

**Beyond The Metrics: Understanding The Importance of Belonging In Creating More
Equitable Workplaces**

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ABSTRACT

The workplace is a microcosm of society, reflecting both progress and political polarization across the board. In recent years social movements have empowered employees to ask for change, expecting organizations to not only rid themselves of public facing neutrality, but also enact measurable changes. A very common first step for organizations when beginning to improve DEI is creating diverse hiring metrics, which boosts diverse representation and creates the public perception of a progressive organization. However, there remains glaring gaps in effectiveness, especially when it comes to retaining employees belonging to historically marginalized racial and ethnic groups. This study explores what lies beyond the metrics, identifying the importance of belonging and psychological safety in retention and job satisfaction among marginalized racial and ethnic groups. In doing so, the study identified differing levels of importance among marginalized and non-marginalized racial and ethnic groups based on the individual attributes of belonging and psychological safety. The study also explored the subsequent organizational impact via employee retention and job satisfaction, and while there were not significant differences based on racial group, a large gap in perception of organizational support and DEI effectiveness was revealed. Further research is needed to explore the effect intersectionality has on belonging and psychological safety, fostering organizational trust among marginalized groups, and exploring the in-group, out-group dichotomy present in organizational culture.

INTRODUCTION

Today, especially after over a year of racial injustice on full display, we are seeing most companies create Diversity, Equity and Inclusion (DEI) positions and/or implement DEI initiatives that focus on representation, equal pay, equitable hiring practices, unconscious bias training etc. The question is, are these current practices just strategies and initiatives, or are they creating sustainable shifts in the organizational culture? This study is interested in exploring how the addition of cultivating a sense of ‘belonging’ to (DEI) can create long term organizational change. In order to highlight the issues that have informed the question, it’s important to examine current examples, such as ESPN’s 2021 controversy, an issue of a leaked telephone conversation, in which a reporter, Rachel Nichols (who is white), said Maria Taylor (who is Black), earned the job to host the 2020 N.B.A. finals coverage because ESPN was “feeling pressure on diversity.” This perfectly illustrates the issue at hand. ESPN is known to have a diverse workforce and DEI strategies in place, however it sounds like they may have failed to create a culture of belonging among their employees. DEI can easily become a game of metrics for many large organizations, publishing the numbers and making statements that allow them to be outwardly perceived as a diverse and/or equitable workplace. However, what is that workplace like for those that make up the “metrics”? Without a culture shift, DEI can unfortunately fall short, especially in the areas of support and development for those belonging to historically marginalized racial and ethnic groups. Companies are showing a lack of understanding when it comes to what constitutes feelings of belonging and psychological safety among employees belonging to marginalized racial and/or ethnic groups. While studying the Tech industry, the Capgemini Research Institute identified disparities in organizations’ perception of belonging and how employees actually feel. The research found that executives overwhelmingly believe women and minority employees feel

a sense of belonging at their companies, while in reality only one-quarter of those employees reported feeling any sense of belonging at work (Mullen, 2021). According to a recent report from the Capgemini Research Institute, Tech industry executives overwhelmingly believe women and minority employees feel a sense of belonging at their companies, but in reality, only one-quarter of those employees agree (Mullen, 2021).

The purpose of this research is to identify the most effective ways to cultivate a sense of belonging and psychological safety in the workplace, specifically for those belonging to historically marginalized groups. In order to do so, one must first identify any differences in how a sense of belonging and psychological safety presents itself among differing racial and ethnic groups. This study will also explore how creating a sense of belonging and psychological safety can create a shift in organizational culture, as well as ensure the ongoing improvement of Diversity, Equity and Inclusion. The emerging themes are two-fold: One being employee facing, with a special interest in marginalized racial and ethnic groups, and two being organizational, outlining impact, challenges and opportunities to an organization's culture. In order to explore these themes, the following research questions will be explored and tested:

1. How does the perceived importance of belonging and psychological safety compare between historically marginalized and non-marginalized racial and/or ethnic groups?
2. How do the determinants of psychological safety and belonging compare between marginalized and non-marginalized racial and/or ethnic groups? Are there certain determinants that are more important than others for each group?
3. What are the perceived employee facing and organizational benefits to creating a sense of belonging in the workplace?

The first step in answering the research questions is to better understand the existing literature. A meta-analysis of the current as well as foundational literature has been performed to gain a better understanding of the various components surrounding belonging, psychological safety, DEI (in general), as well as implications in the workplace for all three. The first objective in reviewing the supporting literature is to identify what factors determine a sense of belonging and psychological safety, through exploring any existing scales or models for identification and/or measurement. These discoveries will be used in the current study to aid in answering the aforementioned research questions. The second objective in reviewing the existing literature is to gain a better understanding of any best practices for the implementation of DEI, as well as how belonging and psychological safety can inform DEI at work. Lastly, the third objective in reviewing the literature is to identify any employee and organization facing benefits in creating a culture of belonging, psychological safety, and DEI in the workplace.

Belonging

A sense of belonging is important throughout our lives, and has been found to be fundamental to our identity and overall well being. The theories of belonging can be traced back to Maslow's Hierarchy of Needs (Maslow, 1970). The theory proposes that after an individual's psychological and safety needs have been met, the need for love and belonging emerge. Though Maslow's theory suggests the need for belonging emerges only after one's survival based needs are met, in reality it could be argued that a sense of belonging can be tied to psychological needs or even safety from bodily harm, depending on the environment and demographics of the individual. In other words, it could be presumed that those belonging to marginalized groups

who are more likely to experience harm based on the group they identify with, may also perceive a sense of belonging as a physiological and/or safety need (Allen, 2021).

Belonging was first academically defined by Carl Rogers as a unique and subjective experience that relates to a yearning for connection with others, the need for positive regard, and the desire for interpersonal connection (Rogers, 1951). Belonging is a perception of how one feels about the quality of their social connections as well as the meaning of those connections. An important distinction about how belonging relates to individuals is that it is a perception constantly in flux, and can be positively or negatively affected by the individual and collective environment. It should be noted that the stressors related to belonging can be more intense among individuals within marginalized racial groups, those who are sexually or gender diverse, and those whose behaviors, attributes or abilities deviate from any preconceived social norms. This means the level of alienation or loneliness can be more prevalent in those identifying as a part of a marginalized group.

As humans we rely on others for support, validation and understanding. We also seek such relationships in the various groups we are in community with. Throughout *The Psychology of Belonging* (Allen, 2021), a strong connection between our personal identity, meaning, relevance, overall satisfaction and a sense of belonging is outlined in great detail. While we all need to experience belonging to a certain extent, specific feelings that contribute to a sense of belonging can vary based on the individual. That being said, many include feeling accepted, included, understood, welcomed, liked and appreciated in their uniqueness as contributing factors to an overall sense of belonging. An important distinction to keep in mind is that a sense of belonging is not synonymous with “fitting in” or losing a sense of individuality (Allen, 2021). A sense of belonging can be rooted in both an individualist culture or a collectivist culture. In

fact, research found that a common desire for uniqueness may create a base for a sense of belonging through the development of self identity and concept.

As previously mentioned, belonging is known to be an essential human need and critical to the human experience, with the need to belong having influence over human cognition, emotions and behavior. Belonging can be measured in gaining acceptance and avoiding rejection with a person's environment, whether at work, home or society in general. When people do not experience belonging, it often leads to a reduction in prosocial behavior and an increase in interpersonally harmful behaviors. The idea of "belonging to" is a phenomenon in which people feel valued as a part of a larger group or organization. This definition relies on Social Identity Theory, which suggests a person's sense of self is largely determined by their group affiliations and is aligned with social categorization. Social groups can include demographics, socioeconomic status, geodemographics, organizations etc. Perceived belonging to a group must also take an individual's personal identity into account. In order to feel a sense of belonging to any group, the group must allow for the individual to belong without losing a sense of uniqueness, or in other words, without losing their individual identity. Within any group, an individual's level of belonging also has an influence on learning and growth opportunities. Access to opportunities are based on the individual's ability to participate, connect and be included in the given group. The theory of Situated Learning (Filstad et al., 2019) suggests that in order to achieve full participation from group members there needs to be a strong sense of belonging, with social and cultural context taken in consideration. This link between belonging, learning, development and group participation can be directly translated into educational and professional success. In educational environments, we generally expect higher rates of success to be achieved by individuals who are engaged, motivated, and willing to learn. However, do we

consider which individuals have access to growth opportunities that lead to success, based on their individual state of belonging? In understanding more about how to identify a lack of belonging, and subsequently how to improve it, we may also be able to improve access to growth opportunities, resulting in a higher rate of success for all individuals.

Keeping the Situated Learning theory in mind, an individual's experience at work, or within their organization, is also affected. If there is a lack of belonging, an individual's level of engagement will be negatively affected. In other words, an organization needs to develop a strong relationship between learning and belonging in order to maintain high levels of employee engagement. Cultural differences must also be taken into consideration when discussing how individuals learn or engage in groups. Cultural differences, whether based on any of the aforementioned groups (e.g. race, ethnicity, gender identity etc.), may cause in-groups and out-groups within the same environment. Having incongruent or intersectional identities can also pose challenges when engagement and learning needs to happen. Incongruent identities occur when an individual's perceived identity does not match their own self identity. Intersectional identities occur when an individual's identity consists of multiple, intersecting factors, including but not limited to gender identity, gender expression, race, ethnicity, etc. An individual may enter any given group possessing an incongruent or intersectional identity, and not want to conform as a requirement for belonging. In this case there may be knowledge boundaries between the different social groups. Addressing knowledge boundaries with the concept of Communities of Practice (CoPs) (Filstad et al., 2019) can create a stronger sense of belonging. CoPs is a concept in which situated learning is used to help individuals discover the characteristics of the groups social practices, or community/group norms without neglecting their own identities.

A learning centered approach to building a sense of belonging includes learning as belonging to a community, learning as becoming (learning's influence on our sense of self), learning as practicing, and learning as experiencing. These processes create a network of shared practices among the group. The more learning that is shared, the greater the mutual engagement, and the stronger the sense of belonging.

When exploring the literature surrounding belonging, it is important to examine the effects of its absence as well. The lack of belonging or social exclusion results in two primary psychological outcomes: loneliness and depression. There have been a variety of studies that explore the risk factors and impact of loneliness and depression, with loneliness being more closely related to the lack of belonging (O'Reilly & Banki, 2016). *Social Exclusion: Psychological Approaches to Understanding and Reducing Its Impact* defines loneliness as the perception of being detached from others, or the perception of having an unmet need for interaction and social support. People that reported higher levels of loneliness were also less likely to seek social interactions or participate in community engagement, which are both associated with higher levels of group integration. The implications for these findings can be applied to the recent rise in virtual work environments, and suggest that it may lead to higher levels of loneliness among remote employees, specifically if the work group is the primary group for social interactions. Understanding how loneliness affects employees may help design strategies that improve connectedness and a sense of belonging.

Countering social exclusion has been explored via a series of experimental studies using interventions. However, these studies have not shown consistent results, therefore "best practices" are still lacking. In this meta-analysis, the only practice that has been tested and found to be the most consistent is the effect volunteering has on reducing social exclusion. Volunteering

has been shown to provide positive effects and improved psychological well-being (O'Reilly & Banki, 2016). These findings, while largely centered around people in retirement, can be used to help understand what interventions may be useful for reducing social exclusion in other settings as well, such as work environments, both in-person and remote. In the workplace, volunteering may be implemented in various ways including Employee Resource Groups (ERGs) or mentoring.

The meta-analysis revealed prior research was heavily skewed towards measuring a sense of belonging in educational settings, primarily among students ranging from elementary school through undergraduate. As previously mentioned, findings in regards to educational settings may be applied to work environments due to the human need for belonging as well as similar learning behaviors in professional development and growth strategies. In reviewing belonging in school, four defining attributes in creating a sense of belonging were identified (St-Amand et al., 2017).

- Attribute 1: positive emotions including feelings of attachment, intimacy, usefulness, support, and a sense of pride.
- Attribute 2: Social relations must be accompanied by encouragement, acceptance, support, respect, valorization, and warmth.
- Attribute 3: The individual demonstrates a willingness to meaningfully participate in the group. This participation is both in formal and informal settings.
- Attribute 4: Harmonization: an individual's ability to adapt by adjusting personal aspects in order to align with group situations.

In educational environments, the role of belonging was found to be significant in students' engagement as well as academic achievement. Studies centered around belonging in school also found that in creating a sense of belonging, positive peer interactions were the most important, followed by positive teacher-student relationships. Compared to previous studies examined, this finding seems to be consistent among employees as well, with peers being equivalent to co-workers and teachers being indirectly equivalent to managers, facilitators or executives.

After gaining a better understanding of the foundations of belonging, it is important to explore how this knowledge can be used to cultivate belonging. In order to build and sustain a sense of belonging, active listening by the teacher (or manager) with a focus on specific aspects of the practice, can create more successful outcomes. In the context of educational settings, the specific aspects of active listening include a teacher's trust in the student to problem solve without too much intervention, the ability to genuinely accept feelings that are expressed by the student, understanding that feelings are often transitory, a genuine care to help students with any issues, the ability to devote time and energy to students experiencing issues, the understanding that students don't often start by revealing the root problem and respect of privacy and confidentiality of each student's shared experiences. The integration of teaching methods that promote positive peer relationships are also key to successful outcomes. This may include methods that feature teamwork or cooperative learning tasks, with a focus on even role participation to ensure each student feels accepted by their peers. An approach that promotes positive social relationships between teacher and student by providing personal support to the students addresses a student's need for relatedness, which is a strong determinant of trust and subsequently, belonging (St-Amand et al., 2017).

The findings and recommendations outlined can easily be applied in a work environment, again, with employees being representative of students, and managers being representative of teachers. That being said, if applying these findings and recommendations to a work environment, special consideration for competence, autonomy, respect and trust should be taken in order to avoid a condescending tone or overtly uneven power dynamic in strategies.

Throughout the Covid-19 pandemic, the workforce has experienced what is now coined as the “great resignation”, people are leaving their jobs at record rates. There are many contributing factors to the great resignation, such as pandemic related financial burdens, the transition between in-person to remote work or hybrid environments, lack of child care etc. There has been a spike in studies surrounding the matter. Particularly interesting was the emphasis on the gender gap within the great resignation. In regards to gender differences among employees, it was found that belonging may be a good predictor of employee retention, while a lack of belonging may be a strong contributing factor to high turnover rates. Out of 3,500 employees around the world, only 22% of women felt a strong sense of belonging in their workplace (Mullen, 2021). When women experience a lack of belonging in the workplace, it leads to burnout, alienation and underperformance. This lack of belonging in the workplace has been exasperated by the added issues women are more likely to face during the pandemic. For example, it is more likely in a dual income household for the woman to leave her job when child care is unavailable, which is one reason we are seeing significant loss in women in the workplace since the beginning of the pandemic. Though it was a small mention in the reviewed literature, it’s important to note that studies found employees belonging to marginalized racial groups have felt a stronger sense of belonging while working remotely, with Black women specifically crediting the ability to better manage microaggressions and work stress in a remote setting.

While the current study will not directly explore remote versus in-person work as it relates to a sense of belonging, the difference between what creates a stronger sense of belonging for employees of marginalized racial groups may be important in understanding how organizations can best support employees of different racial or ethnic groups.

Disparities have been found in regards to organizational commitment and follow through when it comes to DEI and belonging in the workplace. In order to understand the disparities, we have to also identify the role an organization plays in creating a sense of belonging. Our review revealed 62% of employees are most likely to credit co-workers with creating a sense of belonging. Direct managers were also found to be important in creating a sense of belonging at work, with almost half of the Human Resource (HR) professionals surveyed saying managers play a key role. Yet there are concerning statistics surrounding the topic as well. For example, only about half of the HR professionals that were surveyed said they were familiar with their organization's values (H.R., 2020). If HR professionals are unaware of the organization's values, how are they able to create an effective company culture or have the ability to create a sense of belonging for the employees? The other issue that has been uncovered is in the perception of organizational support. Only about half of the professionals say their organization is supportive. A lack of support can greatly hinder an organization's ability to create a sense of belonging. Based on these studies, the top two barriers to creating a sense of belonging may be overwork and lack of recognition. Studies posit that a sense of belonging is strongly driven by being recognized for accomplishments and feeling that your contributions to the organization are valued.

In order to remedy these shortcomings, organizations use common tools and communications methods. Primarily these methods have focused on making people feel

connected and include in-person meetings, emails and phone calls. Keeping cultural differences in mind, each country expresses differences in the following categories; feeling responsible for the feeling of belonging, having the ability to voice contrary opinions without negative consequence, seeing themselves as an extension of their organization, being critical of leadership and management, and staying in their organizations based on the level of interest in their work (H.R., 2020). Cultural differences are important to highlight in order to understand which methods are working for which cultures, which as of now is still unclear. With the workforce being more remote than ever, organizations are recruiting talent globally, leading to an increase in multicultural teams as well.

Psychological Safety

A sense of belonging requires authenticity and vulnerability to be present. In order for people to feel comfortable being their authentic selves and express vulnerability within a group a sense of psychological safety is critical. Psychological safety is a belief that one will not be punished or humiliated for speaking up, asking questions or making mistakes (Edmondson, 1999). Psychological safety, while crucial for all people, is more often consciously taken into consideration by those belonging to marginalized groups, or differing cultures while integrating into a community, work environment, team etc.

In today's increasingly diverse workforce, it is crucial for leaders and managers to possess cross-cultural competencies in order to effectively manage teams and create an inclusive environment. Cultural competency as an individual-level intelligence is directly related to a leader or manager's ability to create effective multicultural teams (Fujimoto & Presbitero, 2021). The studies posit the cultural intelligence, also referent to the Cultural Quotient (CQ) of a

supervisor is an important social process that models behavioral flexibility, role modeling, and less biased treatment of employees. These components aid in creating a culture of inclusion, fosters intercultural cooperation and psychological safety within multicultural teams. Creating a psychologically safe environment is an outcome of an individual's progression and interaction with inclusive multicultural teams, which translates to change in attitudes and behaviors.

In related studies that have measured organizational culture and diversity, leader-member interaction presented itself as a key determinant of organizational culture/climate. With inclusive and diverse leadership is a key component in creating a greater sense of psychological safety among group members (employees). These findings relate to the theory of Leader Cultural Intelligence (CQ) (Fujimoto & Presbitero, 2021) in how it models cross-cultural behaviors by creating social integration, a greater perception of inclusion, and motivating social integration among employees from different cultural backgrounds. The theory itself can be seen as a form of inclusive leadership, relying on cognitive behavioral changes, empathy building, seeking to understand diverse perspectives, modeling openness while interacting with people from different cultures and practicing cultural perspective-taking (how a person's culture may affect situational responses).

When employees feel that their manager/ leader has a high CQ, intercultural cooperation and team inclusivity are positively affected. Additional dimensions of psychological safety were tested as well. These dimensions were inclusion in the decision-making process and equitable employment practices. Employees who felt they were included in the decision making process, reported feeling valued at work, which is a component of belonging and psychological safety at work. Other key components of psychological safety are perceived support from managers, positive interpersonal relationships, and positive organizational norms. These components were

found to be indirectly related to a supervisor's CQ. Supervisors with a higher CQ may internally and externally welcome personal engagement from employees through equitable practices, integration of learning, and inclusive decision making (Fujimoto & Presbitero, 2021).

Team-based psychological safety is defined as a shared belief that the team is in fact safe for interpersonal risk taking (Edmondson, 1999). Psychological safety in teams had largely been thought of as an implied belief, and sometimes discussed explicitly when developing team norms. Aside from the development of team norms, the perception of psychological safety can often be confused with team cohesion. The issue with aligning the two is that team cohesion has been found to reduce the willingness to openly disagree or challenge team members, implying a lack of interpersonal risk-taking, or maintaining one's uniqueness in a group. A key finding as it relates to team psychological safety was the importance of trust. Trust is defined as the expectation that the future actions of others will be favorable to an individual's interests, which allows individuals to be vulnerable in their thoughts and actions. Where psychological safety in teams is concerned, trust needs go beyond the interpersonal stage and must be applied to the overall culture of the team. Both trust and mutual respect are necessary in creating a culture in which team members are able to be comfortable being themselves.

Psychological safety can be measured in three segments: Team behaviors, beliefs about the team's interpersonal context, and team constructs. A series of statements were created to measure qualitative and quantitative data surrounding each segment. Researchers collected qualitative data through quotes, direct reports from participants and/ or observation (Edmondson, 1999).

The following are the segments of psychological safety and statements used to measure each:

- Beliefs about the teams interpersonal context
 - Members of this team respect each other's ability
 - Members of this team are interested in each other as peopleIn this team, you aren't rejected for being yourself or stating what you think
 - Members of this team believe that other members have positive intentions
- Team behaviors
 - Seeking or giving feedback
 - Making changes and improvements v.s. avoiding change or staying the course too long
- Team constructs
 - Obtaining or providing help or expertise
 - Experimenting
 - Engaging in constructive conflict or confrontation

Other scales that were used to determine psychological safety via quantitative measures included team behavior, performance, and team feedback. Key findings include a significant and positive relationship between psychological safety and team learning behavior, as well as team support in context. The positive relationship between leader coaching and psychological safety was also identified as an important role in psychological safety (Edmondson, 1999). In regards to the current study, utilizing the tested measures of psychological safety in teams may help determine which measures are of the most importance to marginalized groups within the workplace.

In exploring psychological safety, we must begin with defining the concept as it applies to organizations. The concept of psychological safety was introduced as a mechanism for “unfreezing” people processes in order to create effective organizational change and learning (Frazier et al., 2016). It was suggested that creating psychological safety in the workplace removes barriers to change, encouraging trial and error without negative consequences for failures during attempts. Psychological safety was also found to be a critical competent in feeling attachment in relationships and engagement in their work. Within the meta review, three similar constructs were examined and compared to psychological safety. The three constructs reviewed were psychological empowerment, work engagement, and trust. It’s important to understand the distinctions between each construct as well as their respective organizational impacts.

Psychological empowerment is based on intrinsic motivations that give employees a sense of control over their work and relies on cognitive states including impact, competence and self-determination (Frazier et al., 2016). The important distinction between psychological empowerment, employee engagement and psychological safety is found in the focus of the individual's cognitive perceptions. In regards to empowerment and engagement, employees’ cognitive perceptions are focused on an employee's specific job and tasks. Whereas psychological safety focuses on the employee’s cognitive perceptions of the overall social and work environment within their organization.

This review of psychological safety was most helpful to the current study in the creation of a framework for testing the nomological network. The nomological network refers to a system of “laws” that constitute a theory, with the “laws” being deterministic or statistically tested theoretical constructs (Cronbach & Meehl, 1955). The four antecedents of psychology were identified as organizational norms, group dynamics, leadership and interpersonal relationships.

After determining the four antecedents, the review hypothesizes that a state of psychological safety is positively related to learning orientation, openness to new experiences, emotional stability, proactive personality and positive leader relationships. In testing the hypotheses, it was found that there in fact is a positive relationship. Within the research, there was also a highlighted relationship between creating a state necessary for learning, organizational change and psychological safety (Frazier et al., 2016). The current study utilizes the the four antecedents of psychological safety to inform the research question concerning level of importance for each measure of psychological safety, based on marginalized racial and/or ethnic groups compared to non-marginalized groups.

Diversity, Equity, Inclusion and Belonging

Diversity, Equity, Inclusion and Belonging (DEIB) is a relatively new iteration of organizational policies and practices. While there is still limited literature surrounding DEIB specifically, exploring related research in the areas of DEI, cross cultural leadership and belonging, as a concept itself, helps form a greater understanding moving forward. For example, exploring the elements of cultural competency is key to creating successful Diversity, Equity, Inclusion and Belonging practices. According to the meta-analysis, the following have been identified as validated elements of cultural competency (Diaz-Berenstain, 2020):

- Value diversity
- Have the capacity for cultural self-assessment
- Be conscious of the inherent dynamics when cultures interact
- Have institutionalized cultural knowledge

- Develop adaptations to service delivery that reflect an understanding of cultural diversity

Understanding concepts that support DEIB is just the first step towards organizational progress. The next step is identifying what current practices are not working for organizations and their employees.

The challenge in creating change in DEIB lies in designing practical methods to overcome inequalities and barriers. For example, there is currently a lack of training in how to best facilitate difficult conversations surrounding race, privilege, inequality and justice in the workplace. There is also a lack of recognition for the intersectionality of employees that have intersectional identities, or belong to more than one marginalized group. Closing the knowledge gap in both cultural competency and intersectionality can allow the organization to develop more effective policies and initiatives. Diaz-Berenstain (2020) explored three interrelated themes surrounding belonging and self-esteem for women in the workplace. A sense of professional community, work-life integration, and career mapping and advancement were the outstanding themes that presented themselves when studying a sense of belonging among women at work.

Lastly, mentorship and sponsorship was found to be a strong developer of belonging. This was especially pronounced when mentors possessed one or more demographic characteristics to which the mentee related. The most effective mentor/ mentee relationships were found to be the ones in which the mentor and mentee shared the same gender and/or race/ethnicity. The importance of access to peer support and growth opportunities was also stressed when creating a culture of inclusivity and belonging (Diaz-Berenstain, 2020). Organizations would benefit from taking these findings into consideration when designing strategies to counteract loss of employee engagement and retention.

The Society for Human Resource Management (SHRM) in conjunction with Harvard Business Review published a report on sustained commitment in creating a culture of DEI (HBR, 2021). The report aims to provide organizations with a snapshot of the current climate surrounding DEI initiatives. Similar to the current study's objectives, the report focuses on data that may help organizations create more sustained change in the areas of DEI and belonging as a response to broader social events and movements such as the Covid-19 pandemic, Black Lives Matter and MeToo. Some key findings that can be explored further are statistics involving employees' perception of their organization's success in DEI, the perceived level of strategic priority, and perceived leadership commitment. The study found that of 1,115 respondents consisting of North American organizational leaders, 65% say DEI is a high strategic priority for their organizations. Yet, 67% of those respondents say their organizations are "only somewhat successful" in creating a diverse, equitable and inclusive work environment. The disparity between these two findings gives the current study a lens in which to measure where organizations may be missing the mark in the transition from intent to impact. In another finding, the report suggests 50% of respondents report a lack of leadership as a hindrance to DEI efforts and organizational change (HBR, 2021).

In an attempt to understand where organizations can create progress in DEI, components including training for managers, safe mechanisms to report DEI incidents, people resources, ERGs/ affinity groups, transparency in DEI metrics, DEI measurement solutions, executive support, supportive culture, and training for all employees were measured among leaders, followers and laggards. It should be noted that leaders are those who actively participate, support and champion a culture of DEI, followers are those who go along with strategies when implemented and laggards are those that may be resistant to change and/ or DEI strategies. Of

the measures, leader support, a culture that is supportive of DEI and training were all rated the highest in what is needed to create progress in DEI.

In 2021 SHRM reported again on the climate of DEI at work. They found that in 2020, organizations' commitments to DEI had spiked, creating more jobs and strategic priority in the field. Just a year later, SHRM reported that organizations are largely "going through the motions" when it comes to the DEI commitments they had set in 2020, during the height of interest in the field. In fact, 80% of organizations that had publicly committed to improving DEI were found to have fallen short of meeting benchmarks in the following year. This finding led SHRM to hypothesize that the more traditional methods for improving DEI were not effective in a more focused organizational climate. In order to measure effectiveness, 84 DEI practices were mapped. Of the 84, the report found the following 15 practices to be the most effective (Bersin & Enderes, 2021):

- frequently listen to employees and act on results
- HR capability to meaningfully consult with the business on DEI issues
- CEO articulates DEI vision and communicates progress frequently
- communicate DEI metrics internally
- focus on DEI in the ecosystem (partners, suppliers, customers)
- embed DEI in every HR program
- embed DEI in all learning and leadership development programs
- support people to present their authentic selves
- set outcome goals for inclusion (e.g. inclusion index)
- chief Diversity Officer (CDO) distributed accountability for DEI results

- leaders believe diversity is good for business
- business partners actively seek out HR to consult on DEI questions
- CEO holds senior leaders accountable for DEI outcomes
- DEI strategy is an integral part of our business strategy
- invest in benchmarks to measure and drive DEI

These 15 commonly seen practices are used throughout the current study to help determine the employee perceptions of current DEI practices within their organizations.

Understanding the employee perspective may lead to understanding how to create organizational change that goes beyond a top down approach.

Organizational Impact

There are various implications for the workplace when it comes to creating a sense of belonging. One of the studied outcomes of belonging has been employee retention. Currently we are seeing a lack of employee retention, as we are amidst the “great resignation”. With many factors contributing to the lack of retention among employees in general, a closer look uncovers disparities among racial groups as well. The relational demography theory and social-identity theory are used to explore peer-peer and manager-employee relationships based on representation of marginalized racial and ethnic groups. In these investigations, special care needs to be taken to ensure intersectionality is explored as well. Studies have found that individuals whose identities are based in multiple marginalized groups have a greater risk for turnover. For example, women of color may respond differently to measures with just racial representation in mind. Representation impacts retention; it is important to keep in mind the

larger demographic makeup of the organization. If the given organization has lower numbers of differing racial and ethnic demographics as a whole, then the individual employees belonging to marginalized racial and ethnic groups may lack a greater sense of belonging, leading to lower rates of engagement and overall job satisfaction.

Exploring how belonging, psychological safety and DEI impact work environments is a crucial component in measuring how to best support employees identifying as a part of marginalized racial and ethnic groups. One way that may be helpful in certain work environments would be the use of Komisarof's framework of workplace belonging. Komisarof's framework is based on the theory that workplace belonging is a form of acculturation among employees (Komisarof, 2021). Acculturation is defined as assimilation to a different culture, typically a more dominant one. This theory of belonging as acculturation is somewhat contrary to previous definitions used, and it should be noted that Komisarof's framework of workplace belonging is based on Japanese culture. To better understand this take on belonging, the characteristics of Japanese culture should be noted and have been found to be defined by collectivist attitudes and behaviors. The reason for including this perspective is to allow for differences in cultures to be taken into account when measuring which factors of creating a sense of belonging may be ranked higher based on importance among those belonging to marginalized racial and ethnic groups.

Unlike the theory of belonging as acculturation, Employee Resource Groups (ERGs) take an almost opposite tact in allowing employees to self-assign to groups based on personal characteristics. ERGs are defined as voluntary, employee-led groups made up of individuals who join together based on common interests, backgrounds or demographic factors such as gender, race or ethnicity (Gómez, 2020). They may also be referred to as affinity groups depending on

the organization. Studies have found that ERGs provide peer support to their members, allowing for individual growth, both personally and professionally. ERGs are found to be especially important for employees identifying as a part of marginalized racial or ethnic groups, giving a sense of community based on shared experience and self-identity. Being a part of an ERG may help with regulating workplaces stress surrounding microaggressions and perceived inequities for marginalized racial and ethnic groups. The challenges with ERGs are two fold. On the one hand, ERGs being volunteer based creates extra pressure and work for an organization's employees. That coupled with low, or no budgets allotted to the groups hinder their ability to thrive in their original purpose. Another challenge that has more recently presented itself is the transition from groups created by and for employees into groups that the organization may rely on to inform business practices and strategies surrounding employee demographics and identities.

CURRENT STUDY

The current study aims to investigate the differences in perception of belonging and psychological safety among employees identifying as a part of marginalized racial and/or ethnic groups, in comparison to employees identifying as a part of non-marginalized racial and/or ethnic groups. In order to do so, a combination of measures for belonging and psychological safety and perceptions of organizational support in creating a culture of Diversity, Equity and Inclusion (DEI) were used. Based on the study's findings, suggestions will be made surrounding which determinants of belonging and psychological safety are ranked by level of importance among those belonging to marginalized racial and ethnic groups. The determinants in creating a

sense of belonging that will be measured in the study appear in **Table 1**, and include; social bonds, vulnerability, trust, usefulness, pride, encouragement, acceptance, support, respect, shared values, shared background, shared lived experiences.

The Intact-Team Psychological Safety (PS) Scale (Edmondson, 1999) in Table 2 will measure the following factors of psychological safety:

- making a mistake without it being held against me
- the ability to bring up issues or problems among co-workers and leadership
- being accepted as my authentic self
- the ability to take risks
- the ability to ask for help without judgment or consequence
- confidence in co-workers and leadership to never deliberately act in a way that undermines my effort
- having my unique skills and talents, valued and utilized

The current study will ask participants to rank both the Determinants of Belonging Scale and the Intact-Team Psychological Safety (PS) Scale by level of importance. The study will then use that data to examine which measures are ranked most important in creating a sense of belonging and psychological safety among those belonging to marginalized racial and/ or ethnic groups, compared to those belonging to non-marginalized groups.

<i>Determinants of Belonging</i>
<ul style="list-style-type: none">• Social bonds• Vulnerability• Trust• Usefulness• Pride• Encouragement• Acceptance• Support• Respect• Shared values• Shared background• Shared lived experiences

Table 1. *Determining Attributes of Belonging*

<i>Intact-Team Psychological Safety (PS) Scale</i>
<ul style="list-style-type: none"> • Making a mistake without it being held against me • The ability to bring up issues or problems among co-workers and leadership • Being accepted as my authentic self • The ability to take risks • The ability to ask for help without judgment or consequence • Confidence in co-workers and leadership to never deliberately act in a way that undermines my effort • Having my unique skills and talents, valued and utilized

Table 2. *Intact-Team Psychological Safety (PS) Scale*

METHODOLOGY

All research objectives, instruments and data collection methods were approved by the University of Southern California Institutional Review Board prior to distribution. The principal research instrument (survey) is designed to measure individual perceptions of creating a sense of belonging and psychological safety at work. The scales shown in Tables 1 and 2 are designed to collect data on individual factors of belonging and psychological safety. Participants will rank each factor by perceived level of importance. The purpose of these scales are to help answer the research question: *How does the perceived importance of belonging and psychological safety compare between historically marginalized and non-marginalized racial and/or ethnic groups?* The results will be compared to results of those identifying as a part of a non-marginalized racial and/or ethnic group in order to identify any differences or disparities in organizational practices.

In other words, by exploring any group differences in level of importance per component of belonging and psychological safety, and then examining which components organizations tend to focus on, we can see if organizational practices are skewed towards one group or another. A portion of the survey will also aim to measure Perceived Organizational Support (POS) (Zhong et al., 2015) through a series of statements surrounding participants' current work environments, as well as the current DEI practices of their organizations. After data collection, assessments will be made to identify differences in perceptions based on participants' racial and ethnic group. In doing so, the study aims to understand if current DEI practices and workplace environments are effectively supporting marginalized racial and ethnic groups.

Participants

After cleaning the raw data, a sample size of 242 ($N = 242$) was analyzed. The sample, which consisted of employees over the age of 18, from organizations with 20 or more employees was surveyed. The breakdown of employee age groups can be found in Appendix C, however it should be noted that age was not a specific factor in the current study analysis. In order to compare marginalized and non-marginalized groups, based on race and ethnicity, the study aimed to get as close to a 1:1 ratio as possible. The racial and ethnic group makeup came to 50% participants identifying as a Person of Color (POC), and 50% identifying as White. For the purposes of this study racial and ethnic groups will be considered as the following: Black, African American, Latino/a/x, Hispanic, of Spanish origin, American Indian, Alaskan Native, Middle Eastern, Asian, Native Hawaiian, Pacific Islander, White and/or self-described as POC. Participants were given the option to select any and all race/ethnicities they identify with. A more detailed breakdown of employees identifying as POC, specified by race can be found in

Appendix A. Intersectionality based on gender and race was also intentionally noted for future analysis. Among the employees identifying as POC, 45.5% also identified as male and 41.3% identified as female. Among employees identifying as White, 54.5% also identified as male and 58.7% identified as female. Among the other gender identities (i.e. Non-Binary, Transgender, Genderqueer etc.) percentages of intersecting racial identities were not large enough to be considered statistically representative of their given populations (Figure 1).

Relationship Map - Intersecting Identities (Race and Gender)

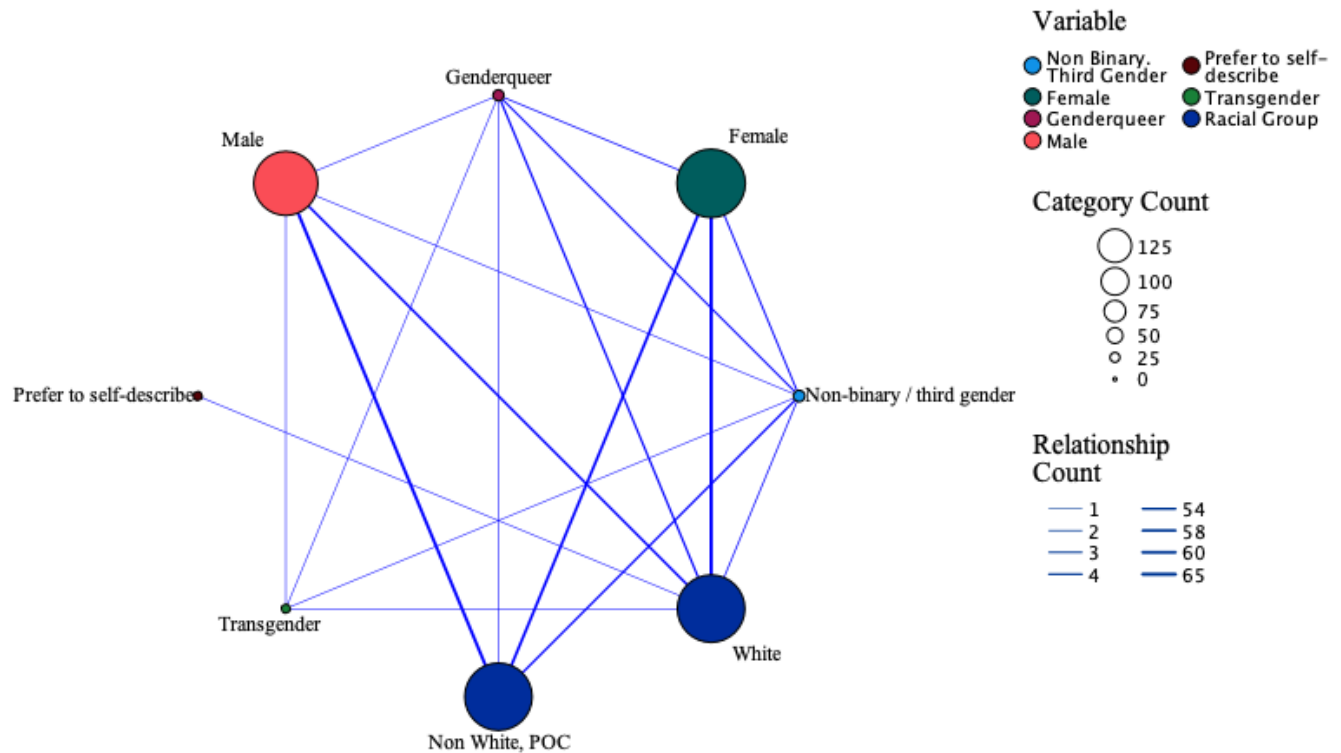


Figure 1. *Relationship Map - Intersecting Identities (Race and Gender)*

The sample was also described in terms of their current organizational structure, tenure, and leadership level. These descriptions were assessed categorically and reported using

percentages. Organizational size, tenure, leadership level and seniority may help determine employee perceptions as well as identify relationships with the following: job satisfaction, retention, and employee facing benefits of belonging and psychological safety. Employees were asked to indicate what size organization they currently work at, with the categories defined by firm size class according to the U.S. Bureau of Labor Statistics. Size class 4-9 were set as the organization size categories. For a full description of firm class size please see Appendix D. The sample was employed by firms in Class 4 through Class 9 organizations, with the majority of participants employed by Class 4 and 9. The full organizational breakdown is expressed in Figure 2. Among all employees surveyed, 65.7% reported being in a leadership role in their current organizations. 51.4% of the sample reported being mid level employees and 38.9% were entry level.

Organization Size - Based on U.S. Bureau of Labor Statistics Size Classifications

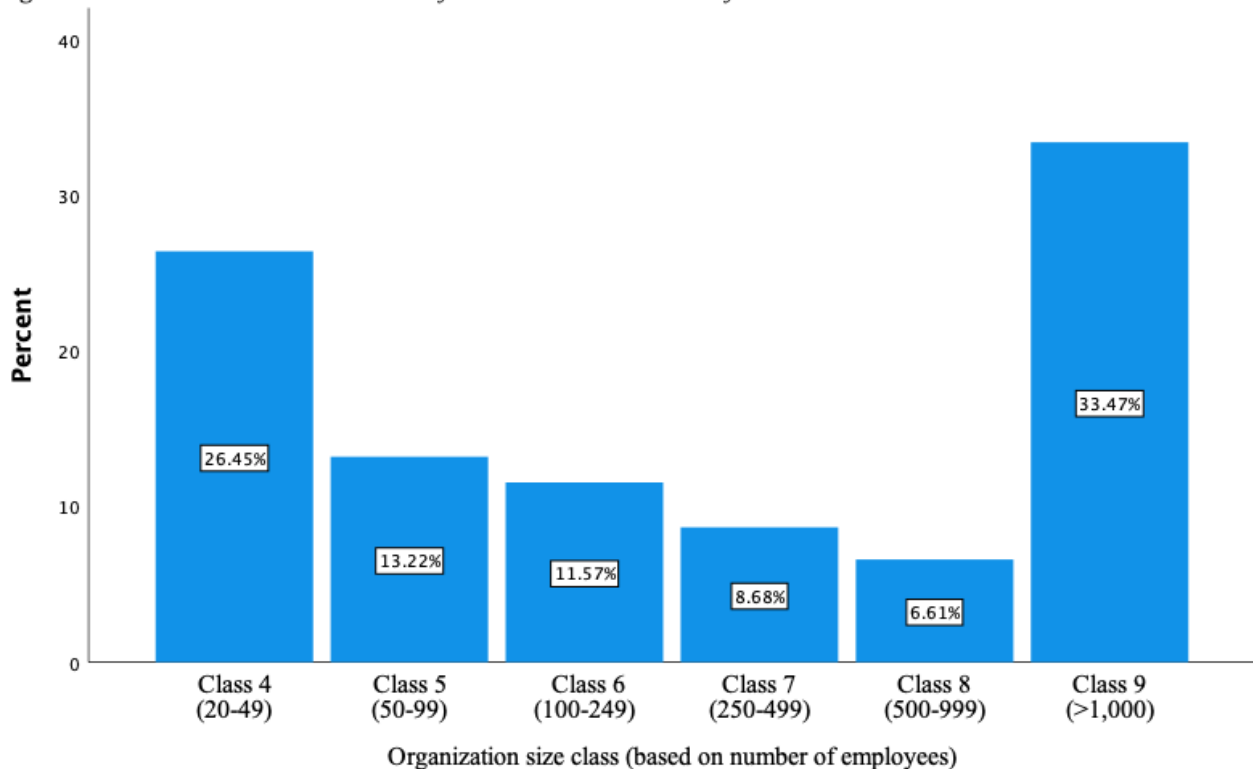


Figure 2. *Organization Size*

Materials

The primary research instrument used was an online survey created using Qualtrics online survey software. A short series of questions were added to the beginning of the survey in order to determine eligibility. Screening questions were based on age and employment status. Participants must be 18 years or older and employed either full-time, part-time, or unemployed for less than 3 months. The survey design includes multiple question formats including, rank and order, multiple choice, Likert scale and open ended text entry. The rank questions are applied to both the determinants of belonging (Table 1), and the Intact-Team Psychological Safety (PS) Scale (Edmondson, 1999) (Table 2), and asks participants to rank and order each determinant by level of importance. The open-ended question included: “What do you think your organization can do to improve Diversity, Equity and Inclusion?”. The Likert scale questions were designed in a short series of matrix tables, using a three-point scale response format with “disagree”, “neither agree or disagree”, and “agree”. Lastly, a series of multiple choice questions were used to cover organizational structure, employment, as well as demographics.

It should also be noted that the survey welcome page clearly informs all participants of the purpose of the survey and provides contact information for the primary investigator. The welcome page also states that all participants will be kept anonymous, and no personal identifying information will be collected. In order to move onto the screening questions, participants must indicate their consent by selecting “agree” and the bottom of the page. The survey in its entirety can be found in Appendix D.

Procedure

Recruiting and distribution was completed via Prolific, an online service platform that recruits verified online survey participants. Quota sampling was used to ensure at least 50% of the participants identify as a part of a marginalized racial or ethnic group. This method allows the sampling to be done by dividing the population into groups, based on certain characteristics, in this case sampling quotes will be based on race and ethnicity. Within each group, a non-probabilistic sample is selected. Once participants are recruited, the survey will be distributed directly from the Prolific platform.

Data Analysis and Findings

After collecting the data, analysis was conducted using IBM SPSS Statistics (Version 21.0) predictive analytics software. To effectively describe the sample demographics and characteristics, descriptive analysis including frequencies expressed in percentage, standard deviations, and means were used. Correlation coefficients were performed to determine the level of importance of determinants in creating belonging and psychological safety among the entire sample ($N = 280$) as well as among different racial groups (marginalized and non-marginalized). Linear regression analysis, independent sample t -tests and ANOVAs were also performed in order to measure the impact of certain variables as they relate to belonging, psychological safety, perceived organizational support (POS), retention and job satisfaction in relation to different racial groups. It should be noted that in order for the relationship to be considered statistically significant, $p = .05$ or below. This condition will determine the study findings as well as inform future research.

Determinants of Belonging and Psychological Safety

An objective of the study was to explore how determinants of belonging and psychological safety compare between marginalized and non-marginalized racial and/or ethnic, and identify if there were certain determinants that were perceived as more important based on racial group. A multiple response variable set was created based on the predetermined scale to measure attributes of a sense of belonging (Table 1). The multiple response variable set was focused on the response “most important” (tabulated at value 1) per attribute. Using the variable set, a cross tabulation was performed to compare each attribute's level of importance based on marginalized and non-marginalized racial/ethnic groups. Analysis found that the two attributes of belonging ranked most important among the entire sample ($N = 280$), were “Trust” with 61.1%, and “Respect” with 41.8%. When attributes were viewed by race, the study found that among participants identifying as POC, 62.3% confirmed “Trust” was still the most important attribute among marginalized racial groups. That being said, the cross tabulation did expose differences in racial group per attribute, with the largest differences found in the attributes “social bonds”, “shared background” and “shared values”. Of the employees that found the attribute “social bonds” to be “most important”, 61.5% identified as White, while 38.5% identified as POC. Among the employees that found “shared background” to be the “most important” attribute, 75% identified as POC, while only 25% identified as White. Lastly, among employees who rated “shared values” as the most important attribute, 60.7% identified as White, compared to 39.3% who identified as POC. These differences in level of importance, begins to confirm the research question: “Are there certain determinants that are more important than others depending on racial/ethnic group?”

A more detailed lens was then applied, exploring the multiple response variable set based on the attributes of belonging rated “most important”, and the multiple variable set based on specific racial/ethnic group (e.g. Black, African American, Latino/x, Middle Eastern, American Indian, Asian, White etc.). The hypothesis: “The level of importance of each attribute of belonging will differ based on individual racial/ethnic group” was tested through cross tabulation. The study found that there were in fact variations between different racial groups when it came to which attributes were rated “most important”, however based on the amount of participants per individual racial group, there cannot be any statistical conclusions made. In order to do so, further research will need to be conducted with larger participant samples for each specific racial group.

A multiple response variable set was also created based on the Intact-Team Psychological Safety (PS) Scale (Edmondson, 1999) (Table 2). Again, the multiple response variable set was focused on the response “most important” (tabulated at value 1) per attribute. Descriptive analysis using frequencies was first applied to the PS scale multiple response variable set. The frequency analysis revealed that among the entire sample, 28.2% of employees rated “being accepted as my authentic self” as the “most important” attribute of psychological safety. Unlike the attributes of belonging that had a maximum range in percentage of over 30, there was only a maximum variance of 16% found between attributes of psychological safety. Using multiple response cross tabulation, the attributes were then compared based on non-marginalized and marginalized racial groups, with the range 1-2 defining each racial group. When racial group was a factor, it exposed differences among attributes of psychological safety. The attributes that showed the largest disparities based on racial group were “having my unique skills and talents valued and utilized”, “the ability to ask for help without judgment or consequence”, and “making

a mistake without it being held against me”. Among the employees who rated “having my unique skills and talents valued and utilized” as “most important”, 56.8% identified as POC, while 43.2% identified as White. Among those who rated “the ability to ask for help without judgment or consequence” as most important, 65.8% identified as White, while 34.2% identified as POC. Among the employees who rated “making a mistake without it being held against me” as the “most important” attribute, 63.6% identified as White, and 36.4% identified as POC. The results of the cross tabulation interestingly revealed an emphasis on avoiding consequence and judgment at work among employees who identified as White. While employees who identified as POC (belonging to marginalized racial groups) emphasized authenticity and valuing uniqueness. It could be presumed that the difference in emphasis based on racial group is related to the dichotomy between group cohesion and preserving individual identity. If this in fact the case, the concept, Communities of Practice (CoPs) (Filstad et al., 2019). As mentioned in the meta analysis of the literature, CoPs is a concept used to help individuals understand and integrate social practices, or community/group norms without neglecting their own identities. Integrating CoPs in organizational settings could prove helpful in ensuring employees belonging to marginalized racial groups feel their individual identities are effectively accepted and supported.

Employee Perceptions of the Workplace

In order to explore the research question: “What are the perceived employee facing and organizational benefits in creating a sense of belonging in the workplace”, the study investigated employee perceptions of their current organizations as well as predictors of job satisfaction and retention. A series of statements pertaining to workplace perceptions and the current state of belonging in the workplace were compiled into a scale index (Table 3). The index was then tested for internal reliability using a reliability analysis, with the goal being a Cronbach’s Alpha

of 0.7 ($\alpha = 0.7$) or higher to ensure strong internal reliability. The reliability analysis revealed a Chronbach's Alpha of .839, which reveals a strong index, meaning the variables (statements) were effectively measuring workplace perceptions.

<i>Index Variables</i>
<ul style="list-style-type: none"> ● I am happy at work ● I would refer a friend or family member to work at my organization ● I see myself working at my current organization one year from now ● I am comfortable giving feedback to my supervisors ● My organization provides me with the support I need to complete my work ● I am fairly rewarded for my contributions to the company (e.g. pay, promotion)

Table 3. *Workplace Perception Index* ($\alpha = .839$)

Current DEI Practices

Another scale index was created with a series of statements surrounding employee perceptions of their organization's current DEI practices. After running the first reliability analysis, $\alpha = .702$ was revealed. Because the alpha was just above our goal, we looked at "Cronbach's Alpha if deleted" for each statement within the index. After identifying the statement and trimming the scale (removing said statement from the index). The second reliability analysis performed on the trimmed scale (Table 4) revealed $\alpha = .797$, indicating a much stronger internal reliability for measuring employee perceptions of their organization's DEI practices.

<i>Index Variables</i>
<ul style="list-style-type: none"> • Diversity, Equity and Inclusion is talked about openly in my workplace. • My organization relies on me and employees I identify with to help with Diversity, Equity and Inclusion. • My organization clearly communicates strategies to improve Diversity, Equity and Inclusion. • My organization holds itself accountable when it comes to Diversity, Equity and Inclusion.

Table 4. *Employee Perceptions of Current DEI Index ($\alpha = .797$)*

As a common organizational practice to improve DEI and belonging, participants were also asked if they belong to an Employee Resource Group (ERG). Interestingly, the study found that 47.1% of all employees reported that their organization did not have ERGs or affinity groups, and of the employees that did have access to ERGs, only 7.9% of the employee sample reported belonging to an ERG. Based on the meta analysis of literature, ERGs were found to be a relatively effective, low stakes DEI practice that creates a stronger sense of both belonging and psychological safety among employees identifying as a part of a marginalized racial group. What the study revealed was a large gap in research and successful implementation. Due to the fact that ERGs are an easy practice for most organizations to implement, there should be further research into why employees are not taking advantage of ERGs and how organizations can be more successful in implementation.

Job Satisfaction and Employee Retention

In order to understand the perceived employee facing and organizational benefits to creating a sense of belonging in the workplace, the study explored employee retention and job satisfaction as dependent variables. A series of correlations and regression analysis were run in order to identify the strongest predictors of both retention and job satisfaction. Linear Regression analysis was performed on a series of statements (Table 5) to determine the predictors of employee retention. With an R Square of .147, meaning roughly 18% of retention is predicted by the variables as a whole. The analysis revealed that the statements were in fact predictors of employee retention with $p < .001$, yet more data is needed in order to understand where that significance is coming from. Taking a deeper look into the regression analysis found that the strongest predictor of employee retention was the statement “my organization values my unique experiences”, with $p = .006$. After identifying the strongest predictor of employee retention, cross tabulation was performed on the variable “my organization values my unique experiences”, comparing racial groups, which revealed there was not a statistically significant difference between marginalized and non-marginalized racial groups. A multi response variable set was also created based on the predictors of retention, with a dichotomy group (“disagree”) tabulated at 1 in order to explore if there are differences in negative perceptions of the predictors of retention based on racial group. The multiple response variable set (\$RETENTION_DISAGREE) was cross tabulated with racial groups (White, POC, which revealed which predictors of retention had the most negative perceptions per racial group. Among those who identify as POC the predictors with higher levels of negative perception were “my organization takes quick and appropriate action when harmful language and behavior is reported”, with 45.9% disagreeing, and “my organization is a place where people care about one

another”, with 38.2% disagreeing with the statement. These two predictors of retention were important to highlight because across all predictors, these had the highest percentage of disagreement among employees identifying as POC. It should be noted that this does not necessarily mean there are no differences among racial groups when it comes to retention (the intent to stay at the organization), or that the two predictors listed are sole reasons for employee turnover among those identifying as POC. What the findings do show is that there is opportunity for further focused research on retention among marginalized versus non-marginalized racial groups.

<i>Predictors of Employee Retention</i>
<ul style="list-style-type: none"> ● my organization is a place where people care about one another ● my organization values diverse thoughts and perspectives ● my organization values my unique experiences ● my organization takes quick and appropriate action when harmful language and behavior is reported ● my organization measures inclusivity ● my organization holds itself accountable when it comes to DEI

Table 5. *Predictors of Employee Retention*

Nonparametric correlations using Spearman’s coefficient was also performed on a series of variables to determine predictors of job satisfaction (Table 6), $F(5, 272) = 40.846$, $t(240) = -2.137$, $p < .001$ with an $R^2 = .429$, meaning roughly 43% of job satisfaction is predicted by the independent variables. Overall, the significance of $p < .001$ revealed the variables were in fact

strong predictors of job satisfaction. The most significant predictor of job satisfaction was found to be “my organization is a place where people care about one another”, with $p < .001$. Other leading predictors included: “My organization measures inclusivity” with $p = .003$. “My organization values my unique experiences” with $p = .005$. “My organization takes quick and appropriate action when harmful language or behavior is reported” with $p = .010$. Lastly, “My organization values diverse thoughts and perspectives” with $p = .029$. Independent samples Mann Whitney U tests were performed and analysis was run on the individual predictors of job satisfaction and racial group to explore if there were statistical gaps between negative and positive perceptions of each. The tests revealed that there were only small gaps, and no statistically significant difference between racial groups perceptions, per predictor.

<i>Predictors of Job Satisfaction</i>
<ul style="list-style-type: none"> ● my organization values my unique experiences ● my organization is a place where people care about one another ● my organization values diverse thoughts and perspectives ● my organization takes quick and appropriate action when harmful language and behavior is reported ● my organization measures inclusivity

Table 6. *Predictors of Job Satisfaction*

Variable	<i>b</i> = Beta coefficient	Sig.
My organization values my unique experiences.	$b = .168$	$p = .006$
My organization is a place where people care about one another.	$b = .413$	$p < .001$
My organization values diverse thoughts and perspectives.	$b = .147$	$p = .015$
My organization takes quick and appropriate action when harmful language and behavior is reported.	$b = .163$	$p = .002$
My organization measures inclusivity.	$b = -.147$	$p = .005$

Table 7. *Predictors of Job Satisfaction - (p = two tailed significance)*

In order to further test individual variables that may predict job satisfaction a series of Pearson Correlation analysis were run on the dependent variable “I am happy at work” and multiple variables that were found to be significant in the previous regression analysis. The Spearman correlation coefficient analysis was then used on the variables with the strongest levels of significance to determine the nonparametric strength of association. “I am happy at work” and “My organization values diverse thoughts and perspectives” revealed a moderate, positive relationship ($r = .487$) with $p < .001$. The relationship between “I am happy at work” and “my organization takes quick and appropriate action when harmful language and behavior is reported” was found to have a moderate, positive relationship ($r = .381$) with $p < .001$. The relationship between “I am happy at work” and “diversity, equity and inclusion is talked about

openly in my workplace” was found to have a weak, negative relationship ($r = -.307$) with $p < .001$. The negative relationship means the two variables move in opposite directions, in other words when one increases the other decreases.

After exploring general perceptions of job satisfaction in the current workplace, as well as perceptions of current DEI practices, nonparametric, independent samples Mann Whitney U tests were performed on both predetermined scales to identify any differences between employees identifying as POC versus White. The Mann Whitney tests revealed that within the job satisfaction scale, the only statistically significant difference between those identifying as POC, POC ($n = 121$) and those identifying as White ($n = 121$) was found in the variable, “my organization measures inclusivity”, with $U = 5963$, $z = -2.57$, $p < .01$, rejecting the null hypothesis. We can conclude that there is in fact a significant difference in retention among marginalized and non-marginalized racial groups based on perceptions of how well the organization measures inclusivity. When the scale measuring perceptions of current DEI practices were explored for racial differences, the independent sample t -test did not reveal any significant differences. Therefore we cannot conclude without further research if there are differences in perception among racial groups.

Discussion

In understanding the results of data analysis, we revisit the study’s objectives and research questions. The main objective of the current study was to identify the most effective ways to cultivate a sense of belonging and psychological safety in the workplace, specifically for those belonging to historically marginalized racial/ethnic groups. In order to structure the exploration of the topic through a meta analysis of the literature as well as primary research, the following research questions were established:

1. How does the perceived importance of belonging and psychological safety compare between historically marginalized and non-marginalized racial and/or ethnic groups?
2. How do the determinants of psychological safety and belonging compare between marginalized and non-marginalized racial and/or ethnic groups? Are there certain determinants that are more important than others for each group?
3. What are the perceived employee facing and organizational benefits to creating a sense of belonging in the workplace?

Among the entire sample ($N = 242$), the concepts of belonging and psychological safety at work were in fact found to be important in general. When applying the lens of race/ethnicity, the study found that based on the predetermined scale of belonging (Table 1) and Intact-Team Psychological Safety (PS) Scale (Edmondson, 1999) (Table 2), employees identifying as White (a non-marginalized racial group), found belonging in the workplace to be slightly more important than employees identifying as POC (marginalized racial groups). On the other hand, marginalized racial groups seemed to perceive psychological safety in the workplace slightly more important than employees belonging to the non-marginalized racial group. Taking the theories of Team Based Psychological Safety (Edmondson, 1999) and Maslow's Hierarchy of Needs into consideration, these differences between racial groups may be further discussed. Those belonging to historically marginalized racial/ethnic groups will generally be more likely to prioritize safety (psychological and bodily), over a sense of belonging. Historically marginalized groups more commonly experience generational trauma, macro and micro aggressions, and systemic oppression. These common conditions can establish a state of "survival", especially when immersed in a society or environment (such as work), where they are perceived as the minority or "out-group". Organizations can utilize this knowledge to create policies and

environments that address the specific need for psychological safety and effectively support employees belonging to marginalized racial groups.

When the level of importance per individual attributes of belonging and psychological safety were measured, analysis revealed some similarities as well as differences among racial groups. While “trust” was believed to be an important attribute of belonging among both racial groups, “shared background” was particularly more important to those belonging to marginalized racial groups. Interestingly, “shared values” was much more important to those belonging to non-marginalized groups. We may be able to assume that values, defined as the characteristics and behaviors that motivate and guide our decisions, are more important in maintaining “in-group” status, whereas shared backgrounds allow members to create a sense of community and commonality across multiple groups. Differences based on racial groups per attribute of psychological safety were also prevalent. Among marginalized racial groups the most important attributes in creating psychological safety at work were based on preserving individuality as well as being recognized and valued for their uniqueness. On the other hand, those identifying as a part of non-marginalized racial groups expressed more importance in avoiding negative consequence or judgment. Similar to the results of belonging attribute perception, it seems that those belonging to non-marginalized groups find it more important to remain a part of the in-group. In order to best support employees of marginalized racial groups, organizations may want to consider utilizing Communities of Practice (CoPs) (Filstad et al., 2019) to help ensure stronger belonging and integration in the work environment on an individual team level as well as the overall organizational culture. It should be noted that though a 1:1 ratio of employees identifying as POC and White was achieved, the racial group identifying as POC was composed of six racial/ethnic subgroups. This led to limitations within the sample when it came to making

certain assumptions about marginalized racial groups. It may be beneficial for future research to create larger samples of racial subgroups that have greater instances of marginalization than racial subgroups more closely associated with a White or “White passing” identity. In order to do so, concepts such as colorism, White passing identities and cultural marginalization should also be taken into consideration.

A large part of the study’s objective was to identify organizational and employee impact of the findings. In order to do so, employee perceptions of their current organizations were measured, with specific focus on retention and job satisfaction based on current DEI practices as well as perceived organizational support. The analysis revealed that there is in fact a significant correlation between job satisfaction, employee retention, DEI practices, and organizational support. The most impactful predictors of employee retention for those belonging to marginalized racial groups centered around feeling valued based on unique experiences. This also connects to the need to be valued as their authentic selves, while still being a part of the group. When negative perceptions were measured, marginalized racial groups expressed a higher intent to leave their current organization (employee turnover) when they did not believe their organization takes quick and appropriate action when harmful language and behavior is reported or when the organization was perceived to be a caring environment. When job satisfaction was measured, employees of marginalized racial groups expressed the direct effects on the same variables that had the greatest impact on employee retention, or lack thereof. In related findings, a similar negative perception of accountability, transparency and communication of DEI were also reported, with the most negative perceptions found among employees currently employed by Class 8 organizations (Appendix D). This shows that the larger the company, the more negatively employees are perceiving the current state of DEI. As mentioned previously,

organizations are currently taking action to implement more equitable and diverse practices, most commonly through hiring more diverse candidates, yet the issue of retaining diverse employees persists. The results that have been revealed can be used to better inform organizations of areas in which the organizational culture needs to shift, focusing not only on policy changes and metrics, but on employee support, organizational follow through, and clear communication.

Further Research

The findings revealed by meta analysis of literature as well as the current study only begin to identify complex issues in organizational culture when it comes to creating a sense of belonging and psychological safety for employees of marginalized racial groups. A crucial part to furthering this research is the addition of intersectionality, or intersecting identities and how that may affect the levels of importance per attribute, as well as what strategies may be used to combat employee turnover and job dissatisfaction. While the comparison of racial groups identified relevant differences, being that non-marginalized racial groups should not be seen as a monolith, it would be advised to focus on a larger sample consisting solely of those belonging to marginalized racial groups. In doing so differences or patterns among the same racial groups may be identified.

When considering organizational and employee impact, further research should be conducted to measure organizational perceptions versus employee perceptions. This lens should be applied to organizational culture, the current state of DEIB, support of marginalized racial groups etc. It is also suggested that research identifying which DEIB practices/policies are most effective, specifically in supporting marginalized racial groups. In both the meta analysis of the literature as well as the current study, a prevalent gap in perception between organizations and

employees was identified. Further investigation into why there remains to be a gap in perceived effectiveness and follow through is recommended, with great potential for organizational improvement.

Based on the meta analysis of literature and the current study findings the following gaps in research and corresponding research questions have been identified:

- Intersectionality, or intersecting identities in the workplace
 - How does intersectionality or intersecting identities affect a sense of belonging and psychological safety in the workplace?
- The in-group, out-group dichotomy present in organizational culture
 - How can organizations create a culture that avoids an in-group, out-group dichotomy?
- Organizational trust among employees belonging to marginalized racial groups
 - How can organizational trust be fostered among employees belonging to marginalized racial groups?
- Employee retention, turnover and job satisfaction
 - What are the best practices for improving employee retention and job satisfaction among employees belonging to marginalized racial groups, including those with intersecting identities?
- Organizational versus employee perceptions of perceived success in DEI
 - How do the differences in perceived success of DEI impact the organization as whole? How can organizations better align with their employees?

Barring research surrounding race based discrimination in the workplace, the area of race within organizational culture is new, and still needs in depth investigation. Organizations face mounting

pressure to update their cultures and create more equitable work environments for all employees.

Going beyond the metrics and understanding how best to support a growing diverse workforce will be crucial to overall organizational effectiveness and success.

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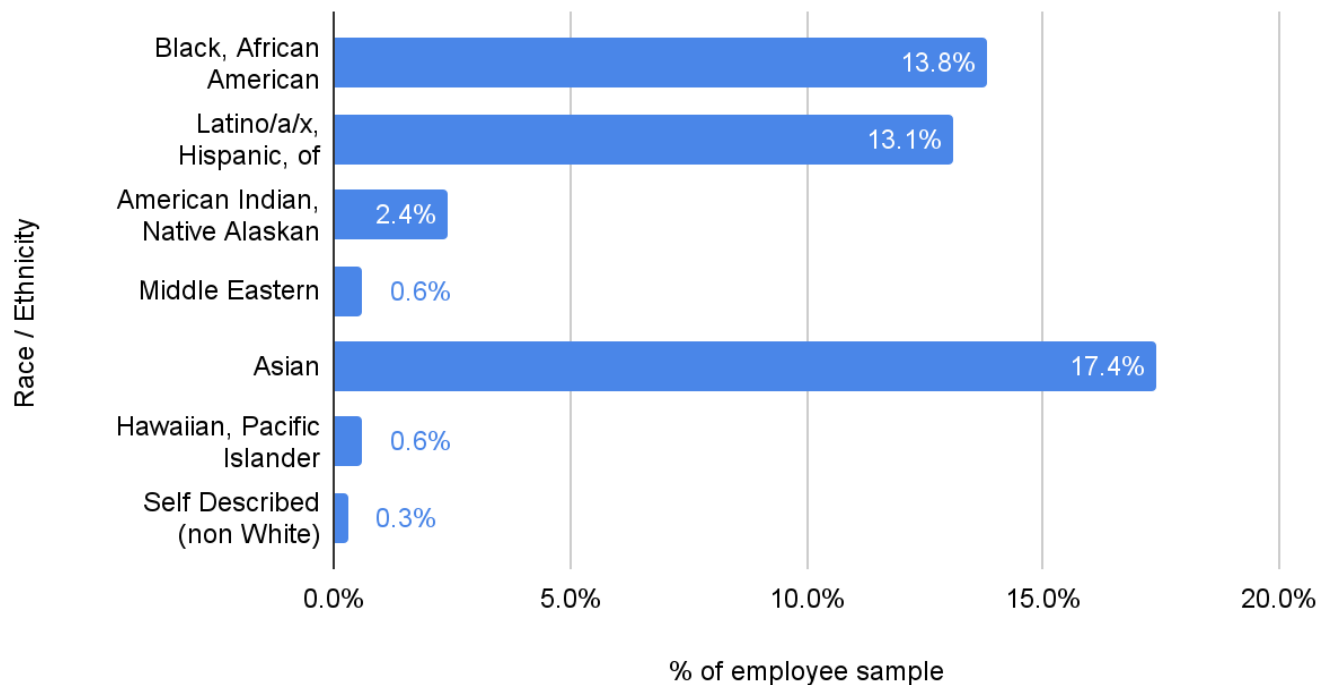
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Appendix A

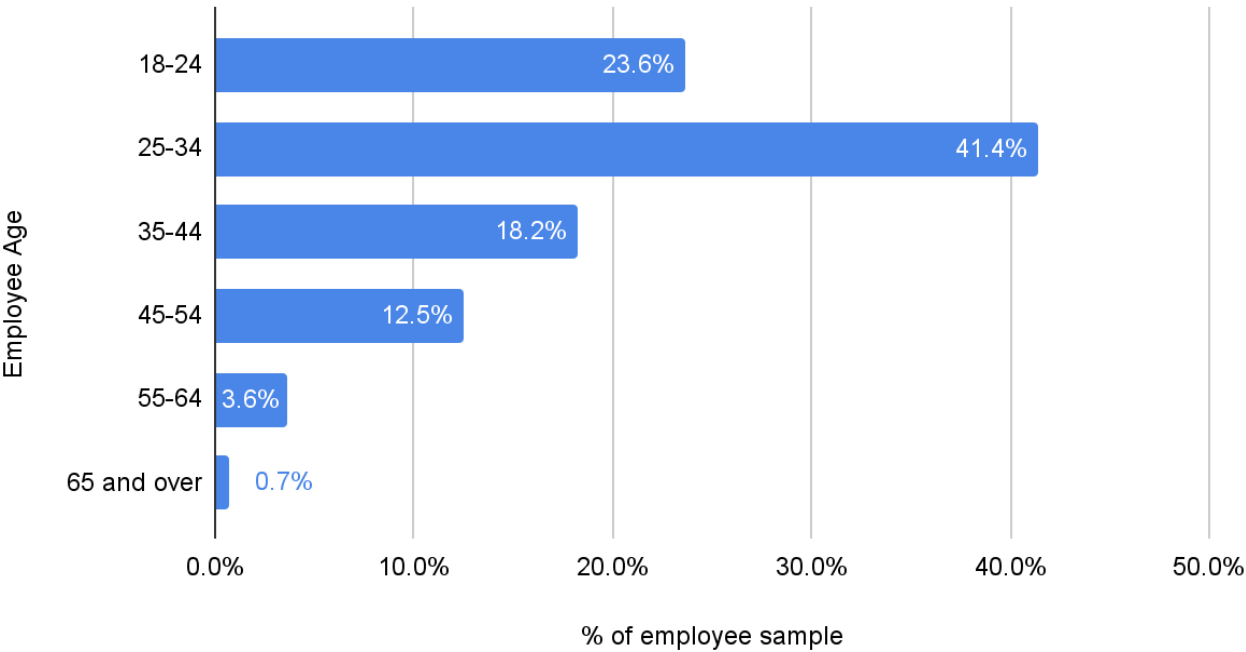
Sample Descriptives

This appendix consists of descriptive tables, highlighting more nuanced demographic details of the sample. Demographics such as gender and age are outlined below. Also included is a more detailed breakdown of racial subgroups within the racial group identifying as POC.

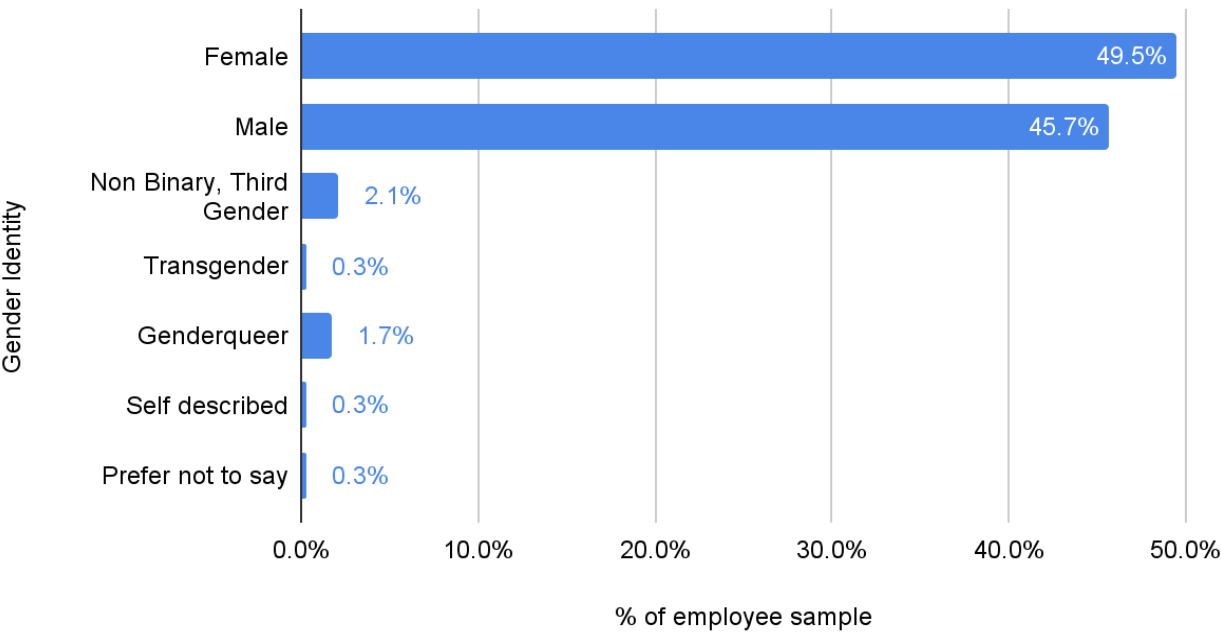
Racial Breakdown (Employees Identifying as non White)



Employee Age Breakdown



Gender Breakdown



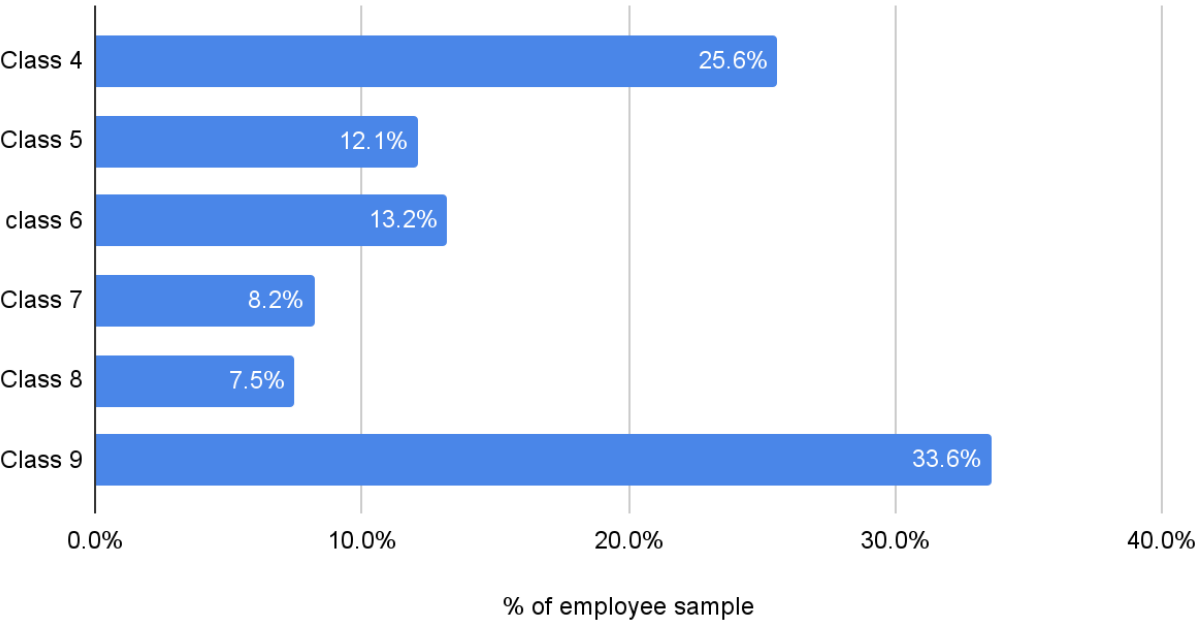
Appendix B**Organization Descriptives**

This appendix consists of information highlighting details regarding the organizations the sample participants are employed by. Firm size by class, based on number of employees and the breakdown of employee participants within each firm class are outlined. Also included are descriptives of the employee participants in relation to the organizations they are currently employed with.

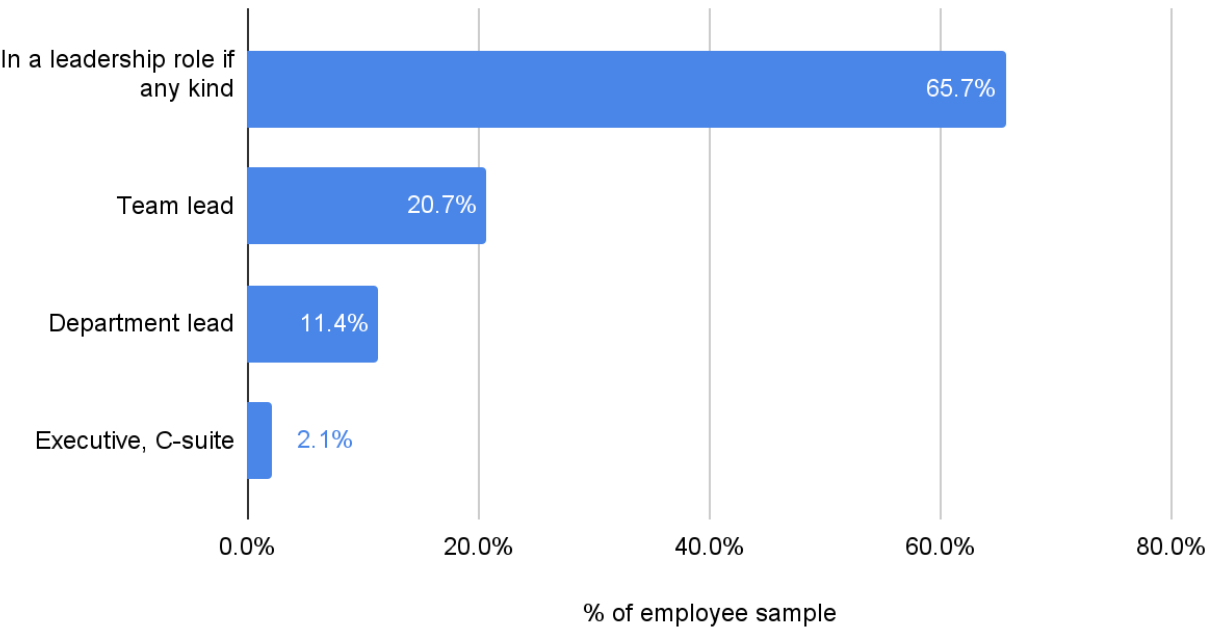
U.S. Bureau of Labor Statistics: Firm Class Size

Firm Class	Numbers of Employees
Class 4	20-49
Class 5	50-99
Class 6	100-249
Class 7	250-499
Class 8	500-999
Class 9	1,000 or more

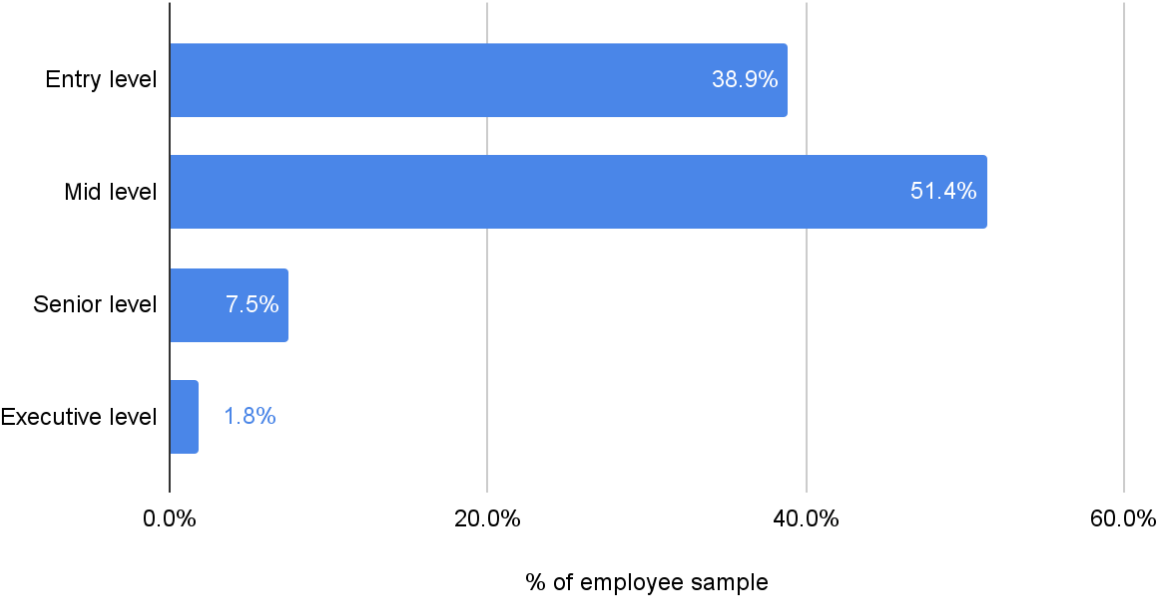
Firm Class Size (U.S. Bureau of Labor Statistics)



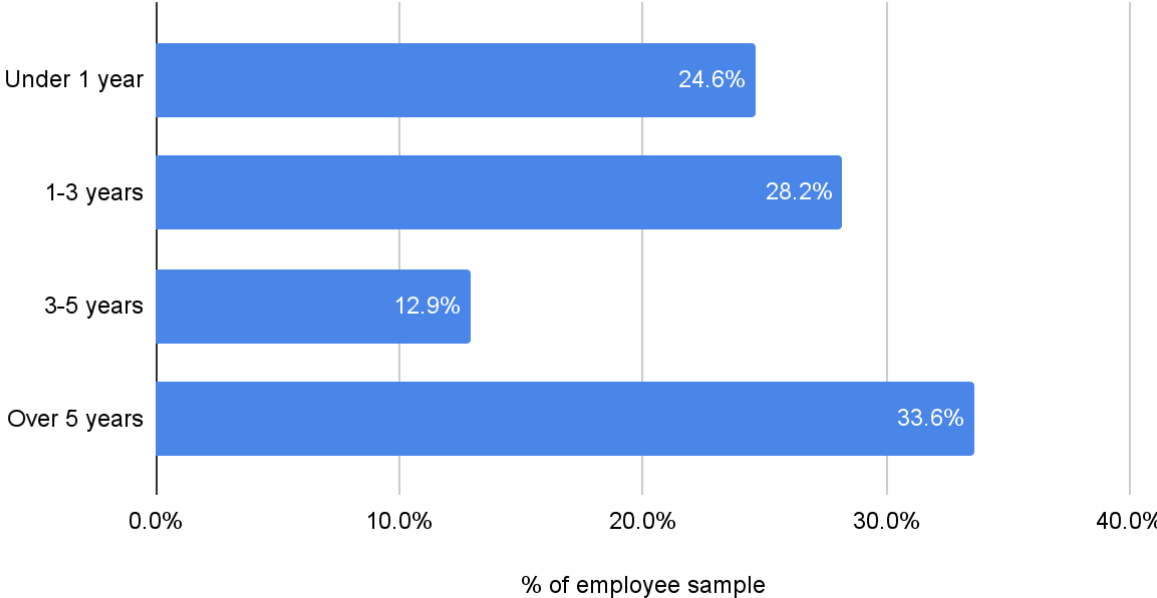
Current Leadership Position



Current Level of Seniority



Employee Tenure




Appendix

Study Materials: Survey

This appendix includes the survey used for the current study in its entirety. The survey was designed using Qualtrics survey design software and follows a similar sequence as the results reported within the analysis portion of the study.

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Qualtrics Survey Software



Survey Introduction

Hello! Thank you for your interest in this study.

The purpose of this survey is to explore the role of belonging in creating a more equitable workplace for all employees. This research will be conducted under the supervision of the University of Southern California. All participants will be kept anonymous and the data collected will be presented without any personal identifiers. Please answer as openly and honestly as possible.

The survey will take approximately 15 minutes to complete.

If you have any questions about the survey, please email Hannah Cohen at Hrcohen@usc.edu.

Your valuable time and input is much appreciated!

Thank you!

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Qualtrics Survey Software

Participant Screening

Please select your current employment status.

- ☐ Full-time
- ☐ Part-time
- ☐ Unemployed for less than 3 months
- ☐ Unemployed for more than 3 months

Belonging

How important are the following attributes to creating a sense of belonging at work?

Please rate on a scale from not at all important to extremely important.

	Not at all important	Slightly important	Moderately important	Very important	Extremely important
Social bonds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vulnerability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trust	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive Attachment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Qualtrics Survey Software

	Not at all important	Slightly important	Moderately important	Very important	Extremely important
Intimacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pride	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouragement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acceptance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meaningful Involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal alignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shared Values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shared Background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shared Lived Experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe a time when you felt a strong sense of
belonged at work?

Psychological Safety

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Qualtrics Survey Software

How important are the following attributes to your psychological safety at work?

Please rate on a scale from not at all important to extremely important.

	Not at all important	Slightly important	Moderately important	Very important	Extremely important
Making a mistake without it being held against me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ability to bring up issues or problems among co-workers and leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being accepted as my authentic self.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ability to take risks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ability to ask for help without judgment or consequence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confidence in co-workers and leadership to never deliberately act in a way that undermines my efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having my unique skills and talents, valued and utilized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Qualtrics Survey Software

	Not at all important	Slightly important	Moderately important	Very important	Extremely important
The ability to report issues without question or consequence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When issues are reported they are always taken seriously.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe at time when you felt you could just be
yourself at work.

Your Current Workplace

On a scale of strongly disagree to strongly agree, please
select your level of agreement with the following
statements.

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Qualtrics Survey Software

	strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
My organization is a place where people care about one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organization values diverse thoughts and perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel supported by my organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel respected by my organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I can be my authentic self at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organization values my unique experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to talk openly about my lived experiences without judgement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to report harmful language and behavior to my leadership without consequence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organization takes quick and appropriate action when harmful language and behavior is reported.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Qualtrics Survey Software

	strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
My organization actively creates an inclusive environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organization measures inclusivity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organization has affinity groups or employee resource groups that mirror my own culture, race, religion, physical ability, neurodiversity, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organization expects me to conform to a majority group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel pressure to hide or minimize aspects of my identity while at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organization is transparent in their Diversity, Equity and Inclusion initiatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organization has a dedicated Diversity, Equity and Inclusion team or department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Qualtrics Survey Software

What can your organization do to help you feel like a valued part of the organization?



Employee Engagement

On a scale of strongly disagree to strongly agree, please select your level of agreement with the following statements.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I am happy at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would refer a friend or family member to work at my organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My manager recognizes my performance and contributions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Qualtrics Survey Software

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I see myself working at my current organization one year from now.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management at my organization is transparent and communicates effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable giving feedback to my supervisors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I were offered the same job at another organization I would stay with my current organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organization enables me to learn and develop new skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work is meaningful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organization provides me with the support I need to complete my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am fairly rewarded for my contributions to the company (e.g. pay, promotion).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


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Qualtrics Survey Software

What would make you want to stay at your current organization?



What would make you want to leave your current organization?



DEI at Work

On a scale of strongly disagree to strongly agree, please select your level of agreement with the following statements.

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
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Qualtrics Survey Software

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Diversity, Equity and Inclusion is talked about openly in my workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like my company to have more open conversations about Diversity, Equity and Inclusion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organization relies on me and employees I identify with to help with Diversity, equity and Inclusion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organization clearly communicates strategies to improve Diversity, Equity and Inclusion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity, Equity and Inclusion is an important focus at my organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I trust that my organization has my best interests in mind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organization is transparent when it comes to requirements for promotion or bonuses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Qualtrics Survey Software

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
My organization publicly addresses controversial social and political issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organization holds itself accountable when it comes to Diversity, Equity and Inclusion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organization's leaders support Diversity, Equity and Inclusion progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organization tracks equity in compensation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organization tracks equity in promotions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organization tracks equity in performance development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organization tracks equity in access to growth opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organization works to create a culture that supports everyone equally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2/7/22, 2:19 PM

Qualtrics Survey Software

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
My organization asks for employee input when creating Diversity, Equity and Inclusion initiatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you think your organization can do to improve Diversity, Equity and Inclusion?

Workplace Demographics

What industry do you currently work in?

- ☐ Finance
- ☐ Technology
- ☐ Healthcare
- ☐ Education
- ☐ Transportation
- ☐ Real Estate/ Construction
- ☐ Other

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Qualtrics Survey Software

What size organization do you currently work at?

- ☐ 20-49 employees
- ☐ 50-99 employees
- ☐ 100-249 employees
- ☐ 250-499 employees
- ☐ 500-999 employees
- ☐ 1,000 or more employees
- ☐ Other

How long have you been working at your current organization?

- ☐ Under 1 year
- ☐ 1-3 years
- ☐ 3-5 years
- ☐ Over 5 years

What is your current seniority level in the organization?

- ☐ Entry level
- ☐ Mid-level
- ☐ Senior-level

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Qualtrics Survey Software

☐ Executive level

Are you currently in a leadership position?

- ☐ No
- ☐ Team lead
- ☐ Department lead
- ☐ Executive/ C-Suite

Demographics

How old are you?

- ☐ Under 18
- ☐ 18-24 years old
- ☐ 25-34 years old
- ☐ 35-44 years old
- ☐ 45-54 years old
- ☐ 55-64 years old
- ☐ 65+ years old

Please specify your Race/ Ethnicity (select all that apply):

2/7/22, 2:19 PM

Qualtrics Survey Software

☐ Executive level

Are you currently in a leadership position?

- ☐ No
- ☐ Team lead
- ☐ Department lead
- ☐ Executive/ C-Suite

Demographics

How old are you?

- ☐ Under 18
- ☐ 18-24 years old
- ☐ 25-34 years old
- ☐ 35-44 years old
- ☐ 45-54 years old
- ☐ 55-64 years old
- ☐ 65+ years old

Please specify your Race/ Ethnicity (select all that apply):

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- ☐ Non-binary / third gender
- ☐ Transgender
- ☐ Agender
- ☐ Genderqueer
- ☐ Prefer to self-describe
- ☐ Prefer not to say

What sexual orientation do you identify with (select all that apply):

- ☐ Straight/ Heterosexual
- ☐ Gay or Lesbian
- ☐ Bisexual
- ☐ Queer
- ☐ Prefer to self-describe
- ☐ Prefer not to say

Block 8

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This survey is for academic research purposes. All participants will be kept anonymous.

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