

LEBANESE AMERICAN UNIVERSITY

The Relationship between Aggregate Diversity and
Employee Performance, mediated by Emotional
Intelligence

By

Leen Baassiri

A thesis submitted in partial fulfillment of the requirements for the degree
of Master of Business Administration

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Student Name: Ivan Baasiri I.D. #: 201601440

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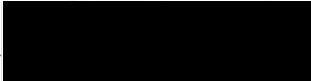
Department: Management

School: Adnan Kassar School of Business

The undersigned certify that they have examined the final electronic copy of this thesis and approved it in Partial Fulfillment of the requirements for the degree of:

MBA in the major of Management

Thesis Advisor's Name: _____

Signature:  Date: 21 / 12 / 2020
Day Month Year

Committee Member's Name: Leila Messarra

Signature:  Date: 31 / 12 / 2020
Day Month Year

Committee Member's Name: Abdul-Nasser Kassar

Signature:  Date: 31 / 12 / 2020
Day Month Year

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DEDICATION

I dedicate this thesis to my beloved family, to whom I owe my success.

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The Relationship between Aggregate Diversity and Employee Performance, mediated by Emotional Intelligence

Leen Baassiri

ABSTRACT

Purpose: The primary purpose of this research is to study the mediating effect of Emotional Intelligence on the relationships between Aggregate Diversity and Task Performance, and Collegiality Performance in the workplace. It also aims to identify the factors of diversity in the workplace that may influence employee performance.

Design/Methodology/Approach: A conceptual model was designed and empirically tested using data collected via online questionnaires. The survey was randomly disseminated via mailers and WhatsApp to family members, friends and acquaintances in Lebanon and was subsequently circulated to their family members, friends and acquaintances in Lebanon. Therefore the exact number of recipients could not be calculated. The total number of collected responses was 311. Subsequently, 1 response was eliminated from the survey as the recipient did not want to participate. The scales used were tested on SPSS software, and the conceptual model was tested by applying the Partial Least Square Structural Equation Modeling using the SmartPLS 3.2 software.

Findings: The results indicated that Aggregate Diversity has a positive impact on Task Performance, and Emotional Intelligence, acting as a mediator, further strengthens this relationship. However, the relationship between Aggregate Diversity and Collegiality Performance was not proven, and neither was the mediating effect of Emotional Intelligence on this relationship.

Originality/value: The relationships in the proposed model and the findings of this research have major practical implications in today's firms. Upon identifying the factors of diversity that

impact employee performance, hiring managers can enhance the efficiency of the hiring process. Moreover, they can set a high standard for emotional intelligence and test for it in the interview phase.

Keywords: Aggregate Diversity, Workforce Diversity, Employee Performance, Task Performance, Collegiality Performance, Emotional Intelligence, Resource-Based Theory, Partial Least Square Structural Equation Modeling

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LIST OF ABBREVIATIONS

1- HR	Human Resources
2- HRM	Human Resources Management
3- EQ	Emotional Intelligence
4- GDP	Gross Domestic Product
5- LAU	Lebanese American University
6- NBC	National Broadcasting Channel
7- IQ	Intelligence
8- EID	Emotional Intelligence and Diversity
9- TEIQue-SF	Trait Emotional Intelligence Questionnaire–Short Form
10- EP	Employee Performance
11- AGD	Age Diversity
12- GEND	Gender Diversity
13- OTD	Organizational Tenure Diversity
14- EDUD	Educational Background Diversity
15- EXPD	Work Experience Diversity
16- RELD	Religion Diversity
17- REGD	Regional Diversity
18- TP	Task Performance
19- CP	Collegiality Performance
20- AVE	Average Variance Extracted
21- PLS	Partial Least Squares

Chapter One

Introduction

1.1 General Background

As times have changed, business protocol has evolved. Companies have become more employee centric, and talent management has come into play more than ever. Human Resources Management (HRM) is now one of the most important functions in an organization, and companies try to ensure that they are hiring not only the proper individuals for the job, but also the proper mix or diversity necessary for the success of the company. For this reason, organizations are investing more and more in HRM, which in turn translates into organizational profits as well as employee productivity.

Employees are a company's most valuable asset, and their diversity creates a more positive work ambience (Gilbert & Ivancevich, 2000), whereby their *differences* actually make all the difference. Diversity in the workplace "refers to the composition of work units in terms of the cultural or demographic characteristics that are salient and symbolically meaningful in the relationships among group members." (DiTomaso, Post, & Parks-Yancy, 2007, p. 473) These characteristics can take on different forms, namely age, gender, educational background, work experience, nationality, organizational tenure, region, and language. Highly diverse teams have proven greater levels of resilience. This thesis took place during the COVID-19 pandemic, at a time when working remotely is the new norm. The workplace, therefore, is no longer a physical place but rather a concept as it can refer to a range of places, from the office to one's

own bedroom. Nonetheless, diversity has once again proven that it is an essential factor for a company to realize more productivity during a time that can be characterized as ‘survival of the fittest’ (Friedman, 2006; Gupta, 2008).

This research highlights the mediating effect Emotional Intelligence (EQ) has on employee performance—task performance and collegiality performance—in Lebanese industries when both EQ and diversity in the workplace come into play. Emotional intelligence is yet another essential factor for organizational productivity. Emotional intelligence has been defined as “a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions.” (Salovey & Mayer, 1990, p. 189) Once again, the researcher highlights the importance of Emotional intelligence during these changing times, as employees are working under time-, place- and resource-constraints. This poses great levels of stress, and employees must train themselves to become aware of their own emotions as well as the emotions of those around them in order to cope.

This thesis will build on the theoretical framework of the Resource-Based Theory. The theory is explained in a later chapter in the paper.

1.2 Research Problem

There has been extensive research conducted on the relationship between different factors of diversity in the workplace and organizational performance. These factors may include—but are not limited to—age, gender, ethnicity, color, race, culture, disability, and personality traits. However, less research has investigated the

relationships of the above factors with task performance and collegiality performance, respectively. Fewer studies included the diversity factors Organizational Tenure Diversity, Work Experience Diversity, Educational Background Diversity, Regional Diversity, and Religion Diversity (Sheth & Das, 2018). In addition, the mediating effect of Emotional Intelligence on the relationships between the mentioned factors of diversity and task performance and collegiality performance has not been thoroughly investigated. This research attempts to answer the question: What is the relationship between Aggregate Diversity and Task Performance, the relationship between Aggregate Diversity and Collegiality Performance, and are they mediated by Emotional Intelligence?

1.3 Purpose of the Study

The purpose of this study is to study the effect of Aggregate Diversity in the workplace on Task Performance and on Collegiality Performance, mediated by Emotional Intelligence. A literature review will follow in the next chapter in this thesis, and the researcher will identify the diversity factors with prominent effect on employee performance. The impact of workforce diversity on the employee performance within the organization will be examined, and then the mediating effect of Emotional Intelligence on the relationships between Aggregate Diversity and Task Performance, and Aggregate Diversity and Collegiality Performance will be put to test. The research also aims to assess the perception of employees, working in different sectors, on the impact of diversity in the workplace on their performance.

1.4 Significance of the Study

This research will result in important findings that will add to the literature available for the concept of aggregate diversity. It will provide understanding of the relationship between Aggregate Diversity and Employee Performance mediated by Emotional Intelligence that does not currently exist in the literature. Moreover, it will provide insights to improve Human Resources Management practices in order to enhance employee performance, and in turn enhance organizational performance.

1.5 Research Objectives

1.5.1 Primary Objectives

To study the mediating effect of Emotional Intelligence on the relationship between Aggregate Diversity and Task Performance and the relationship between Aggregate Diversity and Collegiality Performance

1.5.2 Secondary Objectives

The secondary objectives of this research are:

- To identify the factors of diversity in the workplace that may influence employee performance
- To assess the perception of employees, working in different sectors, on the impact of diversity in the workplace on their performance

1.6 Scope of the Study

The research conducted for this thesis focuses on the relationships between Aggregate Diversity and Task Performance and Collegiality Performance, mediated by Emotional Intelligence among employees working in different sectors and industries in Lebanon.

1.7 Original Contribution by the Thesis

This research has contributed to the existing literature and knowledge related to the different factors of diversity in the workplace and their effects on task and collegiality performance by adding new insights and results that were reached through qualitative and quantitative research. This study will give organizations a better understanding on how diversity factors in the workplace influence task and collegiality performance, and whether these relationships are mediated by Emotional Intelligence.

1.8 Structure of the Thesis

This thesis consists of five chapters, which will be settled as follows:

Chapter 1 Introduction

This chapter identifies the research problem and purpose of the study. It sets forth the constructed model, which will help the reader in understanding the path taken towards the thesis conclusion. The chapter consists of the following sections: Research Background, Research Problem, Purpose of the Study, Significance of the Study, Research Objectives, Scope of the Study, Original Contribution by the Thesis, and Structure of the Thesis.

Chapter 2 Literature Review

This chapter embodies existing literature and knowledge in the relationships between Aggregate Diversity and Task Performance, and Collegiality Performance, mediated by Emotional Intelligence. It dissects Aggregate Diversity into the different factors that are under study in this research. The relationships between the variables are highlighted. Moreover, this chapter draws on the theoretical framework of the resource-based theory and puts forth the postulated hypotheses.

Chapter 3 Research Methodology

This chapter describes the methodology used in conducting the research. It consists of the following sections: Construct Operationalization, Scale Development, Reliability and Validity of Constructs, Testing Survey for Common Method Bias and Survey Administration.

Chapter 4 Findings

This chapter reports the major findings of the conducted research and tests each hypothesis individually. A structural model model is redrawn to show the hypotheses that have been supported.

Chapter 5 Discussion

This chapter discusses the findings of the research within the context of Lebanon.

Chapter 6 Limitations and Further Recommendations

This chapter addresses a few limitations to the research and highlights some recommendations for future research.

Chapter 7 Conclusion

This chapter states the final conclusion for this research.

Chapter Two

Literature Review

2.1 Research Background

This section is the first step to conducting the research. It presents findings in previous literature and studies conducted on similar models. As such, it provides further insight to the researcher on the detailed field of study. Moreover, it assists the researcher in learning about and becoming acquainted with the tested methods and interpretations that have been used in similar studies. In addition, this section allows the researcher to identify limitations in previous literature which may be taken into consideration in this research and possibly overcome.

2.2 Industry in Lebanon

Because this study is conducted in various industries in Lebanon, this section briefly highlights the major sectors with major contribution to the national Gross Domestic Product (GDP). Readers will therefore be able to form a general picture of the different workplaces the sample of this thesis constitutes.

According to World Atlas (2019), the main industries in Lebanon are banking, tourism, agriculture, education, and communication. In the post-Civil war era, these have played a significant contribution to the economy. However, Lebanon's economy has suffered lack in growth over the last few years (Wehbi, 2018). With the protests that were ongoing and since the country reported its first positive case of COVID-19 on

February 21, 2020, its economy had started to collapse. This took a toll on the different sectors, expressing more impact on certain sectors over others. Lebanon's robust tourism sector which had contributed a staggering 19% to the national GDP in 2016 (Bankmed, n.d.), was terribly affected by the pandemic, as were tourism sectors globally (Wehbi, 2018). This study is carried out in times where the Lebanese industries have felt the impact of the pandemic as well as the downfall of the economy.

2.3 Diversity in the Workplace

Diversity has been defined as not only the differences in demographic characteristics and culture but also the act of acknowledging, understanding, accepting, valuing and celebrating these differences (Esty, Griffin, & Schorr-Hirsh, 1995). Diversity issues have long been considered significant across the globe because the future, back then, of globalization and emigration has now become a reality. Diversity in the workplace emerged in the mid-1980s after a report argued that "demography is destiny" and that the labor force was prone to undergo some drastic changes (Friedman & DiTomaso, 1996; Johnston & Packer, 1987). Workforce diversity has been defined as the cultural and demographic composition of work units that hold symbolic meaning in the relationships among group members (DiTomaso et al., 2007). Whereas individual diversity measures the average difference of items characterizing an individual, aggregate diversity is a measure of the total number of dissimilar items characterizing a group (Niemann & Wolpers, 2013).

Companies are constantly looking for smart ways to become totally inclusive, and that is very evident in Lebanon. There are people of various nationalities, religions,

cultural background, and work experience working in the different industries in Lebanon (Haddad, 2002). A very prominent example is the higher education organizations, such as the American University of Beirut (Equity & Title IX Policy Working Group) and the Lebanese American University (Title IX at LAU), which are inclusive universities, catering to the needs of all people, with a vast body of tens of thousands of students and employees together. Likewise, the different sectors in the country have shown an increase in workforce diversity. As stated in UNESCO's (2019) "A Message from Lebanon to the World on Cultural Diversity, for Dialogue and Development", Lebanon is exemplary in cultural diversity. Every city and village in the country has its own cultural history, adding to the mosaic of culture in Lebanon.

2.3.1 Resource-Based Theory of Diversity

The resource-based theory focuses on performance heterogeneity in organizations (Yang & Konrad, 2011). This theory views organizations as comprising of a variety of resources that can be divided into the four categories: physical capital resources, financial capital resources, human capital resources and corporate capital resources (Yang & Konrad, 2011). Since resources can play a dual role in either facilitating or repressing a firm from efficiently achieving and implementing business strategies, performance heterogeneity is determined by the attributes of resources held by firms (Yang & Konrad, 2011). Resources can be one of the following: valuable, rare and inimitable to an organization, altogether giving the firm a sustained competitive edge (Barney, 1989). The theory postulates that resources are acquired and exploited primarily for economic gain in the context of product market competition (Yang & Konrad, 2011). Thus, managers devise and implement a strategy that is expected to

return with the highest future value. Various researchers have inferred that diversity is a resource that can be considered as valuable, rare and inimitable, enhancing the firm competitiveness and thereby increasing organizational performance (Richard, Barnett, Dwyer, & Chadwick, 2004). Richard (2000) and his colleagues have demonstrated that racial diversity has a positive impact on financial performance. Moreover, Leonard and Levine (2006) have identified a significant inverse effect of diversity on turnover and a positive effect of diversity on innovation strategy, which ultimately lead to higher productivity and better performance.

2.3.2 Advantages of Diversity in the Workplace

Many researchers have written extensively about the advantages brought about by embracing diversity in the workplace. These advantages can be depicted as per the following. Greenberg (2004) summarizes the advantages of diversity in four categories: increased adaptability, broader service range, variety of viewpoints, and more effective execution. These dimensions are the outcome of the plenty of shared ideas and perspectives provided by a highly diverse team or community. In addition, other research has tackled the advantages from another angle and stated that increased diversity in the workplace is accompanied by reducing lawsuits filed and increased new market opportunities, paving the way for attracting new talents, boosting creativity as well as enhancing the business image (Esty et al., 1995).

2.3.3 Threats and Challenges

The very first and foremost challenge standing in the way of diversity is people's inherent tendency to resist those that are different from them and accept those

that are similar to them. The old saying “birds of a feather flock together” is indicative of this particular characteristic, which increases the homogeneity of the workforce. This would in turn have its implications on employee performance and organizational productivity (Rihani, 2008). People’s tendency to flock together can be portrayed in two forms: seclusion and resistance to change. Seclusion may be practiced as an individual decision against a group or a collective decision against a particular individual. It may also be practiced as group-to-group. In all cases, the effects are detrimental, with the latter posing higher threat to the organizational performance (Green, López, Wysocki, & Kepner, 2002). Moreover, Greenberg (2004) claims that people also have a natural inclination to show resistance to change, portrayed here as diversity among their teams. Management should invest in educating employees that differences should not be a barrier in the organization.

2.3.4 Favoring Views

Literature has brought together many researchers that argue in favor of diversity. Because diversity can take on so many forms, these researchers speak of diversity in general, sometimes highlighting a certain factor. For instance, the New Zealand Management (2007) argues that when managers do not get out of their comfort zone and keep hiring people who are not different from them, they are limiting the organization’s potential and creativity to generate new products, services or ideas. In addition, Choi and Rainey (2010) argues for diversity, claiming that ‘effective diversity management’ plays an important role in delivering good quality products. Diversity is therefore not a concept to be implemented haphazardly in an organization, but rather should be managed properly to effectively enhance the organizational performance.

Moreover, Rao and Tilt (2016) supports diversity in the workplace because lack of diversity backlashes and incurs a price to pay when designs are not thought of and solutions are not produced. In this sense, diversity contributes to the problem-solving process on the organizational level. Another study finds that the presence of women among the workforce plays a key role in the firms' short-term performance (Welbourne, 2007).

Research also shows that big organizations have successfully incorporated diversity among their core values. For instance, NBC (the famous television network) screens applicants from all around the world, hunting for talents to occupy positions on set and backstage because this has proven to increase the channel's number of viewers and in turn its profits (Albiniak, 2007).

On another level, studies show that some countries have decided to proactively embrace diversity, such as the USA. The lawmakers in the US have executed the equal employment opportunity laws, inspired by Martin Luther King in the 1960's, to ensure that minorities and women both receive proper treatment in the workplace that is equal to the majority (Office of Justice Programs, 2008).

2.3.5 Opposing Views

Although most scholars have agreed on sharing favoring views of diversity in the workplace, it is inevitable that others will have conflicting views. Some studies expressed the drawbacks of diversity in lack of commitment and attachment to the workplace. For instance, Rifkin (1994) notes that employees might feel less attached and less committed as members of the workplace become more diverse, losing

connection and sense of mission. The New Zealand Management (2007) also identifies the threat of 'risk-averse culture'. When employees are expected to step out of their comfort zones to work in highly diverse teams, this may cause a decrease in business risk-taking. Moreover, Buchanan (2007) concludes that highly diverse teams are deficient in trust and harmony. The more prevalent differences are among people in a workplace, the higher the chance of office conflict.

From an extreme viewpoint, Hoskins (2007) reports that in highly diverse teams, the brought-in employees sometimes received better treatment in an unfair fashion, and this had a negative impact on the organization as a whole. In general, people tend to give more to charity and work on community projects when the surrounding people are from the vicinity, not from the *other*. This tendency almost diminishes when being surrounded by different people. This is partly due to the lack of trust in diverse communities, where people trust each other about half as much as they would in a rather homogenous setting (Jonas, 2007).

Indeed, like diversity, everything in business has its pros and cons. However, proper management is key in eradicating the negative outcomes of any implemented factor. Thus, proper management of diversity in the workplace is the way to effectively overcome its threats and realize its benefits.

2.3.6 The Different Facets of Diversity

2.3.6.1 Age Diversity

Age diversity among members of an organization has been found to reduce emotional conflict (Pelled, Eisenhardt, & Xin, 1999), but has no direct implications on

group performance (Williams & O'Reilly, 1998). Pelled et al (1999) explained that within similar age groups, higher level of competition for recognition or promotions exists.

2.3.6.2 Gender Diversity

Gender diversity has been found to have positive effects on team performance—namely team knowledge and interpersonal processes within teams (Kearney, Gebert, & Voelpel, 2009; Wood, 1987). Moreover, Ellemers, Rink, Derks, and Ryan (2012) point out that the expectation of a different approach brought about by women may improve decision-making. Gender diversity might therefore account for a difference in terms of the expression of a certain attribute within a group (Fine, Sojo, & Lawford-Smith, 2020).

2.3.6.3 Organizational Tenure Diversity

Organizational tenure diversity refers to the different amount of time members have spent with the organization (Chi, Huang, & Lin, 2009). Although some studies have proved that tenure can enhance innovation among a team (Horwitz & Horwitz, 2007), others have argued that a high level of tenure diversity may lead to disrupted team functionality (Ancona & Caldwell, 1992; Shin & Zhou, 2007; Van Knippenberg, De Dreu, & Homan, 2004),

2.3.6.4 Educational Background Diversity

Educational background diversity—the differences in the levels of education among employees—has been reported to help organizations avoid difficulties such as premature consensus or groupthink, resulting in poor decision-making (Janis, 1982).

Some researchers have found that banks whose top management have diverse educational backgrounds have better financial performance (Bantel & Jackson, 1989). Moreover, Wiersema and Bantel (1992) have reported a positive relationship between executives' educational background and companies' strategic change.

2.3.6.5 Work Experience Diversity

It is likely that organizational employees have diverse work experiences with varying number of years at their present organization. Research indicates that differences in work experience may cause debates about task-related goals (Ancona & Caldwell, 1992; Zenger & Lawrence, 1989). Teams with diverse work experience will often express different views and have different rules about how tasks should be carried out and who should be responsible for certain tasks (Thatcher, Jen, & Zanutto, 2003).

2.3.6.6 Religion Diversity

Among the different facets of diversity, religious diversity might be the one with higher variation from country to country. Organizations tend to adopt measures to accommodate religious expressions/practices, yet abiding by the regulations of the specific contexts within which they operate (Klarsfeld, Christiansen, Kuvaas, Al Ariss, & Sidani, 2016). Researchers have increasingly become interested in studying the impacts of religion diversity in the workplace owing to global competition, immigration and societal and political changes (Hicks, 2002; Shen, Chanda, D'Netto, & Monga, 2009).

2.3.6.7 Regional Diversity

Chao and Moon (2005) highlight region among the different composites of cultural diversity. Martin (2014) reports the conflicting impacts of regional diversity in the workplace. For instance, employees coming from different regions will possess different opinions, thoughts, beliefs, norms and traditions, and this may lead to interpersonal conflicts among employees. On the other hand, regionally diverse employees bring to the organization different ways of thinking and therefore different perspectives.

2.4 Employee Performance

Employee performance has been defined as the “outcomes achieved and accomplishments made at work.” (Anitha, 2014, p. 309) A single employee’s performance therefore adds up to the performance of the organization and its success. The term performance refers to aiming for results, while keeping up plans (Cardy & Leonard, 2014). It indicates both the financial or non-financial outcome of the employee which is directly associated with the organizational performance and success (Anitha, 2014). According to Delery and Doty (1996), an individual’s performance is dependent on all organizational policies, practices, and design features. This perspective represents an approach to HRM arguing that the pattern of HR activities is key to achieve organizational goals. Further studies have recommended that HRM of diversity enhances both employee and organizational performance, since it is correlated with heightened creativity and problem-solving skills, which are quite essential in today’s changing environment (Bantel & Jackson, 1989; Jehn, Northcraft, & Neale, 1999).

According to the study of Ray, Muhanna, and Barney (2005), and consistent with the resource-based theory, the findings indicate that valuable, rare and inimitable resources in the organization play an important role in improving the performance of certain processes, with an overall effect on employee and organizational performance.

Employee performance is influenced by multiple factors, including personal values, motivational goals, job security, and job satisfaction (Ismail, Karkoulian, & Kertechian, 2019).

2.4.1 Task Performance

Task performance has been defined as the efficacy with which employees perform certain activities that contribute to the firm's technical core, either directly by completing duties within the technological process, or indirectly by providing needed materials or services (Borman & Motowidlo, 1993). Task performance is therefore fulfilling what is required in one's job description, be it providing a service to a client or completing the activities from turning raw materials into a finished good or product (Motowidlo & Van Scotter, 1994). Task performance can vary to a great degree across different jobs as it is role-prescribed (Borman & Motowidlo, 1997). This is likely to appear and be measured in an employee's performance appraisal. In their study, Borman and Motowidlo (1997) found that task performance is significantly correlated with the overall performance of the organization.

2.4.2 Collegiality Performance

Cipriano (2011) has defined collegiality as a collective shared responsibility and cooperative interaction among colleagues. Some of these attributes include sharing,

trust and participation (Morris, 2005). Many researchers have advocated the positive impact of collegiality among colleagues in the workplace (Cipriano, 2011). Moreover, McLaughlin (1993) and Little (1990) have found that collegiality determines the work environment, where in the presence of the former, the latter is reported as more supportive and fosters innovation and enthusiasm among colleagues. An innovative work setting where colleagues are more enthusiastic and motivated is what managers aim to accomplish in the organizations, as this in turn leads to higher overall performance. In addition, Hellawell and Hancock (2001, p. 183) claimed that “collegiality was the most appropriate form of decision making in higher education mainly because it was important to win the hearts and minds of staff in favour of the necessary changes if the university were to flourish”. Other studies have stressed the positive impact of collegiality on working efficiency and organizational success (Alfonso & Goldsberry, 1982; Brundrett, 1998; DuFour, 2004; Jarzabkowski, 2003; Retallick & Butt, 2004; Rosenholtz & Smylie, 1984; Shah, 2012).

2.5 Emotional Intelligence

Emotional intelligence (EQ) is a relatively new concept and has been defined and redefined over the years. There has been consensus on Salovey and Mayer’s (1990, p. 189) definition, “the ability to monitor one’s own and others’ emotions, to discriminate among them, and to use the information to guide one’s thinking and actions”. Bar-On (1997, p. 14), however, has a contrasting view on EQ, defined as “an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures”. Whereas the former places emotional information processing as a necessary precursor of emotional

regulation, the latter makes no direct reference to the processing of emotional information (Zeidner, Matthews, & Roberts, 2004).

2.5.1 Emotional Intelligence: A contradiction?

Interestingly, emotional intelligence has been viewed in different ways over the years. Because it is made up of the two components “emotional”—pertaining to the emotions—and “intelligence”, two views have dissected the term and looked at each component individually.

2.5.2 First View

The first view regards emotions as “disorganized interruptions of mental activity, so potentially disruptive that they must be controlled.” (Salovey and Mayer, 1990, p. 185). Also, in psychological terms, Young (1943, p. 51) wrote “an emotion is an acute disturbance of the individual, psychological in origin, involving behavior, conscious experience, and visceral functioning”. Moreover, Schaffer, Gilmer, and Schoen (1940, p. 505) have described emotion as “a disorganized response, largely visceral, resulting from the lack of an effective adjustment.” To that end, Woodworth (1940) has proposed that in order to measure intelligence (IQ), the scale should contain tests that exclude feelings of fear, anger, and grief.

2.5.3 Second View

On the other hand, the second tradition views emotion as an organizing response that adaptively focuses cognitive activities and subsequent action (Leeper, 1948; Easterbrook, 1959). Leeper (1948, p. 17) suggested that emotions are “processes which arouse, sustain, and direct activity”. In addition, artificial intelligence researchers have

also studied emotion and have considered incorporating an emotional aspect to computers in order to direct their processing (Mayer, 1986; Sloman & Croucher, 1981). As such, emotions are viewed to have a directive characteristic, as opposed to the first view that regards emotions as chaotic and haphazard.

2.5.4 Intelligence Defined

Intelligence has also spanned a wide variety of definitions in different epochs. Descartes has defined intelligence as an ability to differentiate between true and false (Dorandi, 2013). Wechsler (1944, p. 3) has written that “intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment”. Other definitions are more restrictive and do not encompass what people think of as intelligence, such as Terman’s (1921) definition in the *Journal of Educational Psychology*, the ability to carry on abstract thinking.

2.5.5 Social Intelligence

Emotional intelligence has its roots in social intelligence. Researchers have long studied social intelligence and distinguished it from other types of intelligence. Thorndike (1920, p. 228) has defined it as “the ability to understand men and women, boys and girls—to act wisely in human relations”. Weinstein (1969, p. 755) has defined the term in a more manipulative manner, noting that it “boils down to the ability to manipulate the responses of others...” Moreover, the Bureau of Public Personnel Administration (1930, p. 73) describes the following, “[t]he essential thing is that the person... is able to get others consistently and voluntarily to do the things he wants them to do and even like doing so...” However, traditional views of social intelligence

did not take into consideration one's own and others' emotions that guide behavior in a more prosocial manner (Dienstbier, 1984; Hoffman, 1984). Emotional intelligence is therefore regarded as the subset of social intelligence that, as put forth by Salovey and Mayer (1990, p. 185), "involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions."

2.6 Relationships between Variables

2.6.1 The Relationship between Aggregate Diversity and Emotional Intelligence

The changes in the composition of the workforce, including globalization, immigration and technological change, has had a major impact on the diversity of the workplace. Human Resource Management now place requirements on skill sets to optimize the virtues of diversity, which can be considered as a valuable, rare and inimitable resource that establishes a competitive advantage for the organization (Hill, Upadhyay, & Beekun, 2015).

With proper management of the difference facets of diversity, an inclusive environment where the different members of the organization can thrive is created. Emotional intelligence is regarded as a means of fostering and harnessing the required skills to create this inclusive organizational culture to realize the benefits and overcome the challenges associated with workforce diversity. Moreover, other researchers have proven that with employees' increased ability to regulate and facilitate emotion, creativity in an organization is further enhanced (Parke, Seo, & Sherf, 2015).

2.6.2 The Relationship between Aggregate Diversity and Employee Performance

Some studies reveal a link between workforce diversity and employee performance. Proper workforce diversity in the human resources department enhances both employee and organizational performance. Moreover, diversity is correlated with heightened creativity and problem-solving skills, which are quite essential in today's changing environment (Bantel & Jackson, 1989; Jehn et al., 1999). It is important to note, however, that diversity among the employees may also lead to fragmented cohesiveness and less cooperation (Pelled et al., 1999). Such conflicts may be due to the results of different perceptions, ideas, behaviors, interest, attitudes, religious views, political views and unjustified distribution of resources.

2.6.2.1 The Relationship between Aggregate Diversity and Task Performance

Various researchers have studied the implications of workforce diversity on task performance (Smith, Smith, Olian, Sims, O'Bannon, & Skully, 1994; Harrison, Price, Gavin, & Florey, 2002). It was found that heterogeneous teams may have better access to informational resources, thus giving the teams an edge in task performance and improving decision quality, problem solving and innovation (Tsui & O'Reilly, 1989; Bantel & Jackson, 1989; van Knippenberg et al., 2004; Williams & O'Reilly, 1998).

2.6.2.2 The Relationship between Aggregate Diversity and Collegiality Performance

Thomas and Simpson (1995) report an example where resistance to diversity hinders the development of true collegiality among educators. Thus, diversity is an important factor that influences collegiality performance. Moreover, Weston (2006) finds that age-diverse nurses are better able to work collegially together in order to

explore new and different ways of thinking. Skillful collegial work is key in diverse workplaces (Peresie, 2004).

2.6.3 The Relationship between Emotional Intelligence and Task Performance

Research has shown that higher emotional intelligence is positively associated with higher levels of success and task performance (Goleman, 1995; Schutte, Schuettpelz, & Malouff, 2001). Both Piaget (1981) and Damasio (1999) have reported that emotions vitalize cognitive functioning, which is necessary for elevated levels of task performance. In addition, Karkoulian, Harake, and Messarra (2010) have found that employees with higher levels of emotional intelligence are more likely to show affective commitment to their jobs, which also increases their task performance (Meyer, Paunonen, Gellatly, Goffin, & Jackson, 1989; Messarra & Karkoulian, 2008).

2.6.4 The Relationship between Emotional Intelligence and Collegiality Performance

Gardenswartz, Cherbosque, and Rowe (2010) proposed an Emotional Intelligence and Diversity (EID) model to explain the link between the two constructs. The model embraces the ability to feel, understand, manage and implement the power of emotions to interactions between diverse employees. The EID model also highlights the positive influence of emotional intelligence over organizational performance, essentially by preventing misinterpreted reactions among members, thus enhancing collegiality. Employees with higher emotional intelligence may be better able to resolve conflict among their working group. This is key to realizing personal and organizational benefits (Messarra, Karkoulian, & El-Kassar, 2016).

2.6.5 The Relationship between Aggregate Diversity and Task Performance, mediated by Emotional Intelligence

According to Rozell, Pettijohn, and Parker (2004), employees who are aware of their own and others' emotions, and can exercise control over these emotions appropriately, can better identify the best course of action. Thus, emotions play a great deal in shaping employees' attitudes and behaviors, which in turn influences organizational performance (Avey, Wernsing, & Luthans, 2008). In addition, studies have shown that emotional intelligence in a diverse workforce yields better task performance and allows the organization to prosper in competitive times (James, 2008; Maznevski, 1994; Richard, 2000). Moreover, research has proven a positive relationship between emotional intelligence and task performance in diverse workforce settings (Farh, Seo and Tesluk, 2012). Managerial jobs that require the management of diverse individuals, functions and business lines also require high emotional intelligence in order to realize high task performance (Dierdorff, Rubin, & Morgeson, 2009; McCauley, Ruderman, Ohlott, & Morrow, 1994).

2.6.6 The Relationship between Aggregate Diversity and Collegiality Performance, mediated by Emotional Intelligence

Emotional intelligence has been found to significantly influence performance in gender diverse teams, as opposed to homogenous work groups. The researchers have reported reduced conflict in gender diverse teams (Lillis and Tian, 2009). Moreover, Vandervoort (2006) suggests emotional intelligence training in order to build collegial relationships among tenure-diverse faculty members in universities. This highlights the mediating impact emotional intelligence has on collegiality in diverse workplaces.

McCallin and Bamford (2007) have also highlighted the positive impact diversity and emotional intelligence have on building and sustaining collegial relationships.

Employees deserve to work in an environment that supports diversity and upholds collegiality, and leaders must be emotionally intelligent in order to ensure and manage such work environments (Farrell, 2016).

2.7 Hypotheses

From the above, we hypothesize the following:

Hypothesis 1

H₁: There is a positive relationship between Aggregate Diversity and Emotional Intelligence.

Hypothesis 2

H_{2A}: There is a positive relationship between Aggregate Diversity and Task Performance.

H_{2B}: There is a positive relationship between Aggregate Diversity and Collegiality Performance.

Hypothesis 3

H_{3A}: There is a positive relationship between Emotional Intelligence and Task Performance.

H_{3B}: There is a positive relationship between Emotional Intelligence and Collegiality Performance.

Hypothesis 4

H_{4A}: The positive relationship between Aggregate Diversity and Task Performance is mediated by Emotional Intelligence, such that the relationship is stronger at higher levels of Emotional Intelligence.

H_{4B}: The positive relationship between Aggregate Diversity and Collegiality Performance is mediated by Emotional Intelligence, such that the relationship is stronger at higher levels of Emotional Intelligence.

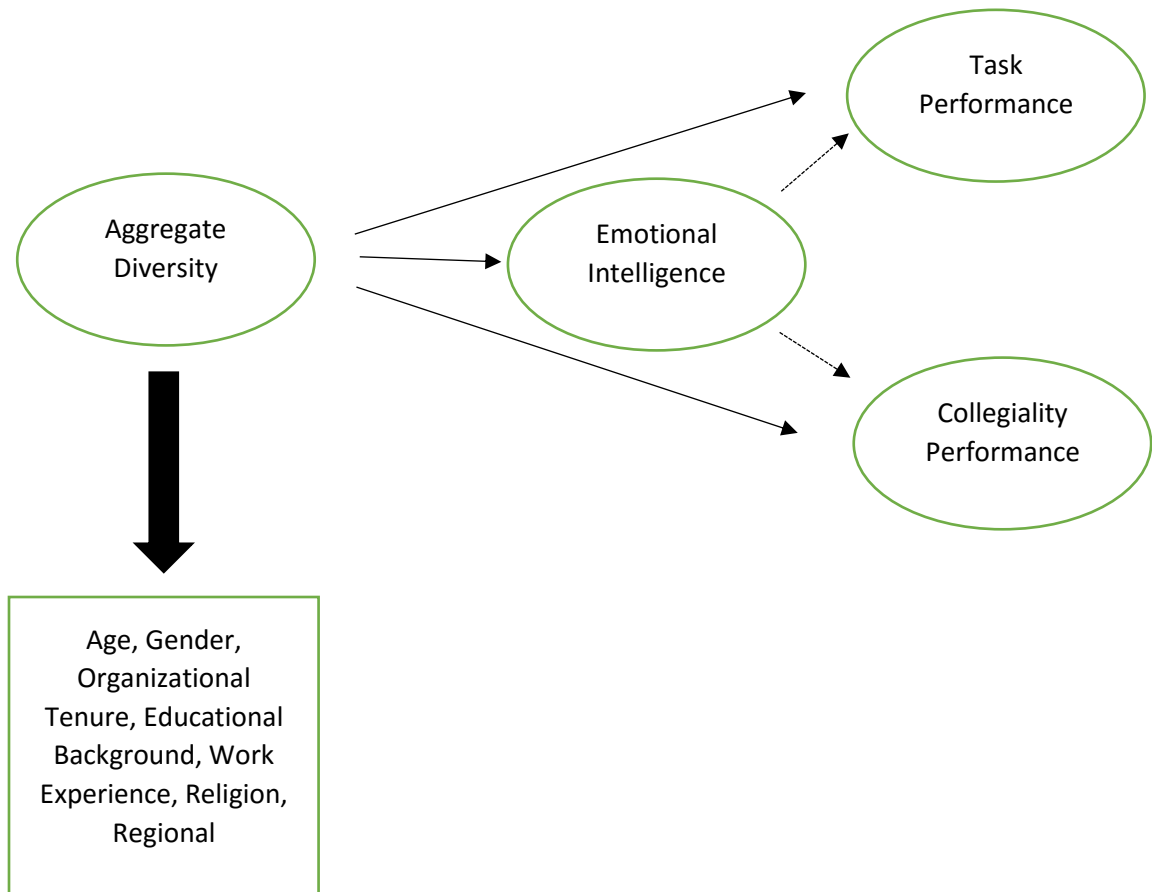


Figure 1: Schematic Model of the relationships between Aggregate Diversity and Task Performance, and Collegiality Performance, mediated by Emotional Intelligence

Chapter Three

Research Methodology

3.1 Introduction

This chapter embodies the methodological establishments that addresses the research questions and hypotheses for examining the direct relationship between Aggregate Diversity and Employee Performance, mediated by Emotional Intelligence.

The ultimate aim of this thesis was to assess the role of Aggregate Diversity and its impact on Employee Performance in the workplace, mediated by Emotional Intelligence. The researcher empirically studied the different perceptions of the concept of Aggregate Diversity and its effect on Employee Performance. To this end, the researcher began with testing the direct relationship between Aggregate Diversity and Employee Performance. Then, a model with Emotional Intelligence mediating this direct relationship between Aggregate Diversity and Employee Performance was postulated. This study examines these proposed relationships—the direct relationship and the mediated relationship—among employees working in different sectors in Lebanon.

This chapter is divided into four sections, namely the Construct Operationalization, Scale Development, Reliability and Validity of Constructs, and Survey Administration.

3.2 Construct Operationalization

Self-administered online questionnaires were designed and implemented for survey administration because the technique is quick, inexpensive, accessible to the respondents, easily filled-in, and most convenient during the COVID-19 pandemic. Circulating hard copies of the questionnaire was not an option in order to avoid physical contact and to prevent hand contamination as sharing of stationary is not recommended. The questionnaire was comprised of four sections—Demographics, Employee Performance, Aggregate Diversity, and Emotional Intelligence.

The first section was designed to collect general demographic information about the respondents—their gender, age, educational level, and employment status. The second section, consisting of 21 items with which the respondents either agreed or disagreed on a 5-point Likert scale, examined the respondents' perceptions of their own performance in their workplace. The third section, consisting of seven subsections, each with a number of items (total of 45 items), examined the respondents' perceptions of Aggregate Diversity in the workplace, focusing on Age Diversity, Gender Diversity, Organizational Tenure Diversity, Educational Background Diversity, Work Experience Diversity, Religion Diversity and Regional Diversity. The fourth and final section of the questionnaire, consisting of 30 items with which the respondents either agreed or disagreed on a 7-point Likert scale, aimed to assess the respondents' awareness of their emotions and their ability to exercise control over their emotions.

3.2.1 Ethical Considerations

During the administration of the survey, certain ethical issues were taken into consideration. The respondents were first asked to fill an Informed Consent form, whereby they agreed to the terms of the questionnaire. Among these were the respondents' full autonomy of taking part in the survey or deciding to withdraw at any point while filling out the questionnaire. Also, the respondents' right to anonymity and the right to confidentiality of shared information throughout the course of filling out the questionnaire was primary to the successful completion of the data collection. The respondents were not required to disclose detailed personal information. Moreover, the data collected from the survey was promised to remain strictly confidential and to be reported in the thesis anonymously. Finally, the right to inform and voluntary consent were addressed by clarifying the purpose of the questionnaire which was explained as exploring the "The relationship between Aggregate Diversity and Employee Performance, mediated by Emotional Intelligence".

3.3 Scale Development

3.3.1 Employee Performance Scale Development

For the construct measuring the Employee Performance in the workplace, 21 scale item statements were selected (refer to Appendix I). Some of these items are:

1. Adequately completes assigned duties.
2. Fulfills responsibilities specified in job description.
3. Performs tasks that are expected of him/her.
4. Fails to perform essential duties. (R)

This construct is inspired from Williams and Anderson's (1991) article: *Job Satisfaction and Organization Commitment as Predictors of Organizational Citizenship*

and In-Role Behaviors. The scale was developed by Williams and Anderson in 1991 and was primarily adopted to assess the respondents' overall performance in terms of their performance level, task completion, and competency. The scale has been used in various articles and books, including *The Psychology of Work and Organizations* (Woods & West, 2010) and *Advanced Research Methods for Applied Psychology: Design, Analysis and Reporting* (Brough, 2018). The measurements were based on participants' self-reports, where they either agreed or disagreed with the statements on a 5-point Likert scale, ranging from 1 = Strongly Disagree to 5 = Strongly Agree.

3.3.2 Aggregate Diversity Scale Development

For the construct measuring Aggregate Diversity in the workplace, seven subsections focusing on Age Diversity, Gender Diversity, Organizational Tenure Diversity, Educational Background Diversity, Work Experience Diversity, Religion Diversity and Regional Diversity, each with a number of items (total of 45 items) were selected (refer to Appendix I).

This construct is inspired from Sheth and Das' (2018) doctoral thesis: *Impact of Workforce Diversity on Employee Performance with Special Reference To IT, FMCG & Telecom Industry in Gujarat*. Sheth and Das (2018) validated the scale, "[t]hus the above result shows that the research instrument appears to be highly reliable for measuring impact of workforce diversity on employee performance and achieving other related objectives. The respondents either agreed or disagreed with the statements on a 5-point Likert scale, ranging from 1 = Strongly Disagree to 5 = Strongly Agree.

3.3.3 Emotional Intelligence Scale Development

For the construct measuring Aggregate Diversity, 30 scale items were selected (refer to Appendix I). Some of the items are as follows:

1. Expressing my emotions with words is not a problem for me.
2. I often find it difficult to see things from another person's viewpoint.
3. I usually find it difficult to regulate my emotions.

This construct is inspired from Petrides' (2009) article: *Psychometric Properties of the Trait Emotional Intelligence Questionnaire (TEIQue)*. The researcher has adopted the shortened version of the tool, the Trait Emotional Intelligence Questionnaire–Short Form (TEIQue–SF). The validity and reliability of the scale were subjects under study and have been proven in the study *Incremental Validity of the Trait Emotional Intelligence Questionnaire–Short Form [TEIQue–SF]* (Siegling, Vesely, Petrides, & Saklofske, 2015). The respondents were asked to reflect upon the statements and either agree or disagree with them on a 7-point Likert scale, ranging from 1 = Completely Disagree to 5 = Completely Agree.

3.4 Reliability and Validity of Constructs

The researcher employed Cronbach's alpha to test the reliability of the latent variables under study—Aggregate Diversity, Task Performance, Collegiality Performance and Emotional Intelligence. The internal consistency and convergent validity were assessed by conducting a correlation between each scale item and the overall scale. Cronbach's alpha is a well-known tool that measures the strength of the consistency of a measure of a concept for any given measurement. It is frequently used in studies administering multiple point Likert questions in the survey. In order to

compute Cronbach's alpha, the score for each scale item is correlated with the total score for each observation (i.e. the individual survey respondent), and then that is compared to the variance for all individual item scores, using the below formula (University of Virginia Library, 2015):

$$\alpha = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum_{i=1}^k \sigma_{y_i}^2}{\sigma_x^2} \right)$$

k refers to the number of scale items

where, $\sigma_{y_i}^2$ refers to the variance associated with item i

σ_x^2 refers to the variance associated with the observed total scores

The resulting α (alpha) coefficient of reliability will range between 0 and 1. In the case where all of the scale items are not correlated and entirely independent from one another, $\alpha = 0$, and if all of the scale items are highly correlated and have high covariances, then α will approach 1. According to Nunnally and Bernstein (1994), a Cronbach's alpha value above the lower limit of 0.6 indicates a high-scale reliability. Alpha coefficients that are below 0.5 are generally unacceptable.

Moreover, the unidimensionality of each scale and subscale was checked using Factor Analysis. This stage involves deciding how many factors or test items to retain. This explains the relationships between the test items (Crawford, 1975; Fabrigar, Wegener, MacCallum, & Strahan, 1999).

3.4.1 Reliability Analysis

First, we conducted a reliability analysis by calculating Cronbach's alpha value for each scale and subscale. The Cronbach's alpha values for the different scales and subscales are summarized in Table 1 below.

Table 1: Summary of Cronbach's alpha values for each scale and subscale

Scale		Cronbach's alpha value	Excluded Responses
Employee Performance (EP)		0.897	25
Aggregate Diversity	Age Diversity (AGD)	0.723	15
	Gender Diversity (GEND)	0.794	5
	Organizational Tenure Diversity (OTD)	0.638	5
	Educational Background Diversity (EDUD)	0.640	5
	Work Experience Diversity (EXPD)	0.604	11
	Religion Diversity (RELD)	0.844	14
	Regional Diversity (REGD)	0.867	14
	Emotional Intelligence (EQ)	0.839	52

Also, we checked the individual items for potential problems after recoding the responses for negative statements in the Employee Performance (EP) scale; none of the items were shown to present a potential problem.

As for the Age Diversity (AGD) scale, we notice in Table 2 that if the third item were removed, then Cronbach's alpha would be higher. However, it was kept since the Cronbach's alpha value 0.723, which is about the required level.

Table 2: Reliability Analysis for Age Diversity

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
AGD1	21.63	14.676	.488	.678
AGD2	22.15	14.866	.409	.697
AGD3	22.44	16.031	.242	.740
AGD4	22.24	14.142	.500	.674
AGD5	21.90	14.617	.539	.667
AGD6	21.58	14.928	.419	.695
AGD7	21.50	15.254	.483	.681

For the Organizational Tenure Diversity (OTD) and Educational Background Diversity (EDUD) scales, none of the items would result in a Cronbach's alpha value higher than 0.7 if removed. Therefore, all the items in the OTD and the EDUD scale were kept for further analysis.

After conducting the Reliability Analysis, the Cronbach's alpha values were found to be quite satisfactory. This indicates a high scale-reliability. We can now

proceed to further analyze the data. The next step is to conduct Factor Analysis to ensure the unidimensionality of the various scales and subscales.

3.4.2 Factor analysis

The Factor Analysis stage involved checking the unidimensionality of each scale and subscale. For Employee Performance (EP) and Emotional Intelligence (EQ), and due to the large number of items used to measure these two scales, it is anticipated that more than one factor will be identified.

We started with factor analyzing EP. In the first run, four components were identified, and several items loaded highly on different components. After removing the items that highly loaded on several factors, we kept items 1 – 5 and 8 – 14 to conduct the factor analysis. The factor analysis results shown in Table 3 indicate that items 1 – 5 loaded highly on one factor and 8 – 14 loaded highly on the other factor. After examining the items of each factor, items 1 – 5 were found to relate to Task Performance (TP), and items 8 – 14 were found to relate to Collegiality Performance (CP), a valid performance standard (Furrell, 2016). Hence, our analysis will be conducted separately for each of the two factors. The Factor Analysis resulted in an Average Variance Extracted (AVE) of 62.65%, which is way above the required value of 50%.

Table 3: Factor Loadings for Employee Performance

Rotated Component Matrix^a		
	Component	
	1	2
EP1		.854
EP2		.839
EP3		.834
EP4		.828
EP5		.701
EP8	.712	
EP9	.776	
EP10	.705	
EP11	.759	
EP12	.762	
EP13	.600	
EP14	.626	
Extraction Method: Principal Component Analysis.		
Rotation Method: Varimax with Kaiser Normalization.		
a. Rotation converged in 3 iterations.		

For Age Diversity, items 2 and 3 were removed since they did not load highly on the AGD factor. The Factor Analysis results for the remaining items showed that they all had factor loading higher than 0.6, and most were around 0.7 or higher. Items 1 and 4 – 7 were used since they loaded highly on one factor, as per Table 4. The Factor Analysis resulted in an AVE of 48.68%, which is very close to the required 50% level. It was decided that all items would be kept and used to generate a single score denoted by AGD, representing Age diversity. The score was generated using the regression options in SPSS Factor Analysis.

Table 4: Factor Loadings for Age Diversity

Component Matrix^a	
	Component
	1
AGD1	.616
AGD4	.684
AGD5	.748
AGD6	.692
AGD7	.740
Extraction Method: Principal Component Analysis.	
a. 1 components extracted.	

Similarly, the Factor Analysis steps were conducted for Gender Diversity. All items were loaded onto a single factor as per the Table 5 below. The Factor Analysis resulted in AVE of 50.54%, which is above the required value of 50%. A single score denoted by GEND, representing Gender Diversity, was generated.

Table 5: Factor Loadings for Gender Diversity

Component Matrix^a	
	Component
	1
GEND1	.573
GEND2	.695
GEND3	.778
GEND4	.821
GEND5	.777
GEND6	.581
Extraction Method: Principal Component Analysis.	
a. 1 components extracted.	

For Organizational Tenure Diversity, we used items 1, 5, 7, and 8, since they loaded on one factor, shown in the Table 6 below. These items were proven to be very relevant to the Organizational Tenure Diversity. The Factor Analysis resulted in an AVE of 48.28%, which is very close to the required 50% level. A single score denoted by OTD, representing Organizational Tenure Diversity, was generated.

Table 6: Factor Loadings for Organizational Tenure Diversity

Component Matrix^a	
	Component
	1
OTD1	.665
OTD5	.538
OTD7	.710
OTD8	.835
Extraction Method: Principal Component Analysis.	
a. 1 components extracted.	

For Educational Background Diversity, all the items were used as they loaded on one factor, as per Table 7 below. The Factor Analysis resulted in an AVE of 48.68%, which is very close to the required 50% level. A single score denoted by EDUD, representing Educational Background Diversity, was generated.

Table 7: Factor Loadings for Educational Background Diversity

Component Matrix^a	
	Component
	1
EDUD1	.783
EDUD2	.686
EDUD3	.560
EDUD4	.741
Extraction Method: Principal Component Analysis.	
a. 1 components extracted.	

As for Work Experience Diversity, items 2 and 4 were removed since they did not load on the factor. The loadings for items 1, 3, 5 and 6 are shown in Table 8 below. The Factor Analysis resulted in an AVE of 47.31%, which is very close to the required 50% level. A single score denoted by EXPD, representing Work Experience Diversity, was generated.

Table 8: Factor Loadings for Work Experience Diversity

Component Matrix^a	
	Component
	1
EXPD1	.633
EXPD3	.685
EXPD5	.759
EXPD6	.669
Extraction Method: Principal Component Analysis.	
a. 1 components extracted.	

For Religion Diversity, the last item was removed as it loaded onto a separate factor. The loadings for items 1 – 6 are shown in Table 9 below. The Factor Analysis resulted in an AVE of 60.69%, which is way above the required 50% level. A single score denoted by RELD, representing Religion Diversity, was generated.

Table 9: Factor Loadings for Religion Diversity

Component Matrix^a	
	Component
	1
RELD1	.826
RELD2	.776
RELD3	.834
RELD4	.838
RELD5	.824
RELD6	.528
Extraction Method: Principal Component Analysis.	
a. 1 components extracted.	

For the Regional Diversity scale, all the items were used as they all loaded highly on one factor, shown in Table 10 below. The Factor Analysis resulted in an AVE of 56.68%, which is above the required 50% level. A single score denoted by REGD, representing Regional Diversity, was generated.

Table 10: Factor Loadings for Regional Diversity

Component Matrix^a	
	Component
	1
REGD1	.687
REGD2	.705
REGD3	.789
REGD4	.831
REGD5	.822
REGD6	.802
REGD7	.604
Extraction Method: Principal Component Analysis.	
a. 1 components extracted.	

Finally, for the Emotional Intelligence (EQ) scale, the items that loaded on one factor are shown in Table 11 below. The Factor Analysis resulted in an AVE of 56.58%, which is above the required 50% level.

Table 11: Factor Loadings for Emotional Intelligence

Component Matrix^a	
	Component
	1
EQ3	.774
EQ6	.707
EQ9	.829
EQ11	.766
EQ15	.666
EQ17	.764
EQ20	.671
EQ21	.769
EQ24	.808
EQ27	.739
EQ29	.762
Extraction Method: Principal Component Analysis.	
a. 1 components extracted.	

3.5 Survey Administration

The sample comprised of employees working in different sectors in Lebanon. The rationale behind not restricting the study to a certain sector or industry is the fact that Aggregate Diversity is not limited to the industry and Emotional Intelligence can be exercised in any field of work. Survey administration took place from June to November 2020, whereby the online questionnaire was randomly disseminated via mailers and WhatsApp to family members, friends and acquaintances in Lebanon and was subsequently circulated to their family members, friends and acquaintances in Lebanon. Therefore the exact number of recipients could not be calculated. The total number of collected responses was 311. Subsequently, 1 response was eliminated from the survey as the recipient did not want to participate. Therefore, the data of 310

responses were entered into SPSS Software and SmartPLS 3.2 Software, and analysis was conducted accordingly.

The respondent demographics are summarized in Table 12. 72.4% of the respondents were female, and 27.6% were male. Most of the respondents fall in the age group 26 to 30 (30%), followed by 21 to 25 (21%) and 31 to 35 (13.5%). 9.7% reported to belong to the age group 46 to 50, 8.7% to the age group above 50, 8.7% to the age group 41 to 45, 7.4% to the age group 36 to 40, and 1.6% to the age group 18 to 20. As for the Educational Level, 49.7% of the respondents hold a BS/BA degree and 43.8% hold an MS/MA/MBA degree. 2.6% of the respondents hold a PhD and 3.9% hold High School diplomas. Regarding the Employment Status, 69.7% of the respondents are employed for wages, 11.9% are self-employed, 7.7% are students, 6.8% are out of work and searching, 2.9% are out of work and not searching, and 1% are retired.

Table 12: Summary of Respondent Demographics

Demographic Variable		Number	Percentage
Gender	Male	85	27.6%
	Female	223	72.4%
Age	18 to 20	5	1.6%
	21 to 25	65	21%
	26 to 30	93	30%
	31 to 35	42	13.5%
	36 to 40	23	7.4%
	41 to 45	25	8.1%

	46 to 50	30	9.7%
	Above 50	27	8.7%
Educational Level	High School	11	3.9%
	BS/BA	153	49.7%
	MS/MA/MBA	135	43.8%
	PhD	8	2.6%
	Other	0	0
Employment Status	Employed for wages	216	69.7%
	Self-employed	37	11.9%
	Out of work and searching for work	21	6.8%
	Out of work and not searching for work	9	2.9%
	Student	24	7.7%
	Retired	3	1%
	Unable to work	0	0

Chapter Four

Findings

4.1 Hypotheses

As per the above statistical analysis of the collected data, the researcher has tested the postulated hypotheses as per below:

Hypothesis 1

H₁: Employees in teams with Aggregate Diversity will show a positive level of Emotional Intelligence.

Hypothesis 2

H_{2A}: Employees in teams with Aggregate Diversity will show a positive level of Task Performance.

H_{2B}: Employees in teams with Aggregate Diversity will show a positive level of Collegiality Performance.

Hypothesis 3

H_{3A}: Employees with higher Emotional Intelligence will show a greater level of Task Performance.

H_{3B}: Employees with higher Emotional Intelligence will show a greater level of Collegiality Performance.

Hypothesis 4

H_{4A}: The positive relationship between Aggregate Diversity and Task Performance is mediated by Emotional Intelligence, such that the relationship is stronger at higher levels of Emotional Intelligence.

H_{4B}: The positive relationship between Aggregate Diversity and Collegiality Performance is mediated by Emotional Intelligence, such that the relationship is stronger at higher levels of Emotional Intelligence.

4.2 Partial Least Squares (PLS) Structural Equation Modeling

Partial Least Squares (PLS) Structural Equation Modeling will be used to test the hypotheses. The SmartPLS 3.2 software will be deployed to conduct the analysis. The different scores as well as the items identified in Factor Analysis using SPSS will be used to test the model.

4.2.1 Outer Model Analysis

The four latent constructs (Aggregate Diversity, Task Performance, Collegiality Performance and Emotional Intelligence) were tested for reliability and discriminant validity as per Tables 13 and 14 below.

Table 13: Model Outer Loadings and Construct Reliability

	Manifest variables label	Standardized loadings	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Aggregate Diversity	AGD	0.793	0.863	0.869	0.895	0.551
	GEND	0.805				
	OTD	0.701				
	EDUD	0.753				
	EXPD	0.660				
	RELD	0.692				
	REGD	0.782				
Task Performance	EP1	0.856	0.900	0.905	0.926	0.715
	EP2	0.839				
	EP3	0.892				
	EP4	0.859				
	EP5	0.777				
Collegiality Performance	EP8	0.799	0.863	0.879	0.895	0.551
	EP9	0.803				
	EP10	0.679				
	EP11	0.811				
	EP12	0.783				
	EP13	0.615				
	EP14	0.678				
Emotional Intelligence	EQ3	0.776	0.920	0.930	0.932	0.557
	EQ6	0.706				
	EQ9	0.850				
	EQ11	0.771				
	EQ15	0.665				
	EQ17	0.752				
	EQ20	0.658				
	EQ21	0.741				
	EQ24	0.782				
	EQ27	0.731				
	EQ29	0.760				

Table 14: Discriminant Validity

	CP	DIV	EQ	TP
CP	0.742			
DIV	0.573	0.743		
EQ	0.332	0.496	0.746	
TP	0.561	0.628	0.520	0.845

The confirmatory factor analysis validated the convergent validity of the constructs. The results in Table 13 revealed significant loadings (greater than 0.6) for each set of items used to test Aggregate Diversity (7 items), Task Performance (5 items), Collegiality Performance (7 items), and Emotional Intelligence (11 items).

The AVE values are above 55%, thus greater than the required 50% (Fornell and Larcker, 1981). As shown in the table, the achieved values for Aggregate Diversity, Task Performance, Collegiality Performance, and Emotional Intelligence are 55.1%, 71.5%, 55.1% and 55.7%, respectively.

Finally, the Cronbach's alpha values and Dillon-Goldstein's rho values (Dillon & Goldstein, 1984) confirm the high scale-reliability for the four constructs since the values are much higher than threshold of 0.6 (Nunnally & Bernstein, 1994). The validity of the scale is further demonstrated in the discriminant validity matrix shown in Table 14. The values on the diagonal are larger than the entires in their respective rows or columns, indicating a valid scale.

4.2.2 Inner Model Analysis

In the inner model analysis, $R^2=0.327$ for Collegiality Performance, $R^2= 0.244$ for Emotional Intelligence and $R^2= 0.448$ for Task Performance. The results show that the postulated model explains part of the variance. According to Chin (1998), the model is valid.

The path coefficients in Table 15 below reveal the following. Aggregate Diversity has a significant direct effect on EQ (path coeff. = 0.496, p-value = 0.000 < 0.001). In addition, Aggregate Diversity has a significant direct effect on Task Performance and Collegiality Performance (path coeff. = 0.277, p-value = 0.000 < 0.001 and path coeff. = 0.542, p-value = 0.000 < 0.001; respectively). Furthermore, EQ has a significant direct effect on Task Performance (path coeff. = 0.277, p-value = 0.000 < 0.001). However, EQ does not have a significant direct effect on Collegiality Performance (path coeff. = 0.063, p-value = 0.275 > 0.001).

In addition to the above, Table 16 shows the following. Diversity has a significant indirect effect on Task Performance (path coeff. = 0.137, p-value = 0.000 < 0.001). However, it does not have a significant indirect effect on Collegiality Performance (path coeff. = 0.031, p-value = 0.299 > 0.001). These outcomes infer that EQ is a mediator to the relationship between Aggregate Diversity and Task Performance, but does not play a mediating role between Aggregate Diversity and Collegiality Performance.

Table 15: Mean, Stdev, T-values, P-values (Total Effect)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
DIV → CP	0.542	0.542	0.063	8.555	0.000
DIV → EQ	0.496	0.499	0.062	7.986	0.000
DIV → TP	0.491	0.485	0.068	7.232	0.000
EQ → CP	0.063	0.067	0.058	1.091	0.275
EQ → TP	0.277	0.283	0.067	4.108	0.000

Table 16: Mean, Stdev, T-values, P-values (Indirect Effect)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
DIV → CP	0.031	0.034	0.030	1.038	0.299
DIV → TP	0.137	0.142	0.042	3.238	0.001

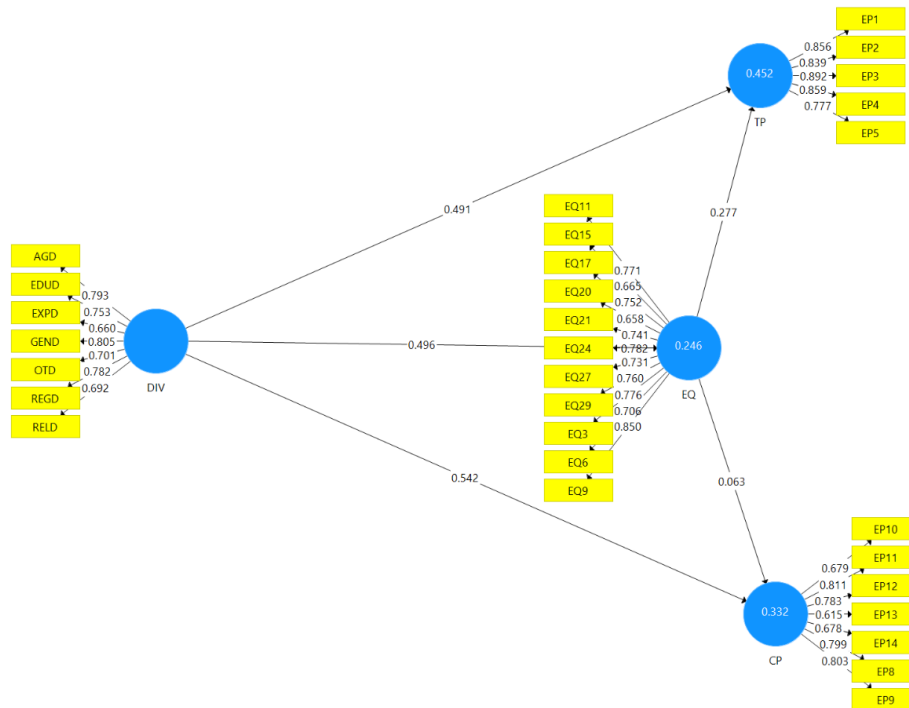


Figure 2: Results of the Structural Model

4.3 Testing the Hypotheses

4.3.1 Testing H1

From the analysis of the conceptual model, the researcher validated the positive significant impact of Aggregate Diversity on Emotional Intelligence. Employees tend to show higher levels of Emotional Intelligence in an organization that is highly diverse.

This supports H₁.

4.3.2 Testing H2A

The positive significant impact of Aggregate Diversity on Task Performance has been validated. Employees tend to fulfill their tasks and complete their duties in an organization that is highly diverse. This supports H_{2A}.

4.3.3 Testing H2B

The impact of Aggregate Diversity on Collegiality Performance has also been confirmed from the analysis of the conceptual model. The more diverse the workplace is, the higher the collegial atmosphere is among the employees. This supports H_{2B}.

4.3.4 Testing H3A

The positive significant impact of Emotional Intelligence on Task Performance has also been proven by analyzing the conceptual model. This indicates that employees who are emotionally intelligent are more likely to fulfill their tasks. This supports H_{3A}.

4.3.5 Testing H3B

The impact of Emotional Intelligence, however, on Collegiality Performance could not be validated. Since there is no evidence to prove the existence of a

relationship between Emotional Intelligence in an organization and the collegial atmosphere, H_{3B} is not supported.

4.3.6 Testing H4A

The analysis of the model validates the positive relationship between Aggregate Diversity and Task Performance, mediated by Emotional Intelligence. Thus, in a highly diverse organization, employees tend to better complete their tasks when they are more emotionally intelligent. This supports H_{4A}.

4.3.7 Testing H4B

On the other hand, there is no enough evidence to prove the positive relationship between Aggregate Diversity and Collegiality Performance, mediated by Emotional Intelligence. Therefore, H_{4B} is not supported.

Chapter Five

Discussion

The main objective of this thesis was to determine the relationships between Aggregate Diversity and Task Performance, and Collegiality Performance, and the mediating effect of Emotional Intelligence on these relationships.

5.1 Testing the Hypotheses

5.1.1 Testing H1

The results of this study supported H1, concluding that there is a positive relationship between Aggregate Diversity and Emotional Intelligence.

Perhaps the *differences* among the employees play a key role in this, whereby emotionally intelligent employees are able to work together to overcome the differences, be it age, gender, education, experience, organizational tenure, religion or region.

Conversations around diversity may stir a variety of emotional responses. The reasoning behind the connections between workforce diversity and emotional intelligence underlies the increased understanding of interactions in a diverse team (Gayles, Kelly, Grays, Zhang, & Porter, 2015). In this vein, Kaufmann and Wagner (2017) explained the positive relationship between emotional intelligence and attitudes toward diversity. Individuals who score high on the emotional intelligence scale tend to

effectively manage diverse interactions, as they are likely to value individual differences (Antonakis, Ashkanasy, & Dashborough, 2019).

5.1.2 Testing H2

The finding of this study supported H_{2A}, concluding that there is a positive relationship between Aggregate Diversity and Task Performance.

In addition, the positive relationship between Aggregate Diversity and Collegiality Performance has also been confirmed from the analysis of the conceptual model, supporting H_{2B}.

The resource-based theory also supports the two hypotheses H_{2A} and H_{2B}. Aggregate diversity can be considered a resource that is all three—valuable, rare and inimitable, leading to an innovative atmosphere in the workplace and hence giving the firm a sustained competitive advantage over others (Barney, 1989).

5.1.3 Testing H3

The positive relationship between Emotional Intelligence and Task Performance has also been proven by analyzing the conceptual model, supporting H_{3A}.

Likewise, the resource-based theory can be linked to hypothesis H_{3A}, whereby emotional intelligence can also be considered a valuable, rare and inimitable resource (Voola, Carlson, & West, 2004). Employees are better able to focus and complete their tasks when they are aware of their own and others' emotions and are able to exercise control over them (Rozell et al., 2004).

Although Gardenswartz et al. (2010) has shown that emotional intelligence has a significant impact on collegiality, this relationship could not be validated in our study. Thus, H_{3B} is not supported.

5.1.4 Testing H4

The analysis of the model validates the positive relationship between Aggregate Diversity and Task Performance, mediated by Emotional Intelligence, supporting H_{4A}.

Building on the framework of the resource-based theory, both aggregate diversity and emotional intelligence can be considered as valuable resources to the firm which enhance task performance.

On the other hand, there is no enough evidence to prove the positive relationship between Aggregate Diversity and Collegiality Performance, mediated by Emotional Intelligence. Therefore, H_{4B} is not supported.

5.2 Managerial Implications

The researcher recommends managers, especially HR managers, to consider the diversity of employees upon recruitment. Moreover, managers should conduct EQ tests on candidates in the interview phase. Such a step would not only decrease poor decision-making and competition among employees but will also boost creativity and enhance the business image as employees will bring to the firm new and different points of view.

Serious measures must be taken against those who discriminate and make their colleagues feel excluded. Training on diversity and inclusion should also be provided to employees of all levels.

A supportive and open culture at the workplace is also encouraged with the aim to build and strengthen collegial relationships among the employees. Managers should set an example for their subordinates and fellow managers to follow. With open communication and high collegiality, it is believed that employees will become more motivated and enthusiastic towards performing their roles.

Chapter Six

Limitations and Further Recommendations

Although the sample of the study encompasses different industrial sectors, the sample population was taken solely from Lebanon. This may have affected the results. Collecting data from other countries that may have higher levels of diversity among employees in their organizations would allow for better validation of the relationship between Aggregate Diversity and Employee Performance, mediated by Emotional Intelligence. In addition, other factors of diversity can be taken into consideration in this case, such as cultural diversity.

Furthermore, the data was collected during the pandemic era and this may have serious implications on the results as employees are getting used to the new norm of working remotely. Thus, the findings of this research may not be applicable in the post-pandemic era and further research would need to be carried out under better circumstances for better validation.

Moreover, the sample population was 310 individuals. This may have limiting implications on the accuracy of the results, and a larger sample size should yield more accurate findings.

In addition, more than 70% of the sample population reported themselves as females. According to Andrews (2019), men and women are equally emotionally intelligent. However, women tend to express their emotions more than men do. Therefore, a sample that equally represents men and women may give a more accurate

validation of the relationship between Aggregate Diversity and Employee Performance,
mediated by Emotional Intelligence.

Chapter Seven

Conclusion

The main objective of this study was to investigate the mediating effect of Emotional Intelligence on the relationship between Aggregate Diversity and Task Performance and the relationship between Aggregate Diversity and Collegiality Performance, which resulted in important insights. First, it showed that there is a positive relationship between Aggregate Diversity and Emotional Intelligence in the workplace, a positive relationship between Aggregate Diversity and Task Performance, a positive relationship between Aggregate Diversity and Collegiality Performance, a positive relationship between Emotional Intelligence and Task Performance, but no significant positive relationship between Emotional Intelligence and Collegiality Performance. Second, when Emotional Intelligence was introduced as a mediating variable, the relationship between Aggregate Diversity and Task Performance was significant, but the relationship between Aggregate Diversity and Collegiality Performance was not significant. The result of a small sample size of which the majority were females and applying the study on one country only were the main limitations of this study. Hence, the researcher recommends further research on a larger scale than Lebanon and introducing other facets of diversity to the study. Finally, the researcher recommends a sample that is equally representative of males and females.

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Appendix I

Survey and IRB Approval

I would like to invite you to participate in a thesis research. My name is Leen Baassiri. I am a student at the Lebanese American University. I would appreciate it if you can complete the following questionnaire/survey as part of my MBA final year thesis. This questionnaire aims to assess the role of Emotional Intelligence in the context of Aggregate Diversity and their impact on Employee Performance in the workplace. The information you provide will be used to measure the interrelationships between the following constructs under study, namely: Emotional Intelligence, Aggregate Diversity, and Employee Performance. Completing the survey will take 20 minutes of your time.

Informed Consent

By continuing with the questionnaire, you agree with the following statements:

1. I have been given sufficient information about this research project.
2. I understand that my answers will not be released to anyone and my identity will remain anonymous.
3. I understand that all responses I provide for this study will remain confidential. When the results of the study are reported, I will not be identified by name or any other information that could be used to infer my identity. Only researchers will have access to view any data collected during this research however, data cannot be linked to me.
4. I understand that I may withdraw from this research any time I wish and that I have the right to skip any question I don't want to answer
5. I understand that my refusal to participate will not result in any penalty or loss of benefits to which I otherwise am entitled to.
6. I have been informed that the research abides by all commonly acknowledged ethical codes and that the research project has been reviewed and approved by the Institutional Review Board at the Lebanese American University
7. I understand that if I have any additional questions, I can ask the research team listed below.
8. I have read and understood all statements on this form.
9. I voluntarily agree to take part in this research project by completing the following questionnaire.

If you have any questions, you may contact:

Name (PI)	Phone number	Email address
Leen Baassiri	+961 3 09 19 39	leen.baassiri01@lau.edu

If you have any questions about your rights as a participant in this study, or you want to talk to someone outside the research, please contact the:

IRB Office
Lebanese American University
3rd floor, Dorm A, Byblos Campus
Tel: 00 961 1 786456 ext. 2546

1. Do you want to participate?

4. Educational Level

Mark only one oval.

- High School
- BS/BA
- MS/MA/MBA
- PhD
- Other: _____

5. Employment Status

Mark only one oval.

- Employed for wages
- Self-employed
- Out of work and searching for work
- Out of work and not searching for work
- Student
- Retired
- Unable to work

**Employee
Performance**

The following section contains a number of statements with which some people agree and others disagree. Please indicate how much you personally agree or disagree with these statements (in terms of how much they apply to you) – how much they reflect how you feel or think personally, using the scale 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree.

6.

Mark only one oval per row.

	1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
Adequately completes assigned duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fulfills responsibilities specified in job description.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performs tasks that are expected of him/her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meets formal performance requirements of the job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engages in activities that will directly affect his/her performance evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neglects aspects of the job he/she is obligated to perform.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fails to perform essential duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps others who have been absent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps other who have heavy work loads.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assists supervisor with his/her work (when not asked).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes time to listen to co- workers' problems and worries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goes out of way to help new employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes a personal interest in other employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Passes along information to co-workers.

Attendance at work is above the norm.

Gives advance notice when unable to come to work.

Takes undeserved work breaks.

Great deal of time spent with personal conversations.

Complains about insignificant things at work.

Conserves and protects organization property.

Adheres to informal rules devised to maintain order.

Aggregate Diversity

The following section contains a number of statements with which some people agree and others disagree. Please indicate how much you personally agree or disagree with these statements – how much they reflect how you feel or think personally, using the scale 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, 5-strongly agree.

7. Age Diversity

Mark only one oval per row.

	1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
There is a proper mix of employees from all the age groups in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization recruits freshers every year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization allows the employees to work post recruitment age.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees from all age groups are involved in decision making & problem solving processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees with different age groups bond well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy for me to adjust to different aged employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with different age groups helps me increase my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Gender Diversity

Mark only one oval per row.

	1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
There is a proper mix of males and females in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are females in Top Management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is no gender bias during the performance appraisal process. Increments and promotions are purely given on merit basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Male and female employees are treated in a fair and equal manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable working with the opposite gender.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with opposite gender helps me increase my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Organizational Tenure Diversity

Mark only one oval per row.

	1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
Most of the employees have been working in the organization for the last 5 years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees who have spent a long time within the organization hold a special importance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior Employees (who have been associated in the organization for more than 5 years) are only involved in the decision making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seniority within the organization is given more importance as compared to Educational qualifications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotions and increments are awarded on merit basis and not on the basis of Seniority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seniority and ego issues often lead to conflicts between employees who have spent long time in the organization as compared to employees who have been in the organization since 1 to 2 years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can get along well with my seniors as well as with my juniors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with employees with varied organizational tenure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Educational Background Diversity

Mark only one oval per row.

	1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
There are employees with different educational background in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization provides support to the employees to upgrade their qualification and skills (sponsoring the employees to attend evening degree/diploma programs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There may be employees with long organizational tenure (who have been working in the organization for more than 5 years), and whose education is less. Whereas newly joined employees who are more qualified as compared to the old employees. This leads to conflicts and ego issues among the employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with employees with different educational background helps me increase my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Work Experience Diversity

Mark only one oval per row.

	1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
There is a proper mix of freshers and experienced employees in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In case of equally experienced employees, seniority is given more weightage during the performance appraisal process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generation gap and ego issues does not lead to conflicts between freshers and experienced people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Freshers are not involved in the decision making and problem solving process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Highly experienced employees do not feel a sense of insecurity if the freshers and middle experienced employees are extremely talented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with freshers, middle level experienced and highly experienced employees helps me increase my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Religion Diversity

Mark only one oval per row.

	1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
There are employees from different religions in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The top management consists of employees from different religions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees from all the religions are involved in decision making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion is not given consideration during performance appraisal process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees are treated in a fair and equal manner irrespective of their religion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy for me to adjust with employees from different religions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with employees from different religions helps me increase my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Regional Diversity

Mark only one oval per row.

	1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
There are employees from different regions/states in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The top management consists of employees from different regions/states.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees from all the regions/states are involved in the decision making and problem solving process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Region/state is not given consideration during the performance appraisal process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees are treated in a fair and equal manner irrespective of the region/state they belong to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy for me to adjust with employees from different regions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with employees from different regions helps me increase my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Emotional Intelligence

Please answer each statement below by choosing the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. There are no right or wrong answers. There are seven possible responses to each statement ranging from 'Completely Disagree' (number 1) to 'Completely Agree' (number 7).

14. Mark only one oval per row.

	1 = Completely Disagree	2	3	4	5	6	7 = Completely Agree
Expressing my emotions with words is not a problem for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often find it difficult to see things from another person's viewpoint.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the whole, I'm a highly motivated person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually find it difficult to regulate my emotions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I generally don't find life enjoyable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can deal effectively with people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tend to change my mind frequently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Many times, I can't figure out what emotion I'm feeling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

have a number of good qualities.

I often find it difficult to stand up for my rights.

I'm usually able to influence the way other people feel.

On the whole, I have a gloomy perspective on most things.

Those close to me often complain that I don't treat them right.

I often find it difficult to adjust my life according to the circumstances.

On the whole, I'm able to deal with stress.

I often find it difficult to show my affection to those close to me.

I'm normally able to "get into someone's shoes" and

experience
their emotions.

I normally find
it difficult to
keep myself
motivated.

I'm usually able
to find ways to
control my
emotions when
I want to.

On the whole,
I'm pleased
with my life.

I would
describe
myself as a
good
negotiator.

I tend to get
involved in
things I later
wish I could
get out of.

I often pause
and think
about my
feelings.

I believe I'm
full of personal
strengths.

I tend to "back
down" even if I
know I'm right.

I don't seem to
have any
power at all
over other

people's
feelings.

I generally
believe that
things will
work out fine in
my life.

I find it difficult
to bond well
even with
those close to
me.

Generally, I'm
able to adapt
to new
environments.

Others admire
me for being
relaxed.

Participation
Declined

You've elected not to participate, you can click the submit button or simply close your browser.

NOTICE OF IRB EXEMPTION DETERMINATION

To: Ms. Leen Baassiri
 Dr. Silva Karkoollan
 Assistant Professor
 School of Business

APPROVAL ISSUED: 8 June 2020 EXPIRATION DATE: 8 June 2022 REVIEW TYPE: EXEMPT CATEGORY B

Date: June 8, 2020
RE: IRB #: LAU.SOB.SK3.8/June/2020

Protocol Title: The Relationship between Aggregate Diversity and Employee Performance Mediated By EQ – Emotional Intelligence

Your application for the above referenced research project has been reviewed by the Lebanese American University, Institutional Review Board (LAU IRB). This research project qualifies as exempt under the category noted in the Review Type

This notice is limited to the activities described in the Protocol Exempt Application and all submitted documents listed on page 2 of this letter. Final reviewed consent documents or recruitment materials and data collection tools released with this notice are part of this determination and must be used in this research project.

CONDITIONS FOR ALL LAU NOTICE OF IRB EXEMPTION DETERMINATION

LAU RESEARCH POLICIES: All individuals engaged in the research project must adhere to the approved protocol and all applicable LAU IRB Research Policies. PARTICIPANTS must NOT be involved in any research related activity prior to IRB notice date or after the expiration date.

EXEMPT CATEGORIES: Activities that are exempt from IRB review are not exempt from IRB ethical review and the necessity for ethical conduct.

PROTOCOL EXPIRATION: PROTOCOL EXPIRATION: The LAU IRB notice expiry date for studies that fall under Exemption is 2 years after this notice, as noted above. If the study will continue beyond this date, a request for an extension must be submitted at least 2 weeks prior to the Expiry date.

MODIFICATIONS AND AMENDMENTS: Certain changes may change the review criteria and disqualify the research from exemption status; therefore, any proposed changes to the previously IRB reviewed exempt study must be reviewed and cleared by the IRB before implementation.

RETENTION: Study files must be retained for a period of 3 years from the date of project completion.

IN THE EVENT OF NON-COMPLIANCE WITH ABOVE CONDITIONS, THE PRINCIPAL INVESTIGATOR SHOULD MEET WITH THE REPRESENTATIVES OF THE IRB OFFICE IN ORDER TO RESOLVE SUCH CONDITIONS. IRB CLEARANCE CANNOT BE GRANTED UNTIL NON-COMPLIANT ISSUES HAVE BEEN RESOLVED.

If you have any questions concerning this information, please contact the IRB office by email at irb@lau.edu.lb

BEIRUT CAMPUS	BYBLOS CAMPUS	NEW YORK OFFICE
P.O. Box 13-5053 Chouran Beirut 1102 2801 Lebanon	P.O. Box 36 Byblos Lebanon	475 Riverside Drive Suite 1846 New York, NY 10115
Tel: +961 1 79 64 96 +961 3 00 37 03 Fax: +961 1 96 70 98	Tel: +961 9 54 72 60 +961 3 79 13 14 Fax: +961 9 54 62 60	Tel: +1 212 870 2662 +1 212 870 2761 Fax: +1 212 870 2762
www.lau.edu.lb		



The IRB operates in compliance with the national regulations pertaining to research under the Lebanese Minister of Public Health's Decision No.141 dated 27/1/2016 under LAU IRB Authorization reference 2016/3708, the international guidelines for Good Clinical Practice, the US Office of Human Research Protection (45CFR46) and the Food and Drug Administration (21CFR312). LAU IRB U.S. Identifier as an international institution: FWA00014723 and IRB Registration # IRB00006954 LAUIRB#1

Dr. Joseph Stephan
Chair, Institutional Review Board

DOCUMENTS SUBMITTED:

LAU IRB Exempt Protocol Application	Received 3 June 2020
Open Access	Received 3 June 2020
Informed Consent Form	Received 3 June 2020
Questionnaire	Received 3 June 2020
Online link to survey	Received 3 June 2020
IRB Comments sent: 4 June 2020	PI response dated: 4 June 2020
NIH Training – Silva Karkoufian	Cert. # 2059914 (Dated 20 April 2016)
CITI Training – Leen Bassini	Cert.# 35104131 Dated (28 January 2020)

