional stability

	B	S.E.	t	p
Cultural Diversity x Emotional stability	.025	.054	.300	.764
Zscore (Cultural Diversity)	.089	.055	1.067	.288
Zscore (Emotional Stability)	.024	.056	.289	.773
F (3, 146) = .503, p = 681[b], R^2 = .010				

Even though flexibility does have a positive and significant impact on the relationships between cultural diversity and creativity, the other personality traits do not, and therefore this confirms that H4 is *rejected.*

For H5, stress-related traits of the MPQ (i.e., emotional stability and flexibility) were used as a moderator. The results revealed a negative and insignificant moderating impact of stress-related traits of the MPQ on the relationship between cultural diversity and job satisfaction (b = -.101, t = -1.241, p =.217), *rejecting H5*. Therefore, the stress-related traits of the MPQ, i.e., emotional stability and flexibility, are not a moderating variable in the relationship between cultural diversity and the second performance outcome, job satisfaction.

Table 4.2.6.

Moderation analysis summary for H5

	B	S.E.	t	p
Cultural Diversity x Stress-related traits of the MPQ	-.101	.089	-1.241	.217
Zscore (Cultural Diversity)	.203	.088	2.502	.013
Zscore (Stress-related traits of the MPQ)	-.089	.088	-1.088	.278
$F_{(3, 146)} = 2.809$, p = .042[b], R^2 = .055				

Note. Output of SPSS analysis of moderating impact of stress-related traits on the relationship between cultural diversity and job satisfaction

Stress-related traits of the MPQ (i.e., emotional stability and flexibility) were used as moderators and analyzed separately to investigate how each trait moderates the relationship between cultural diversity and job satisfaction.

The results revealed a negative and insignificant moderating impact of emotional stability on the relationship between cultural diversity and job satisfaction (b = -.019, t = -.235, p =.814). Therefore, emotional stability is not a moderating variable in the relationship between cultural diversity and job satisfaction.

Table 4.2.7.

Moderation analysis summary for H5 – emotional stability

	B	S.E.	t	p
Cultural Diversity x Emotional Stability	-.019	.085	-.235	.814
Zscore (Cultural Diversity)	.213	.087	2.630	.009
Zscore (Emotional Stability)	-.198	.087	-2.473	.015
$F_{(3, 146)}$ = 3.887, p = .010[b], R^2 = .074				

Note. Output of SPSS analysis of moderating impact of emotional stability on the relationship between cultural diversity and job satisfaction

The moderating impact of flexibility on the relationship between cultural diversity and job satisfaction is negative and significant (b = -.167, t = -2.092, p =.038). Therefore, flexibility is a moderating variable in the relationship between cultural diversity and job satisfaction.

Table 4.2.8.

Moderation analysis summary for H5 - flexibility

	B	S.E.	t	p
Cultural Diversity x Flexibility	-.167	.086	-2.092	.038
Zscore (Cultural Diversity)	.183	.087	2.279	.024
Zscore (Flexibility)	.044	.087	.553	.581
$F_{(3, 146)}$ = 3.378, p = .020[b], R^2 = .065				

Note. Output of SPSS analysis of moderating impact of flexibility on the relationship between cultural diversity and job satisfaction

Even though flexibility has a significant impact on the relationship between cultural diversity and job satisfaction, it is still negative, and therefore the conclusion is that H5 is ***rejected.***
Lastly, social-perceptual traits of the MPQ (i.e., cultural empathy, social initiative, and open-mindedness) were used as a moderator. The results revealed a positive and significant moderating impact of stress-related traits of the MPQ on the relationship between cultural diversity and relationships with co-workers (b = .177, t = 2.164, p =.032), ***accepting H6***. Therefore, the social perceptual traits of the MPQ are a moderating variable in the relationship between cultural diversity and the last performance outcome, relationships with co-workers.

Table 4.2.9.

Moderation analysis summary for H6

	B	S.E.	t	p
Cultural Diversity x Social-perceptual traits of the MPQ	.177	.084	2.164	.032
Zscore (Cultural Diversity)	.148	.084	1.810	.072
Zscore (Social-perceptual traits of the MPQ)	.046	.086	.557	.579
$F_{(3, 146)} = 2.809$, p = .042[b], R^2 = .055				

Note. Output of SPSS analysis of moderating impact of social-perceptual traits on the relationship between cultural diversity and relationships with co-workers

Social-perceptual traits of the MPQ (i.e., open-mindedness, cultural empathy, and social initiative) were all used as moderators and analyzed separately to investigate how each trait moderates the relationship between cultural diversity and relationships with co-workers.

The results revealed a positive and significant moderating impact of open-mindedness on the relationship between cultural diversity and relationships with co-workers (b = .159, t = 1.970, p =.051). Therefore, open-mindedness is a moderating variable in the relationship between cultural diversity and relationships with co-workers.

Table 4.2.10.

Moderation analysis summary for H6 – open-mindedness

	B	S.E.	t	p
Cultural Diversity x Open-mindedness	.159	.079	1.970	.051
Zscore (Cultural Diversity)	.130	.084	1.588	.115
Zscore (Open-mindedness)	.134	.085	1.626	.106
$F_{(3, 146)} = 3.188$, p = .026[b], R^2 = .061				

Note. Output of SPSS analysis of moderating impact of open-mindedness on the relationship between cultural diversity and relationships with co-workers

The results revealed a positive and significant moderating impact of cultural empathy on the relationship between cultural diversity and relationships with co-workers (b = .196, t = 2.433, p =.016). Therefore, cultural empathy is a moderating variable in the relationship between cultural diversity and relationships with co-workers.

Table 4.2.11.

Moderation analysis summary for H6 – cultural empathy

	B	S.E.	t	p
Cultural Diversity x Cultural Empathy	.196	.087	2.433	.016
Zscore (Cultural Diversity)	.178	.083	2.204	.029
Zscore (Cultural Empathy)	-.088	.084	-1.072	.285
$F_{(3, 146)} = 3.991$, p = .009[b], R^2 = .076				

Note. Output of SPSS analysis of moderating impact of cultural empathy on the relationship between cultural diversity and relationships with co-workers

The results revealed a positive and insignificant moderating impact of social initiative on the relationship between cultural diversity and relationships with co-workers (b = .047, t = .576, p =.565). Therefore, social initiative is not a moderating variable in the relationship between cultural diversity and relationships with co-workers.

Table 4.2.12.

Moderation analysis summary for H6 – social initiative

	B	S.E.	t	p
Cultural Diversity x Social Initiative	.047	.085	.576	.565
Zscore (Cultural Diversity)	.151	.084	1.843	.067
Zscore (Social Initiative)	.048	.084	.590	.556
$F_{(3, 146)} = 1.423$, p = .238[b], R^2 = .028				

Note. Output of SPSS analysis of moderating impact of social initiative on the relationship between cultural diversity and relationships with co-workers

Even though social initiative has an insignificant impact on the relationship between cultural diversity and relationships with co-workers, the other two social-perceptual traits with a significant impact ensure that H6 is ***accepted.***

4.3. Multicultural experiences

This study assessed the moderating role of multicultural experiences (i.e., previously working in a culturally diverse team, living outside your home country for more than 6 consecutive months, exchange within the scope of your education, and growing up in a culturally diverse environment) on the relationships between cultural diversity and three performance outcomes,

creativity, job satisfaction, and relationships with co-workers. The following hypotheses were
proposed:

- **H7:** *Previous experiences working in a culturally diverse team positively affect the impact of cultural diversity on creativity, job satisfaction, and relationships with co-workers*
- **H8:** *Living outside of one's home country for more than six consecutive months positively affects the impact of cultural diversity on creativity, job satisfaction, and relationships with co-workers*
- **H9:** *Going on exchange within the scope of one's education positively affects the impact of cultural diversity on creativity, job satisfaction, and relationships with co-workers*
- **H10:** *Growing up in a culturally diverse environment positively affects the impact of cultural diversity on creativity, job satisfaction, and relationships with co-workers*

In this analysis, previous experiences working in a culturally diverse team were used as a moderator. The results revealed a negative and insignificant moderating impact of previous experiences working in a culturally diverse team on the relationship between cultural diversity and performance outcomes, i.e., creativity, job satisfaction, and relationships with co-workers grouped together (b = -.027, t = -.321, p =.749), ***rejecting H7***. Therefore, previous experiences working in a culturally diverse team are not a moderating variable in the relationship between cultural diversity and performance outcomes creativity, job satisfaction, and relationships with co-workers.

Table 4.3.1.

Moderation analysis summary for H7

	B	S.E.	t	p
Cultural Diversity x Previous experiences working in a culturally diverse team	-.027	.052	-.321	.749
Zscore (Cultural Diversity)	.210	.058	2.544	.012
Zscore (Previous experiences working in a culturally diverse team)	.032	.057	.388	.699
$F_{(3, 146)} = 2.168$, p = .094[b], $R^2 = .043$				

Note. Output of SPSS analysis of moderating impact of previous experiences working in a culturally diverse team on the relationship between cultural diversity and performance outcomes, creativity, job satisfaction and relationships with co-workers

Secondly, living outside your home country for more than 6 consecutive months was used as a moderator. The results revealed a negative and insignificant moderating impact of living outside your home country for more than 6 consecutive months on the relationship between cultural

diversity and performance outcomes, i.e., creativity, job satisfaction, and relationships with co-workers grouped together (b = -.129, t = -1.553, p =.123), *rejecting H8*. Therefore, living outside your home country for more than 6 consecutive months is not a moderating variable in the relationship between cultural diversity and performance outcomes creativity, job satisfaction, and relationships with co-workers.

Table 4.3.2.

Moderation analysis summary for H8

	B	*S.E.*	*t*	*p*
Cultural Diversity x Living outside your home country for more than 6 consecutive months	-.129	.058	-1.553	.123
Zscore (Cultural Diversity)	.232	.058	2.796	.006
Zscore (Living outside your home country for more than 6 consecutive months)	.072	.060	.832	.407
$F_{(3, 146)} = 3.480$, p = .018[b], R^2 = .067				

Note. Output of SPSS analysis of moderating impact of living outside your home country for more than 6 consecutive months on the relationship between cultural diversity and performance outcomes, creativity, job satisfaction and relationships with co-workers

Thirdly, going on exchange within the scope of your education was used as a moderator. The results revealed a negative and significant moderating impact of going on exchange within the scope of your education on the relationship between cultural diversity and performance outcomes, i.e., creativity, job satisfaction, and relationships with co-workers grouped together (b = -.165, t = -2.076, p =.040), *accepting H9*. Therefore, going on exchange within the scope of your education is a moderating variable in the relationship between cultural diversity and performance outcomes creativity, job satisfaction, and relationships with co-workers.

Table 4.3.3.

Moderation analysis summary for H9

	B	*S.E.*	*t*	*p*
Cultural Diversity x Going on exchange within the scope of your education	-.165	.056	-2.076	.040
Zscore (Cultural Diversity)	.207	.056	2.579	.011
Zscore (Going on exchange within the scope of your education)	.081	.056	1.011	.314

F (3, 146) = 3.912, p = .010[b], R^2 = .074

Note. Output of SPSS analysis of moderating impact of going on exchange within the scope of your education on the relationship between cultural diversity and performance outcomes, creativity, job satisfaction, and relationships with co-workers

Lastly, growing up in a culturally diverse environment was used as a moderator. The results revealed a negative and insignificant moderating impact of growing up in a culturally diverse environment on the relationship between cultural diversity and performance outcomes, i.e., creativity, job satisfaction, and relationships with co-workers grouped together (b = -.069, t = -.856, p =.394), ***rejecting H10***. Therefore, growing up in a culturally diverse environment is not a moderating variable in the relationship between cultural diversity and performance outcomes creativity, job satisfaction, and relationships with co-workers.

Table 4.3.4.

Moderation analysis summary for H10

	B	S.E.	t	p
Cultural Diversity x Growing up in a culturally diverse environment	-.069	.056	-.856	.394
Zscore (Cultural Diversity)	.210	.057	2.590	.011
Zscore (Growing up in a culturally diverse environment)	.048	.057	.600	.550
F (3, 146) = 2.450, p = .066[b], R^2 = .048				

Note. Output of SPSS analysis of moderating impact of growing up in a culturally diverse environment on the relationship between cultural diversity and performance outcomes, creativity, job satisfaction, and relationships with co-workers

5. Conclusion

This chapter presents the conclusions, including a discussion of the findings, the limitations of the study, and the recommendations for future research.

5.1. Discussion

The aim of this thesis was to research the relationship between cultural diversity and three performance outcomes, namely creativity, job satisfaction, and relationships with co-workers, as well as whether personality and previous multicultural experiences moderate this relationship. This led to the research question: *How do personality and previous multicultural experiences affect employees' creativity, job satisfaction, and relationships with co-workers in a diverse workplace?* This study is built upon a previous research foundation and found ten hypotheses. It also included a survey with 150 valid participants.

This research found significant results indicating a relationship between cultural diversity and performance outcomes. It also indicated that the moderating role of personality and multicultural experience is not as significant as it may have been assumed when this study began. Some results showed a positive impact of the two moderating variables on the relationships between cultural diversity and performance outcomes, and some a negative one. The following sections go into further detail.

5.1.1. Cultural diversity

Cultural diversity did not show significant outcomes for all three performance outcomes. The research found that cultural diversity negatively influences creativity and job satisfaction, meaning that the more diversity is present within a team, the less creative and satisfied with their jobs the team members will be. We also found that cultural diversity positively impacts relationships with co-workers, meaning that the more different cultures are present in a work environment, the more people tend to interact and get along with one another. This leads to the conclusion that, as a whole, cultural diversity does not necessarily lead to better workplace performance outcomes, as creativity and job satisfaction decrease, and only relationships with co-workers seem to thrive in a culturally diverse environment.

5.1.2. Personality

The second variable, personality, or more specifically, multicultural personality questionnaire (MPQ) traits did not show significant outcomes for all three performance outcomes. The research found that MPQ traits as a whole do not have a moderating impact on the relationship between cultural diversity and creativity, meaning that one's personality will not have an effect on

their creative abilities in a culturally diverse team. Additionally, we tested stress-related traits and social-perceptual traits of the MPQ as moderators of the relationship between cultural diversity and job satisfaction, and relationships with co-workers, respectively. It was found that stress-related traits do not have a moderating role in the relationship between cultural diversity and job satisfaction. Interestingly, flexibility on its own did have a significant impact on the relationship between cultural diversity and both creativity and job satisfaction, which means the more flexible an individual is, the more creative and more satisfied they are in the workplace. On the other hand, social-perceptual traits do play a significant role as a moderator in the impact cultural diversity has on relationships with co-workers. Those who portray cultural empathy and open-mindedness in the workplace tend to form better and stronger relationships with their co-workers. However, social initiative did not have the same positive and significant impact on the relationship between cultural diversity and relationships with co-workers the other two social-perceptual traits did, which shows that social initiative does not play a role in forming better relationships with co-workers. In other words, we found that MPQ traits, as well as stress-related traits, have a negative impact on the relationship between cultural diversity and their respective performance outcomes, creativity, and job satisfaction, while social-perceptual positively impact the relationship between diversity and relationships with co-workers.

5.1.3. Multicultural experiences

Lastly, multicultural experiences did not show significant outcomes for all three performance outcomes. The research found that multicultural experiences, more specifically previous experiences working in a culturally diverse team, living outside of one's home country for 6 consecutive months, and growing up in a culturally diverse environment do not have a moderating impact on the relationship between cultural diversity and the three performance outcomes defined in this study, i.e., creativity, job satisfaction, and relationships with co-workers. This means that these experiences do not have an effect on one's creative or social abilities (that would help in building relationships with co-workers) or job satisfaction in a culturally diverse team. On the other hand, going on exchange within the scope of one's education has yielded a significant result that confirms a moderating role of this multicultural experience on the relationship between cultural diversity and the three performance outcomes. In other words, going on exchange at any point during one's education does have a positive impact on creativity, job satisfaction, and building and maintaining relationships with co-workers.

5.2. Limitations

One of the most significant limitations of this study was finding respondents who have a paying job and work within a team due to a limited network of the researcher. A lot of participants who started the survey did not complete it, rendering their input unusable. Since diversity is widely known and its impact on performance is a well-researched topic, many participants identified the topic of research, increasing bias in their answers. On the other hand, questions regarding personality and multicultural experiences were considered confusing to a number of participants as they were not sure how they related to the topic they had in mind. One respondent contacted the researcher and identified a substantial limitation within the survey, i.e., whether certain questions referred to the organization as a whole or only the team the respondent worked within. Also, the phrasing and order of the questions may have influenced the answers of the participants, even though the researcher tried to avoid this through thorough research and preparation. Additionally, the sample itself is also a limitation due to the positive attitude of respondents towards diversity and its positive impact on enhancing relationships. The results may have differed if the researched sample had been less open-minded.

The second limitation of this research is the measurements set up for diversity. There are a lot of existing diversity measurements, however, none that correspond to the aim of this thesis. It was difficult to find how to operationalize diversity in terms of objectivity and subjectivity. Additionally, the researcher discovered that the question 'How culturally diverse do you think your team is?' may be too subjective as rating their opinion on a scale of 1 to 5 was a source of confusion for a number of respondents. Lastly, as there is no existing research connecting the four variables this study is using in its research model (i.e., diversity, performance outcomes, personality, and multicultural experiences), the content for the theoretical framework in certain sections was limited, e.g., the link between multicultural experiences and job satisfaction.

5.3. Directions for further research

As previously mentioned in other sections, this study is new and unique due to its attempt to connect four variables, i.e., cultural diversity, performance outcomes such as creativity, job satisfaction, and relationships with co-workers, personality, and multicultural experiences. This study only scrapes the surface of the depth of the relationships between these variables. For further research, this study can benefit from separate surveys for each variable that clarify whether the questions are meant for the whole organization or a specific team, as well as experiments to discover participants' opinions of these relationships first-hand. The research on the link between cultural diversity, as well as personality on the three performance outcomes is extensive. However, not many sources show how previous multicultural experiences impact performance, as well as

each performance outcome individually. Therefore, further studies should focus on the impact multicultural experiences have on performance, as well as multicultural experiences and personality as moderators in the relationship between cultural diversity and creativity, job satisfaction, and relationships with co-workers.

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Appendices

Appendix A: Thesis figures

Figure A1: Research model created for this study

```
              Personality traits
                      │
                      ▼
Cultural diversity ───────► Performance
                      ▲
                      │
          Previous cultural experiences
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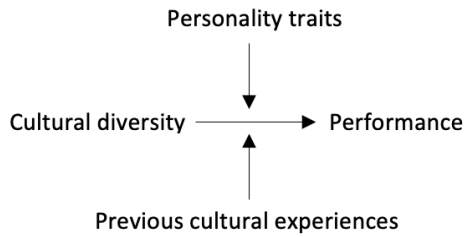
Figure A2: The distribution for variable 'Finds it difficult to make contacts'
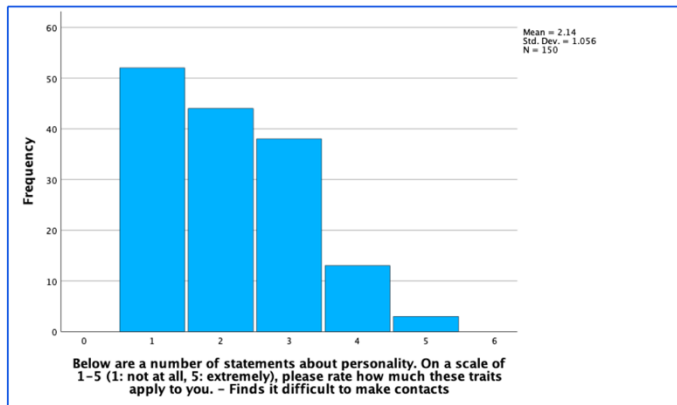
Appendix B: Thesis tables

Table B1.

Statements used for testing each personality trait

Cultural empathy	Flexibility	Social initiative	Open-mindedness	Emotional stability
Pays attention to the emotions of others	Works according to strict rules	Takes the lead	Tries out various approaches	Worries
Is a good listener	Works according to plan	Leaves initiative to others to make contacts	Is looking for new ways to attain his or her goal	Gets upset easily
Senses when others get irritated	Works according to a strict scheme	Finds it difficult to make contacts	Starts a new life easily	Is nervous
Enjoys getting to know others profoundly	Looks for regularity in life	Takes initiative	Likes to imagine solutions to problems	Is likely to feel lonely
Enjoys other people's stories	Likes routine	Is inclined to speak out	Is a trendsetter in societal developments	Keeps calm when things don't go well
Notices when someone is in trouble	Wants predictability	Is often the driving force behind things	Has feeling for what is appropriate in culture	Is insecure

Sympathizes with others	Functions best in a familiar setting	Makes contacts easily	Seeks out people from different backgrounds	Is under pressure
Sets others at ease	Has fixed habits	Is reserved	Has a broad range of interests	Is not easily hurt

Table B2.

Descriptives (i.e., mean, range, standard deviation, and correlations) for variables cultural diversity, personality, multicultural experiences, and performance outcomes)

Variable	N	Range	Mean	Std.Deviation	Variable	N	Range	Mean	Std.Deviation
Q9_1	150	4	3.04	1.253	Q11_13	150	4	*2.85*	1.060
Q10_1	150	6	5.61	1.375	Q11_14	150	4	3.21	1.070
Q10_2	150	6	5.17	1.328	Q11_15	150	4	2.77	1.102
Q10_3	150	6	5.71	1.053	Q11_16	150	3	3.80	.835
Q10_4	150	6	5.25	1.395	Q11_17	150	4	*3.27*	.874
Q10_5	150	5	4.85	1.217	Q11_18	150	3	3.90	.730
Q10_6	150	5	5.61	.940	Q11_19	150	4	2.46	1.168
Q10_7	150	6	5.61	1.080	Q11_20	150	3	3.92	.696
Q10_8	150	6	5.07	1.357	Q11_21	150	4	*3.19*	.958
Q10_9	150	5	5.25	1.129	Q11_22	150	4	3.67	.781
Q10_10	150	4	5.91	.759	Q11_23	150	4	*2.83*	1.022
Q10_11	150	6	5.32	1.244	Q11_24	150	4	3.31	.883
Q10_12	150	6	5.15	1.294	Q11_25	150	3	*3.88*	.750
Q10_13	150	6	4.93	1.450	Q11_26	150	4	3.29	.846
Q10_14	150	6	5.07	1.264	Q11_27	150	4	3.49	1.008
Q10_15	150	6	5.58	1.228	Q11_28	150	4	3.85	.839
Q10_16	150	6	5.41	1.321	Q11_29	150	4	2.41	.991
Q10_17	150	5	5.20	1.269	Q11_30	150	3	4.05	.712
Q10_18	150	6	4.45	1.477	Q11_31	150	3	3.62	.791
Q11_1	150	4	4.11	.799	Q11_32	150	4	3.25	.928
Q11_2	150	4	3.37	.806	Q11_33	150	4	3.72	.852
Q11_3	150	4	3.47	.895	Q11_34	150	4	2.97	.990
Q11_4	150	4	3.61	.768	Q11_35	150	4	3.59	.761
Q11_5	150	4	3.39	1.098	Q11_36	150	4	3.22	.904
Q11_6	150	3	4.04	.623	Q11_37	150	3	3.55	.938
Q11_7	150	3	3.82	.646	Q11_38	150	4	3.84	.812
Q11_8	150	4	2.80	1.023	Q11_39	150	4	2.70	.918
Q11_9	150	4	3.75	.819	Q12	150	1	1.23	.420
Q11_10	150	4	2.49	.961	Q13	150	1	1.27	.447
Q11_11	150	4	3.91	.827	Q14	150	1	1.52	.501
Q11_12	150	4	3.01	.945	Q15	150	1	1.45	.499

Note. This table demonstrates the elements of descriptive statistics needed to describe the final sample.

Table B3.

Moderation analysis summary for H4

	B	S.E.	t	p
Cultural Diversity x MPQ traits	-.040	.051	-.512	.609
Zscore (Cultural Diversity)	.021	.053	.261	.794
Zscore (MPQtraits)	.347	.053	4.371	<.001
$F_{(3, 146)} = 6.985$, p <.001[b], R^2 = .126				

Note. Output of SPSS analysis of moderating impact of MPQ traits on the relationship between cultural diversity and creativity

Table B4.

Moderation analysis summary for H4 – cultural empathy

	B	S.E.	t	p
Cultural Diversity x Cultural empathy	-.076	.056	-.934	.352
Zscore (Cultural Diversity)	.054	.054	.657	.512
Zscore (CulturalEmpathy)	.211	.055	2.555	.012
$F_{(3, 146)} = 3.283$, p = .023[b], R^2 = .063				

Note. Output of SPSS analysis of moderating impact of cultural empathy on the relationship between cultural diversity and creativity

Table B5.

Moderation analysis summary for H4 – flexibility

	B	S.E.	t	p
Cultural Diversity x Flexibility	.183	.053	2.278	.024
Zscore (Cultural Diversity)	.102	.053	1.274	.205
Zscore (Flexibility)	-.120	.053	-1.493	.138
$F_{(3, 146)} = 2.956$, p = .034[b], R^2 = .057				

Note. Output of SPSS analysis of moderating impact of flexibility on the relationship between cultural diversity and creativity

Table B6.

Moderation analysis summary for H4 – social initiative

	B	S.E.	t	p
Cultural Diversity x Social Initiative	-.095	.047	-1.359	.176
Zscore (Cultural Diversity)	.049	.047	.701	.484
Zscore (Social Initiative)	.510	.047	7.235	<.001

F (3, 146) = 18.902, p < .001[b], R^2 = .280

Note. Output of SPSS analysis of moderating impact of social initiative on the relationship between cultural diversity and creativity

Table B7.

Moderation analysis summary for H4 – open-mindedness

	B	S.E.	t	p
Cultural Diversity x Open-mindedness	-.118	.045	-1.632	.105
Zscore (Cultural Diversity)	.011	.048	.150	.881
Zscore (Open-mindedness)	.469	.049	6.386	<.001
F (3, 146) = 16.156, p < .001[b], R^2 = .249				

Note. Output of SPSS analysis of moderating impact of open-mindedness on the relationship between cultural diversity and creativity

Table B8.

Moderation analysis summary for H4 – emotional stability

	B	S.E.	t	p
Cultural Diversity x Emotional stability	.025	.054	.300	.764
Zscore (Cultural Diversity)	.089	.055	1.067	.288
Zscore (Emotional Stability)	.024	.056	.289	.773
F (3, 146) = .503, p = 681[b], R^2 = .010				

Note. Output of SPSS analysis of moderating impact of emotional stability on the relationship between cultural diversity and creativity

Table B9.

Moderation analysis summary for H5

	B	S.E.	t	p
Cultural Diversity x Stress-related traits of the MPQ	-.101	.089	-1.241	.217
Zscore (Cultural Diversity)	.203	.088	2.502	.013
Zscore (Stress-related traits of the MPQ)	-.089	.088	-1.088	.278
F (3, 146) = 2.809, p = .042[b], R^2 = .055				

Note. Output of SPSS analysis of moderating impact of stress-related traits on the relationship between cultural diversity and job satisfaction

Table B10.

Moderation analysis summary for H5 – emotional stability

	B	S.E.	t	p
Cultural Diversity x Emotional Stability	-.019	.085	-.235	.814
Zscore (Cultural Diversity)	.213	.087	2.630	.009
Zscore (Emotional Stability)	-.198	.087	-2.473	.015
$F_{(3, 146)} = 3.887$, $p = .010^b$, $R^2 = .074$				

Note. Output of SPSS analysis of moderating impact of emotional stability on the relationship between cultural diversity and job satisfaction

Table B11.

Moderation analysis summary for H5 - flexibility

	B	S.E.	t	p
Cultural Diversity x Flexibility	-.167	.086	-2.092	.038
Zscore (Cultural Diversity)	.183	.087	2.279	.024
Zscore (Flexibility)	.044	.087	.553	.581
$F_{(3, 146)} = 3.378$, $p = .020^b$, $R^2 = .065$				

Note. Output of SPSS analysis of moderating impact of flexibility on the relationship between cultural diversity and job satisfaction

Table B12.

Moderation analysis summary for H6

	B	S.E.	t	p
Cultural Diversity x Social-perceptual traits of the MPQ	.177	.084	2.164	.032
Zscore (Cultural Diversity)	.148	.084	1.810	.072
Zscore (Social-perceptual traits of the MPQ)	.046	.086	.557	.579
$F_{(3, 146)} = 2.809$, $p = .042^b$, $R^2 = .055$				

Note. Output of SPSS analysis of moderating impact of social-percecptual traits on the relationship between cultural diversity and relationships with co-workers

Table B13.

Moderation analysis summary for H6 – open-mindedness

	B	S.E.	t	p
Cultural Diversity x Open-mindedness	.159	.079	1.970	.051
Zscore (Cultural Diversity)	.130	.084	1.588	.115
Zscore (Open-mindedness)	.134	.085	1.626	.106
$F_{(3, 146)} = 3.188$, $p = .026^b$, $R^2 = .061$				

Note. Output of SPSS analysis of moderating impact of open-mindedness on the relationship between cultural diversity and relationships with co-workers

Table B14.

Moderation analysis summary for H6 – cultural empathy

	B	S.E.	t	p
Cultural Diversity x Cultural Empathy	.196	.087	2.433	.016
Zscore (Cultural Diversity)	.178	.083	2.204	.029
Zscore (Cultural Empathy)	-.088	.084	-1.072	.285
$F_{(3, 146)} = 3.991$, $p = .009^b$, $R^2 = .076$				

Note. Output of SPSS analysis of moderating impact of cultural empathy on the relationship between cultural diversity and relationships with co-workers

Table B15.

Moderation analysis summary for H6 – social initiative

	B	S.E.	t	p
Cultural Diversity x Social initiative	.047	.085	.576	.565
Zscore (Cultural Diversity)	.151	.084	1.843	.067
Zscore (Social initiative)	.048	.084	.590	.556
$F_{(3, 146)} = 1.423$, $p = .238^b$, $R^2 = .028$				

Note. Output of SPSS analysis of moderating impact of social initiative on the relationship between cultural diversity and relationships with co-workers

Table B16.

Moderation analysis summary for H7

	B	S.E.	t	p
Cultural Diversity x Previous experiences working in a culturally diverse team	-.027	.052	-.321	.749
Zscore (Cultural Diversity)	.210	.058	2.544	.012
Zscore (Previous experiences working in a culturally diverse team)	.032	.057	.388	.699
F (3, 146) = 2.168, p = .094[b], R^2 = .043				

Note. Output of SPSS analysis of moderating impact of previous experiences working in a culturally diverse team on the relationship between cultural diversity and performance outcomes, creativity, job satisfactions, and relationships with co-workers

Table B17.

Moderation analysis summary for H8

	B	S.E.	t	p
Cultural Diversity x Living outside your home country for more than 6 consecutive months	-.129	.058	-1.553	.123
Zscore (Cultural Diversity)	.232	.058	2.796	.006
Zscore (Living outside your home country for more than 6 consecutive months)	.072	.060	.832	.407
F (3, 146) = 3.480, p = .018[b], R^2 = .067				

Note. Output of SPSS analysis of moderating impact of living outside your home country for more than 6 consecutive months on the relationship between cultural diversity and performance outcomes, creativity, job satisfactions, and relationships with co-workers

Table B18.

Moderation analysis summary for H9

	B	S.E.	t	p
Cultural Diversity x Going on exchange within the scope of your education	-.165	.056	-2.076	.040
Zscore (Cultural Diversity)	.207	.056	2.579	.011
Zscore (Going on exchange within the scope of your education)	.081	.056	1.011	.314
F (3, 146) = 3.912, p = .010[b], R^2 = .074				

Note. Output of SPSS analysis of moderating impact of going on exchange within the scope of your education on the relationship between cultural diversity and performance outcomes, creativity, job satisfactions, and relationships

with co-workers

Table B19.

Moderation analysis summary for H10

	B	S.E.	t	p
Cultural Diversity x Growing up in a culturally diverse environment	-.069	.056	-.856	.394
Zscore (Cultural Diversity)	.210	.057	2.590	.011
Zscore (Growing up in a culturally diverse environment)	.048	.057	.600	.550
$F_{(3, 146)} = 2.450$, p = .066[b], R^2 = .048				

Note. Output of SPSS analysis of moderating impact of growing up in a culturally diverse environment on the relationship between cultural diversity and performance outcomes, creativity, job satisfactions, and relationships with co-workers

Appendix C: Survey

Informed consent

Welcome!

Dear respondent, we appreciate your interest in this research. We invite you to fill in a questionnaire about your job and how you feel about working in your current position. The questionnaire will take approximately 5 minutes to fill in. Please answer each question carefully and honestly. We are sincerely interested in your personal opinions, and there are no right or wrong answers.

If you have questions about this research, in advance or afterward, you can contact me, the responsible researcher. If you have any additional questions, please do not hesitate to contact me at lucijacajo0501@gmail.com so we can forward your concerns to our lecturers.

This study abides by the Netherlands' code of conduct for scientific research, as formulated by the VSNU – association of universities in the Netherlands (www.vsnu.nl), and the EU standards for privacy and data management.

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

Consent

If you understand the information above and freely consent to participate in this study, click on the "I agree" button below to start the questionnaire.

- I agree
- I disagree

Work

Q1. Do you have a paying job?

- Yes
- No

Q2. What kind of organization do you work for?
Q3. How many people work in your organization?
Q4. How long have you worked there?
Q5. Do you work in a team?

- Yes
- No

Q6. In which country is your organization based?

Cultural diversity

Q7. How many people work in your team?
Q8. How many different nationalities are represented in your team?
Q9. On a scale of 1-5 (1: not at all, 5: extremely), please rate following statement.

	Not at all	Slightly	Moderately	Very	Extremely
How culturally diverse do you think your team is?	○	○	○	○	○

Performance outcomes

Q10. Below are a number of statements about your job / organization / yourself. On a scale of 1-7 (1: strongly disagree, 7: strongly agree), please rate them.

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
I feel committed to my job	○	○	○	○	○	○	○
I can confide in people at work	○	○	○	○	○	○	○
I easily understand abstract ideas	○	○	○	○	○	○	○
I am satisfied with my current job	○	○	○	○	○	○	○
I ask questions that nobody else does	○	○	○	○	○	○	○
I can count on my colleagues	○	○	○	○	○	○	○
I feel comfortable around my co-workers	○	○	○	○	○	○	○
Through my job, I gain respect and status	○	○	○	○	○	○	○
I challenge others' points of view	○	○	○	○	○	○	○
I can easily link facts together	○	○	○	○	○	○	○
My job makes me feel useful	○	○	○	○	○	○	○
I like spending time with my co-workers	○	○	○	○	○	○	○

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
My job gives me the opportunity to show what I am worth	○	○	○	○	○	○	○
My co-workers positively affect my mood	○	○	○	○	○	○	○
I have a vivid imagination	○	○	○	○	○	○	○
I prefer variety to routine	○	○	○	○	○	○	○
My job gives me the feeling that I have done something valuable	○	○	○	○	○	○	○
I look forward to working so I can see my co-workers	○	○	○	○	○	○	○

Personality traits

Q11. Below are a number of statements about your job / organization / yourself. On a scale of 1-7 (1: strongly disagree, 7: strongly agree), please rate them.

	Not at all	Slightly	Moderately	Very	Extremely
Pays attention to the emotions of others	○	○	○	○	○
Works according to strict rules	○	○	○	○	○
Takes the lead	○	○	○	○	○
Tries out various approaches	○	○	○	○	○
Worries	○	○	○	○	○
Is a good listener	○	○	○	○	○
Works according to plan	○	○	○	○	○
Is reserved	○	○	○	○	○
Is looking for new ways to attain his or her goal	○	○	○	○	○
Gets upset easily	○	○	○	○	○
Senses when others get irritated	○	○	○	○	○
Works according to a strict scheme	○	○	○	○	○
Leaves initiative to others to make contacts	○	○	○	○	○
Starts a new life easily	○	○	○	○	○
Is nervous	○	○	○	○	○
Enjoys getting to know others profoundly	○	○	○	○	○
Looks for regularity in life	○	○	○	○	○
Finds it difficult to make contacts	○	○	○	○	○
Likes to imagine solutions to problems	○	○	○	○	○
Is likely to feel lonely	○	○	○	○	○
Enjoys other people's stories	○	○	○	○	○
Likes routine	○	○	○	○	○
Takes initiative	○	○	○	○	○
Is a trendsetter in societal developments	○	○	○	○	○
Keeps calm when things don't go well	○	○	○	○	○
Notices when someone is in trouble	○	○	○	○	○
Wants predictability	○	○	○	○	○
Is inclined to speak out	○	○	○	○	○
Has feeling for what is appropriate in culture	○	○	○	○	○
Is insecure	○	○	○	○	○

	Not at all	Slightly	Moderately	Very	Extremely
Sympathizes with others	○	○	○	○	○
Functions best in a familiar setting	○	○	○	○	○
Is often the driving force behind things	○	○	○	○	○
Seeks out people from different backgrounds	○	○	○	○	○
Is under pressure	○	○	○	○	○
Sets others at ease	○	○	○	○	○
Has fixed habits	○	○	○	○	○
Makes contacts easily	○	○	○	○	○
Has a broad range of interests	○	○	○	○	○
Is not easily hurt	○	○	○	○	○

Cultural experiences

Q12. Do you have previous experiences working in a culturally diverse team?

- Yes
- No

Q13. Have you lived outside your home country for more than 6 months consecutively?

- Yes
- No

Q14. Did you go on exchange within the scope of your education?

- Yes
- No

Q15. Did you grow up in a culturally diverse environment?

- Yes
- No

General information

Q16. What is your age?

- Under 18 years old
- 18-24 years old
- 25-34 years old
- 35-44 years old
- 45-54 years old
- 55-64 years old
- 65-74 years old
- 75 years or older

Q17. What is your gender?

- Male
- Female
- Non-binary/third gender
- Prefer not to say

Q18. What is the highest level of education you have completed?

- High school
- Bachelor's degree
- Master's degree
- Doctorate degree

Q19. In which country were you born?
Q20. In which country was your first parent born?
Q21. In which country was your second parent born?
Q22. Where are you currently living?