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**An Examination of Diversity, Equal Opportunity Climate and
Organizational Issues in the Canadian Forces**

Lina Di Genova

A thesis submitted in partial fulfillment of the requirement for the Degree of Master of
Science in Applied Psychology (Industrial/Organizational)

Saint Mary's University

Halifax, Nova Scotia

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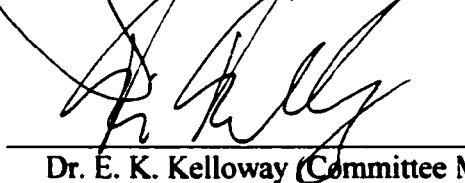Date of Submission: September 20, 2001

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Abstract

The present study examined the relationship between attitudes toward diversity, perceptions of equal opportunity climate, and organizational issues in a military sample of officer cadets (N = 255) who were in the process of completing their basic officer training course in the Canadian Forces. Of particular interest were gender differences in the relationship between diversity and equity climate. The study also investigated the relationship between attitudes toward diversity, perceptions of equal opportunity climate, and organizational issues, such as commitment, satisfaction, and performance (military and interpersonal aspects of performance). The officer cadets completed a biographical questionnaire followed by the Military Equal Opportunity Climate Survey, which comprised the Commitment and Satisfaction measures. Attitudes toward diversity were assessed by two measures. the Multicultural Attitude Survey and the Mixed Gender Opinion Questionnaire. Criterion data were supervisory ratings of the cadets' military and interpersonal aspects of performance. The relationship between perceptions of equity climate and attitudes toward diversity was moderate and positive. Females held more positive attitudes toward diversity and perceptions of equity issues than males. The work climate subscales, specifically, organizational commitment and satisfaction, were positively related to attitudes toward diversity. As anticipated, perceptions of diversity and equity climate were not related to military performance. Although the attitudes toward diversity scales were not significant predictors of interpersonal performance. unexpectedly. the perception of equity climate scale was a negative predictor of interpersonal performance. Possibilities for future research and implications for Industrial/Organizational Psychology are discussed.

An Examination of Diversity, Equal Opportunity Climate and

Organizational Issues in the Canadian Forces

Equitable employment practices are becoming paramount in many Canadian

organizations (Berry & Kalin, 1995; Chatman, Polzer, Barsade, Neale, 1998; Matheson,

Warren, Foster & Painter, 2000; Maznevski, 1994; Triandis, Kurowski, & Gelfand,

1994). National employment equity policies, such as recognizing diversity and

multiculturalism, have challenged Canadian institutions, including the Canadian Forces

(CF), to meet the needs of a culturally diverse Canadian society. As the CF adopts more

operational commitments around the globe, and in increasingly diverse societies, it is

imperative that all CF personnel, including officer cadets, adopt accepting attitudes and

values, which are essential for operational effectiveness (Cross-Cultural/Multicultural

Associates Inc., 1997a; Elron, Shamis, & Eyal, 1999).

Positive interactions among diverse group members may contribute to the

plurality and diversity of skills within an organization (Matheson et al., 2000). Moreover,

the acceptance of diversity is essential in creating an equitable social milieu, which may

have an impact on the member's organizational commitment, satisfaction, and overall

performance (Schuster, Morden, Baker & McKay, 1997; Van Vianen, 2000).

This study will focus on three issues. Firstly, it will examine gender differences in

attitudes toward diversity and climate. As well it will study the relationship between

attitudes toward diversity and commitment and satisfaction. Finally, this study will

examine whether perceptions of diversity and equity climate predict performance.

Background

Demographic changes in Canada have created a diverse workforce. The needs of a demographically diverse workforce can no longer be overlooked, as heterogeneous groups experience a greater potential for conflict that can lead to a decline in performance (Maznevski, 1994). Considering the practical reality of CF members' deployment, sharing accommodations with members of the opposite gender, various ethnic groups and being exposed to various cultures, it is imperative that the CF establishes an equitable climate for all of its members (Cross-Cultural/Multicultural Associates Inc., 1997b; Jones, Lynch, Tenglund & Gaertner, 2000).

The issue of diversity in the workplace is of considerable concern to the CF and other organizations. CF initiatives are based on complying with employment equity guidelines established by the federal government for the employment of women, visible minorities, and people from aboriginal backgrounds (Cross-Cultural/Multicultural Associates Inc., 1997a; Mirchandani, 1997). Diversity initiatives are based on the expectation that work-related behaviours directed toward all members will be a reflection of merit and not due to an individual's gender or minority group membership (Elron et al., 1999; Landis, Dansby & Faley, 1993).

Diversity

Generally, diversity has been defined as any attribute that humans are likely to use to tell themselves, "that person is different from me" (Triandis et al., 1994, p.722). The CF has adopted Berry & Kalin's (1995) broad definition of diversity, which equates diversity with difference, using cultural markers such as ethnic origin or gender.

The categories that will be considered for the purpose of this study are those designated

as minority groups within the Employment Equity Act[1]: Aboriginals, Visible Minorities,

and Women. The CF's decision to implement Berry and Kalin's (1995) definition is also

based on the Canadian multiculturalism policy. Thus, this definition of diversity

encompasses differences in terms of ethnicity, gender, abilities, age, physical

characteristics, religion, values, culture, and lifestyle (Cantile & DeLoache, 1995).

Multiculturalism is the acceptance of cultural diversity as a valuable resource

(Kalin, 1996). The Canadian policy of multiculturalism encourages diverse ethnic groups

to maintain their cultural backgrounds and share in Canadian practices without the

expectation that they will eventually assimilate into Canadian culture (Esses & Gardner,

1996). Difficulties may arise considering that the potential for conflict among various

ethnic groups is rooted in cultural and value differences (Berry & Kalin. 1995).

The workforce will become more heterogeneous and diverse with the rise in

plurality of Canadian society (Cross Cultural/ Multicultural Associates Inc., 1997b;

Landis et al., 1993). Canadians as a whole have been moderately supportive of

multiculturalism and typically hold positive attitudes toward ethnic and racial groups

---

[1] According to the Employment Equity Act, persons with disabilities are also a designated group. However, as a group, they are not targeted for recruitment, as the enrollment requirement to attain a certain level of medical/physical fitness would depend on the individual's disability (Cantile et al., 1995). Due to this individual versus group consideration, persons with disabilities will not be included in this study. The Canadian Human Rights Commission has repeatedly challenged CF policies that exclude enrollment of persons with disabilities. The CF has maintained that the "universality of service" principle of all of its members is based on a bona fide occupational requirement. The universality of service management principle views maximum utility of its members as a necessary safeguard for service in emergency and unforeseen demands (Wenek, 1997). Although the Human Rights Commission failed to overturn the CF's policy from the Supreme Court in three 1994 disability complaints (Wenek. 1997), the CF's policy on the enrollment of persons with disabilities is currently under review (Personal correspondence with Captain Perron. N. M.. August 17. 2001).

(Berry & Kalin, 1995). Thus, attitudes of officer cadets' toward ethnic groups and gender issues are of concern to the CF; officer cadets are the future leaders of the CF and will set the tone for the environment (Cross-Cultural/Multicultural Associates Inc., 1997a). As the CF's efforts to establish an equitable work climate for all members rise, the importance of acceptance toward diversity becomes paramount.

Diversity can affect both group dynamics and the performance of groups. Although there is little agreement regarding the impact of diverse workgroups, there appear to be both advantages and disadvantages of heterogeneous groups (Chatman et al., 1998; Lau & Murnighan, 1998; Levine & Moreland, 1998). There are four main problems with heterogeneous groups (O' Reilly, Caldwell, & Barnett, 1989). Heterogeneous groups are more likely than homogeneous groups to be plagued by communication problems (Chatman et al., 1998; Jones et al., 2000). Heterogeneous groups are less socially integrated, which affects productivity (Jones et al., 2000; O' Reilly et al., 1989). There is a greater potential for conflict in diverse groups (Berry et al, 1995), as well as reduced satisfaction and commitment to the organization (Mueller, Finley, Iverson, & Price, 1999). Consequently, heterogeneous groups experience more turnover (Chatman et al., 1998; O'Reilley et al., 1989).

The research on diverse work groups is plagued by several problems. One main issue concerns the generalizability of the research. Much of the work is done in artificial environments in that diverse groups were forced together for a short period of time in a laboratory setting and asked to work on simplistic and trivial tasks (Watson, Kumar, & Michaelsen, 1993). The expectation that a newly formed heterogeneous group

could solve a trivial problem effectively is unrealistic and meaningless. In a workplace setting, groups would have time to resolve group process issues (Kirchmeyer & McLellan, 1991).While it is plausible that CF members will likely have to form new groups on a short term basis, the interaction pattern would be very different in that the members of the task force would be attempting to use their knowledge to solve work - related problems (Elron et al., 1999; Watson, et al., 1993).

There are advantages to heterogeneous groups (Cox, 1991). Diverse or heterogeneous groups have a greater likelihood of being more creative and developing high quality decisions (Adler, 1990; Cady & Valentine, 1999; Knouse & Dansby, 1999). Although newly formed diverse groups may experience more communication problems upon their initial meeting, they are more likely to outperform homogeneous groups (Chatman et al., 1998; Cox, Lobel & McLoed, 1991). Heterogeneous groups also permit organizations to tap into broader contacts, have protection against groupthink. and increase commitment and responsiveness from its members (Baker, 1999; Haley-Banez. & Walden. 1999; Janis, 1972). Another advantage pertinent to the CF is that diversity allows organizations to reflect the population, increasing their attraction to future recruits. Increasing the CF's organizational attractiveness is critical as recruiting has become problematic (Personal correspondence with Captain Downing, S.D.. March 16. 2001). If the CF is seen to reflect Canada's demographic structure, then it may become more attractive to Canadians (Cantile & DeLoache. 1995; Ewins. 1997; Smith. 1995). Social

originality can emerge through acceptance of diversity for the benefit of organizations (Tougas & Beaton, 1993).

Diversity versus Affirmative Action

The focus of diversity programs is quite different from that of affirmative action programs. Diversity emphasizes the value of differences in the experiences, perspectives, and goals of disadvantaged group members, relative to advantaged group members, which cannot necessarily be defined a priori (Jones et al., 2000; Murrell & Jones, 1996). Diversity initiatives are aimed at accepting the contribution of a variety of ideas and skill sets in the scope of various differences, not just those defined by gender and race or ethnicity (Crosby & Cordova, 1996). While affirmative action aims to increase minority representation, diversity programs focus on increasing representation and participation from a competitive standpoint (Byles, Aupperle & Arogyaswamy, 1991; Richard & Kirby, 1998).

Since the inception of affirmative action programs in the United States in 1965, "affirmative action" has been associated with negative undertones, such as backlash, reverse discrimination and quotas (Crosby & Cordova, 1996; Nacoste, 1996; Optow, 1996). Unfortunately, this negative perception of affirmative action suggests that minorities are rewarded at the expense of majority members (Perloff & Bryant, 2000). Specifically, a belief prevails that affirmative action is designated to select less qualified minorities over more qualified Caucasians or to displace Caucasian men and to replace them with unqualified minorities and women (Dovidio, Mann & Gaertner, 1989).

Confusion surrounding affirmative action leads to negative consequences. Overall, a stigma of incompetence accompanies the affirmative action label (Heilman, Block & Lucas, 1992). The affirmative action label negatively affects the perceived competence of beneficiaries. In response to the negative attention surrounding affirmative action, affirmative diversity or diversity programs that stress merit-based selection were initiated in the early 1980s (Soni, 2000).

Conceptually, diversity's scope is much broader than affirmative action; diversity transcends affirmative action because it is inclusive and endorses the acceptance of differences. Ideally, true diversity benefits minorities and majority members (Perloff & Bryant, 2000). Thus, prescriptions set out by the climate, particularly equity climate, may be predictors of performance (George, Sleeth & Siders, 1999).

Managing Diversity

Organizations including the CF, require highly skilled, knowledgeable workers to survive in today's workforce. A diverse workforce positively contributes to an organization by tapping into a variety of interpersonal skills (Schuster et al., 1997, Ferris, Frink, Bhawuk, & Gilmore, 1996). Diversity can be managed productively (Jackson & Ruderman, 1995; Maznevski, 1994). Several conditions can provide advantageous outcomes of diversity. These include re-categorizing diverse members as in-group members (Chatman et al., 1998) and promoting both attitudinal and structural integration of minorities through diversity education and equitably rewarding dissimilar contributions (Gilbert & Stead, 1999, Larkey, 1996). While these components are

important, positive contact between minority and majority members is an effective, positive influential tool (Berry & Kalin, 1995; Triandis et al., 1994).

Positive contact theory argues that familiarity is gained through repeated exposure to minority/ethnic groups, which consequently leads to more positive attitudes toward the groups (Kalin, 1996). In other words, contact and mere exposure to minority groups leads to positive attitudes toward the group mainly due to increased awareness. Although there is no simple formula to explain the dynamic of intergroup contact, contact appears to lead to increased familiarity and decreased intergroup anxiety (Islam & Hewstone, 1993; Stephan & Stephan, 1992).

According to Kalin (1996) there is a positive relationship between ethnic presence and a preference for diversity. Consequently, positive contact provides an opportunity to dispel myths about minority groups. Individuals who are accustomed to being in a heterogeneous context will not be negatively affected, by the exposure to diversity (Kravitz et al., 1996; Mueller et al., 1999; Schneider & Northcraft, 1999). For example, individuals hold positive views toward diversity and gender heterogeneity with the increased presence of women in the workplace (Kossek & Zonia, 1993; Kravitz et al.. 1996).

The CF. like most Canadian organizations, aims to acquire new skills and perspectives from heterogeneous groups to improve the organization's chances of global effectiveness (Parks, 1996). As overseas deployments become more frequent, new skills are necessary to adapt to a new diverse environment where military personnel will be held accountable for their actions on an international level (Smith, 1995). Several

initiatives can optimize contact and effectiveness to aid employees or military personnel

to overcome feared negative consequences of heterogeneity, both psychological and

behavioural. Reduction of anxiety toward out-group members include the following types

of contact: equal status, intimate contact, cooperation, and institutional support (Amir,

1969; Stephan & Stephan, 1992); contact with high-status representatives of a minority

group, and direction and intensity of the initial attitude leading to reduced prejudice

(Amir, 1969; Kalin, 1996; Triandis et al., 1994). In short, these factors decrease anxiety

and increase acceptance of out-group members (Stephan & Stephan, 1992).

While the contact hypothesis has provided a basis for managing diversity, there is

a need to widen the scope of the contact hypothesis to include group and organizational

dynamics. Theoretical research regarding the contact hypothesis has overlooked the

interdependence between individual and group, that is, the understanding that individuals

are embedded within a larger context (Alderfer, 1991). Diversity encourages an

acknowledgement of identification processes at the individual and organizational level

(Albert, Ashforth & Dutton, 2000; Mael & Tetrick, 1992).

The contact hypothesis can be extended to include social identity theory.

Specifically, individuals strive for a positive social identity, which leads individuals to

make social comparisons between their own group and others in order to achieve both a

favourable and a distinct position for their in-group (Tougas & Veilleux, 1990).

Throughout this process, while gaining membership, adopting similar attitudes and a

common ingroup identification, members experience more positive interaction with

increased communication and social integration. The organizational identification and

integration at the personal level leads to increased commitment and satisfaction at the organizational level (Abrams, Ando & Hinkle, 1998; Mueller et al., 1999; Tsui, Egan, & O'Reilly, 1992).

Efforts to support diversity and multicultural policies are based on employment equity initiatives that value increased representation of minority/ethnic groups and believe that their work is comparable and equal to that of majority members (Shadur, Kienzle, & Rodwell, 1999). Thus, the importance of minority member perceptions that equality exists plays a significant role in their identification with the organization and the success of diversity initiatives (Goodell & Barton- Bridges, 1990; Hoog & Terry, 2000; Kravitz et al., 1996; Shadur et al., 1999). The identification process is especially pertinent for officer cadets during their basic officer training course (BOTC). A member's initial socialization into an organization is an influential factor of whether they identify with the organization (Shamir, 1990). In this case, BOTC is the officer cadets' initial socialization into the CF. Moreover, perceptions of work environment or organizational climate are also related to job attitudes, behaviour and performance (Abrams et al., 1998; Brown & Leigh, 1996; Young & Parker, 1999).

Organizational Climate and Socialization

Organizational climate is generally defined as the influence of work contexts on employee behaviour and attitudes, which are based on perceptions (Shadur et al., 1999). According to Kossek and Zonia (1993), climate research assumes that people attach meaning to, or make sense of, clusters of psychologically related events. Organizational climate also provides the basis for socialization into an organization. The climate

provides a set of norms to guide the newcomers' behaviour; the newcomer identifies with

the organization by interacting and solving problems that they will use in the future with

colleagues within the organization (Petty, Beadles, Lowery, Chapman & Connell, 1995;

Schein, 1992). Consequently, the organizational climate affects members' behaviour,

performance and provides the framework for which the socialization of members' values

and beliefs is communicated through the initial socialization process (Kamp & Brooks.

1991; Schein, 1992).

Socialization is comprised of three stages: obtaining the appropriate role

behaviour, learning work skills and abilities, and acquiring the norms and values of a

work group and/or an organization (Feldman, 1981). Similarly, Shamir's (1990)

conceptualization of socialization also includes calculating rewards and sanctions,

identification (one's self-concept is influenced by membership in a group) and

internalization (acceptance of group beliefs and norms).

Military knowledge and basic military techniques provides the officer cadets with

the opportunity to gain familiarity with CF ideology. A newcomer's introduction into any

organization is based on calculation of the rules and sanctions for breaking the rules

(Shamir's, 1990). However, the initial socialization through BOTC into the Canadian

military, conjures up stereotypical images of rigid structure clear rules and sanctions.

Although anxiety may be fairly high among officer cadets during the process. the role of

the officer cadet during basic training is to learn and follow the CF ideology.

Socialization processes are important factors in adaptation: they represent how

newcomers learn the organization's culture and adjust to its environment. Furthermore.

socialization of new members solidifies the culture as it suggests what values and beliefs fit with the organizational vision. For example, the hierarchical nature of the CF military organizational structure comprises working teams with a senior member as leader, who may be a woman or of visible minority status, indicating to CF personnel that equality is valued. While some challenge the viability of the acculturative balance between diverse groups within organizations, many others argue that it is possible (Cox, 1991).

Socialization into an organization is somewhat more difficult for women and minorities (Hood & Koberg, 1994). Generally, minorities perceive more discriminatory treatment and greater resistance to equality. Minority mangers in Canada who experienced fairness in the workplace expressed greater integration, satisfaction and commitment (Burke, 1991). As a result of the socialization difficulty experienced by females and visible minorities in a Caucasian male oriented society, females generally tend to be more accepting of diversity than males (Bell, Harrison & McLaughlin, 2000; Kossek & Zonia, 1993).

Equal Opportunity Climate

Diversity initiatives have been linked to equal opportunity climate (Kravitz, 1995). The basis of the CF's initiatives is to develop an equitable environment, which is also the basis of equal opportunity climate. Equal opportunity climate is an organizational attribute and not an individual attribute. Individuals' perceptions of the equal opportunity climate within their organization, however, can have serious behavioural consequences for the individual and/or the organization (Landis et al., 1993; Ostroff, 1993; Toulson & Smith, 1994).

Equal opportunity climate is "the expectation by individuals that opportunities, responsibilities, and rewards will be accorded on the basis of a person's abilities, efforts, and contributions, and not on race, colour, sex, religion, or national origin" (Landis, Fisher, & Dansby, 1988, p.488, as cited in Dansby & Landis, 1991). This definition of equal opportunity climate is based on the individual's perceptions of the climate and may not be based on the actual witnessing of behaviour.

The basic assumption about diversity is that perceptions of fairness are key to attitude formation toward the efficacy and impartiality of diversity programs and the organization (Kravitz, 1995). Perceptions of injustice are linked to resistance to diversity efforts, such as reverse discrimination (Kravitz, 1995; Matheson et al., 2000; Richard & Kirby, 1997; Richard & Kirby, 1998). In organizations where men and women accept individual differences and status equality, productive heterogeneous workforces emerge. A multicultural environment may foster both creativity and innovation (Hood & Koberg, 1994; Koberg, & Hood, 1991). Perceptions of diversity climate may be influenced by the nature of intergroup relations, which are embedded in the organization. Organizations that foster equal status experience increased commitment, satisfaction and decreased turnover (Kossek & Zonia, 1993).

Hypothesis 1. Attitudes toward diversity will be positively related to perceptions of equal opportunity climate.

Gender

There are gender differences in attitudes toward diversity and perceptions of equal opportunity climate. Females tend to hold more positive attitudes toward diversity and have more positive perceptions of equity issues than males (Kossek & Zonia, 1993; Kravitz & Platania, 1993). The interesting paradox surrounding equity programs is that although individuals support the underlying principles of equality, many, mainly Caucasian males, oppose the implementation of equity programs (Belliveau, 1996; Brown & Leigh, 1996; Kravitz & Platania, 1993; Murrell, Dietz-Uhler, Dovidio, Gaertner & Drout, 1994; Tougas, Brown, Beaton, & Joly, 1995a). Gender differences can be explained in the context of the following two theoretical frameworks: self-interest and program backlash.

In general, attitudes toward employment equity initiatives are inversely related to the perception that the programs' action will hurt the respondent's self-interest (Kravitz, 1995). Women may perceive that diversity programs are targeted to help them succeed and promote their skills; thus, they may be more apt to show support for them (Heilman, McCullough & Gilbert, 1996; Malos, 2000; Brickson, 2000). Moreover, positive associations with equal opportunity lead to favourable perceptions of organizational justice and increased career development for both women and visible minorities (Parker, Baltes, & Christiansen, 1997).

Conversely, males may be less likely to support equal opportunity programs because they may perceive these programs as being detrimental to their careers. Evidence indicates that racism and sexism still exist, but that its expression is embedded in

egalitarian values (Tougas, Crosby, Joly & Pelchat, 1995b; Murrell, et al., 1994). Men's support equity programs is a function their degree of sexism (Tougas, et al., 1995a). On the other hand, males may simply doubt the efficacy and benefits of equity programs for their own group and view themselves to be victims of equity programs (Bell et al., 2000; Heilman et al., 1996).

Interestingly, equity program backlash may result from both men and women, however, their reasons for resistance to these programs differ (Kravitz et al., 1996; Matheson et al., 2000; Turner & Pratankis, 1994). Beneficiaries, typically females, may perceive equity programs negatively and experience negative consequences such as reduced self-efficacy and satisfaction, and a stigma of incompetence (Brutus, & Ryan, 1998; Heilman et al., 1992; Turner & Pratkanis, 1993).

On the other hand, backlash may come from those who believe that they, themselves, may be negatively affected by such programs. In particular, men may believe that these initiatives are just a way at promoting or hiring women and minorities who are less qualified, resulting in perceptions that these programs result in reverse discrimination (Gilbert & Stead, 1999). Perceived fairness of equity programs, specifically those which stress preferential selection (e.g., hiring on the basis of race or gender), were viewed less favourably by males than programs that did not distinguish between demographic characteristics (Brown, Tonyamas, Keough, Newman & Rentfrow, 2000; Crosby & Cordova, 1996; Heilman, et al., 1996; Kravitz & Platania, 1993; Matheson et al., 2000; Perloff & Bryant, 2000; Tougas et al., 1995b).

In addition, Stephan and Stephan (1992) argue that majority members, in this case white males, may fear negative consequences as a result of supporting minority issues. In particular, majority members may fear negative psychological and behavioural consequences as well as negative evaluations by ingroup members. Consequently, this fear may manifest itself as negative backlash toward equity programs that males have perceived as reverse discrimination toward white males (Heilman et al., 1996; Kravitz, 1995; Matheson et al., 2000; Parker et al., 1997; Tougas et al, 1995b)

Hypothesis 2a. Females will respond more favourably toward diversity than will males, and will perceive equal opportunity climate more positively than males.

Hypothesis 2b. Females will respond more favourably than males toward aspects of diversity (multicultural ideology, programme attitudes, perceived consequences of equity and equity attitudes).

Organizational Issues

Perceptions of equal opportunity climate are linked to work-related outcomes. The closer the person-organization fit is with respect to cultural values, the stronger employees' organizational commitment, the higher their job satisfaction, the lower their intention to leave, the lower in the actual rate of voluntary turnover and the better their performance (Bumpus & Munchus, 1996; Byles et al., 1991; Mason, 1995; Perloff & Bryant, 2000; Ryan & Schmidt, 1996; Schuster et al., 1997). A consistency and congruency appears to emerge between perceptions of equity climate and organizational attitudes (Boxx, Odom & Dunn, 1991; Hockwarter, Perrewé, Ferris & Brymer, 1999; Witt, 1991).

When diversity is valued, members are motivated to improve their performance; skills and relationships become more harmonious and conducive to getting the job done effectively (Burke, 1991). Therefore, valuing diversity certainly can help to create a person-organization fit that will work to gain a competitive advantage and operational effectiveness (Cox, 1991; Petty et al., 1995; Van Viannen, 2000; Cross-Cultural/Multicultural Associates Inc., 1997b). In addition, organizational climate predicts job satisfaction, performance, organizational commitment and turnover intentions (Young et al., 1999).

Organizational Commitment

Meyer and Allen (1997) define organizational commitment as the extent to which one identifies with, is involved in, and decides to continue membership with an organization. Their conceptualization of organizational commitment is comprised of three factors: affective, continuance and normative commitment. Affective commitment is the accordance between an individual's beliefs and acceptance of the organization's goals and values, which also reflects an employee's attachment and identification with the organization. Continuance commitment is an employee's desire for membership over time, mainly because they feel they need to remain with the organization. Finally, normative commitment refers to an employee's feeling of obligation to remain with the organization (Flynn & Tannenbaum, 1993; Meyer & Allen, 1997).

Group composition may influence conflict, communication frequency, social norms and social integration (Tsui et al., 1992). According to Meyer and Allen (1997), organizational commitment is determined by the socialization of the organization.

Socialization efforts foster commitment in employees in the presence of firm, clear and

consistent cultural norms (Orpen, 1993). Cox et al. (1991) compared the performance of

ethnically diverse groups and homogeneous groups, and reported that ethnically diverse

groups performed just as well as homogeneous groups when cooperation and acceptance

were emphasized over competitiveness (Desforges, Lord, Mason, & Lepper, 1991).

The links between diversity, equity climate and organizational commitment are of

considerable interest to the CF (Mirchandani, 1997) given that an individual's perception

of the collective or organizational climate is related to the amount of effort they put into

the organization (Young et al., 1999). Organizations whose leadership provides

justification for diversity programs result in higher levels of organizational commitment

(James, Lovato & Khoo, 1994). Perceptions of equity climate and diversity may be

associated with commitment, as acceptance of an organization's values is linked to

greater commitment. Furthermore, positive perceptions of diversity may be linked to

improvements in employee productivity (Schuster et al., 1997).

Hypothesis 3. Individuals who are more committed to the organization will hold

more positive attitudes toward diversity (mixed-gender units and multiculturalism

policies or initiatives).

Satisfaction

Satisfaction is defined as a worker's affective response to the organization

(Hershberger, Lichtenstein, & Knox, 1994). Perceptions of job satisfaction and

organizational climate are correlated (Johnson & McIntye, 1998; Young et al., 1999). An

individual's perception of the organizational climate, equity and diversity has an impact

on their job satisfaction (Heilman et al., 1992). A congruency between an individual and organization's values leads to greater satisfaction. Conversely, the greater the dissimilarity between individual-organization values, the greater the job dissatisfaction (Boxx et al., 1991; Hockwarter et al., 1999; Johnson & McIntye, 1998). Moreover, equal opportunity climate perceptions are linked to job satisfaction and perceptions of just employment practices (Witt, 1991).

Particularly in the military, equal opportunity perceptions have a significant impact on job satisfaction and procedural justice perceptions, which result from military leadership (Heilman et al., 1996; Richard & Kirby, 1997; Shamir & Ben-Ari, 2000; Witt, 1991). Similar to organizational commitment, failure to justify the existence of diversity programs by leaders of an organization results in feelings of incompetence and dissatisfaction from its members (James et al., 1994). Thus, equal opportunity perceptions are positively related to job satisfaction and justice perceptions.

Hypothesis 4. Individuals who are more satisfied with the organization will respond more favourably toward diversity (mixed-gender units and multicultural initiatives).

Military and Interpersonal Aspects of Performance

Diversity is related to work performance (Levine & Moreland, 1998). According to Pinder (1984) job performance is the achievement of work-related goals. Perceptions of organizational climate are related to job attitudes, behaviour and performance (Brown & Leigh, 1996; Van Vianen, 2000). A climate that is perceived to be equitable may contribute to the plurality and diversity of skills within the organization, which may

positively influence performance (Kilduff, Angelmar, & Mehra, 2000; Kirchmeyer &

McLellan, 1991; Matheson et al., 2000). However, the type of performance matters

(Angle & Lawson, 1994). Although the link between attitudes toward perceptions of

diversity and interpersonal aspects of performance (leadership, basic military techniques,

communication and military knowledge) has been demonstrated, no evidence exists for

hard military skills, such as physical training and drill. Despite the previous lack of

evidence for a relationship between hard military skills and attitudes toward diversity, the

issue will be re-examined.

Demographic characteristics such as age, sex and race may have substantial

effects on innovation and performance. Specifically, organizational demography mediates

individual performance and communication (O'Reilly, Caldwell & Barnett, 1989).

Communication and understanding are fundamental in managing diversity (Cox, 1991:

Miller, Fields, Kumar, & Ortiz, 2000).

Acceptance and understanding of diversity within a Canadian context may

lead to greater cooperation among CF members in a multinational context (Jones, et al.,

2000). As military members participate in more United Nations tours, overseas

deployments and peacekeeping missions, learning to work in a multicultural environment

will be of great value to CF members (Elron et al., 1999). Thus, acceptance of diversity at

the interpersonal level may be an important function in performance on the international

level.

Heterogeneous groups may experience greater communication problems,

however, these problems can be remedied. Evidence indicates that heterogeneous groups

can outperform homogeneous groups (Cox et al., 1991; Pate, Watson, Warren, & Johnson, 1998). Specifically, individuals who hold more positive attitudes toward diversity will be more effective at communication and better at establishing and maintaining a more extensive network (Baker 1999; Jackson, Brett, Sessa, Cooper, Julin & Peyronnin, 1991; Jackson & Ruderman, 1995). In short, individuals with more positive attitudes toward an organization's policies and ideologies will more likely adopt them and act in a manner that is consistent with the organization's leadership vision which is necessary for effectiveness (Burnigham & West, 1995; Schein, 1992; Miller et al, 2000).

Hypothesis 5a. Attitudes toward diversity and perceptions of equal opportunity climate will be positively related to military performance (drill and physical training).

Hypothesis 5b. Attitudes toward diversity and perceptions of equal opportunity climate will be positively related to interpersonal aspects of performance (leadership, basic military techniques, communication and military knowledge).

Hypothesis 5c. Individuals' attitudes toward diversity, and perceptions of climate will predict interpersonal aspects of performance.

Overall Goals

The purpose of this study is threefold: first, to compare gender differences for attitudes toward diversity and perceptions of equal opportunity climate; second, to examine the relationships between diversity and equity climate with satisfaction and organizational commitment; and finally, to examine the predictive relationship between attitudes toward diversity and training performance.

Diversity's distinguishing factor is that it stresses an equitable environment. Unlike affirmative action, which tries to increase minority representation, diversity's goal is to create an environment, which is equitable, keeping in mind that all employees were selected based on merit and not due to a demographic characteristic (Crosby & Cordova, 1996). In order to capture the essence of diversity, examination of the global picture, as well as perceptions of equity and equity attitudes provides keys to the understanding of diversity research (Kravitz, 1995). Finally, while gender differences in attitudes toward diversity have been established in a civilian population, comparison of a similar pattern in a military population is of interest.

Summary of Hypotheses:

Hypothesis 1. Attitudes toward diversity will be positively related to perceptions of equal opportunity climate and mixed-gender units.

Hypothesis 2a. Females will respond more favourably toward diversity than will males, and will perceive equal opportunity climate more positively than males.

Hypothesis 2b. Females will respond more favourably than males toward aspects of diversity (multicultural ideology, programme attitudes, perceived consequences of equity and equity attitudes).

Hypothesis 3. Individuals who are more committed to the organization will hold more positive attitudes diversity (toward mixed-gender units and multiculturalism policies or initiatives).

Hypothesis 4. Individuals who are more satisfied with the organization will respond more favourably toward diversity (mixed-gender units and multicultural initiatives).

Hypothesis 5a. Attitudes toward diversity and perceptions of equal opportunity climate will be positively related to military performance (drill and physical training).

Hypothesis 5b. Attitudes toward diversity and perceptions of equal opportunity climate will be positively related to interpersonal aspects of performance (leadership, basic military techniques, communication and military knowledge).

Hypothesis 5c. Individuals' attitudes toward diversity, and perceptions of climate will predict interpersonal aspects of performance.

Method

Participants

At the time of survey administration approximately four hundred officer cadets resided at the Canadian Forces Leadership and Recruit School (CFLRS). a training facility located in St. Jean-sur-Richelieu, Québec. Of the officer cadet population, 278 cadets who were in the process of completing their basic officer training course (BOTC) participated in the study. The remaining officer cadets were not available to participate during the testing sessions. Twenty-three participants were excluded from the analysis due to missing data, with 255 cases retained for final analyses. Participation was voluntary. Table 1 provides a breakdown of the demographic characteristics of the sample. The respondents were on average 18.6 years of age, with a range of 16 to 34. Seventy-four point five percent of the sample were male, and 25.5% were female. Visible

minorities comprised 5.5% of the sample. Aboriginals comprised 0.8%. The linguistic

characteristic resembled that of the CF as a whole with English-speaking cadets making

up 69.8% of the sample and French-speaking cadets comprising 28.6%. The vast majority

(87.8%) of cadets were in mixed-gender units, with 12.2% in exclusively male platoons.

Most cadets were part of Air (44. 3%) and Army (41.6%) elements, with a small Navy

representation (14.1%). The overwhelming majority of cadets (95.7%) were single, while

3.9% were married and .4% reported other marital statuses.

On average, cadets had been in the CF for 5.4 months, with 79.2% in the military

for less than one month. Approximately 6 % of the officer cadets had previous military

experience as non-commissioned members (NCMs) and were part of the University

Training Plan for Non Commissioned Members (UTPNCM) program.

In terms of education, 71.4% had obtained a high school diploma, 6.3% had some

college education, with 3.5% holding a college diploma, 15.7% reported some university

education, with 1.6% holding a university degree, .8% had some graduate school

experience with .8% holding a graduate degree.

Table 1

Frequencies of Demographic Categories (N=255)

	N	%
Gender		
Males	190	74.5
Females	65	25.5
First Official Language		
English	178	69.8
French	73	28.6
Environment		
Land	106	41.6
Sea	36	14.1
Air	113	44.3
Education		
High School Diploma	182	71.4
Some College (CEGEP)	16	6.3
College Diploma	9	3.5
Some University (CEGEP II)	40	15.7
University Degree	4	1.6
Some Graduate School	2	.8
A Graduate Degree	2	.8
Family Status		
Married/partner	10	3.9
Single	244	95.7
Other	1	.4
Mixed-gender Unit		
Yes	224	87.8
No	31	12.2
Aboriginal Status	2	.8
Visible Minority Status	14	5.5

<u>Measures</u>

As the CF is a government agency, the questionnaires were administered in both official languages, English and French. The French translations of the measures used in this study were previously administered in the 1999 administration of the CF Diversity Study (MacLennan & Pike, 2000).

As most of the measures in this study are comprised of subscales, analyses will include examination of global scale scores as well as investigation of the relationships among subscales. Equity and fairness are an integral part of diversity's aim; therefore, examination of the relationships among variables at both the global and individual subscale levels is necessary to further assess various aspects diversity research.

<u>Predictor Measures</u>

<u>Military Equal Opportunity Climate Survey</u>

The Military Equal Opportunity Climate Survey (MEOCS) contains 34 items derived from a measure developed by the US Military and adapted for the CF (Cross-Cultural/Multicultural Associates Inc., 1997b; Pike & MacLennan, 2000). The MEOCS is based on perceptions of workplace behaviours related to cultural diversity and gender equality issues. The measure has been validated and was selected to be used as a gauge for comparison to the US military (Ewins, 1998). The measure is divided into eight subscales[2]. Overall, the scale demonstrated a high internal consistency of α = .89. Higher

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[2] Although not the focus of this study, a factor analysis was conducted on each of the measures in order to verify the factor structure. A principal axis factor analysis with an oblimin rotation was conducted on the MEOCS and an eight-factor structure was confirmed.

values indicate more positive perceptions of equitable climate or lower levels of perceived discrimination.

Although the original MEOCS scale contains 38 items, due to the low internal consistency of the original 5-item satisfaction subscale (α = .64), the 5-item scale was not used in this study as it was not statistically reliable. Instead satisfaction was measured through MEOCS item # 16, which assesses the respondents' degree of satisfaction with: *My job as a whole*. Evidence indicates that the use of a single item global measure of satisfaction is as effective and reliable as subscales with several items (Wanous, Reichers, & Hudy, 1997).

The items on each of the subscales assess observations of behaviour in the CF workplace related to cultural diversity and gender equity issues, using seven-point Likert rating scales (from 1 = strongly disagree to 7 = strongly agree, or 1 = very dissatisfied to 7 = very satisfied, or 1 = very unlikely to 7 = very likely). Specifically, the Effectiveness subscale (5 items, α = .81), measures the degree to which the respondent perceives the unit to be productive and effective in accomplishing its mission. As mentioned above, the Satisfaction one item measure assesses, the degree to which the respondent is generally satisfied with his/her current job in the CF. Commitment (6 items, α = .75) measures the degree to which the respondent identifies with the mission and goals of the organization and wishes to remain associated with the CF. The Harassment subscale (4 items, α = .75) assesses perceptions of how extensively sexual harassment and discrimination occur against women. The Negative Behaviour (5 items, α = .93) and Positive Behaviour

(5 items, α = .78) subscales measure perceptions of discriminatory behaviours and how

well majority and minority members get along in the unit, respectively. Racism/Sexism

(4 items, α = .87) measures the perceptions of traditional overt racist or sexist behaviours,

such as name calling and telling sexist or racist jokes. Finally, the Reverse Discrimination

subscale (4 items, α = .81) assesses the perceptions of preferential treatment of women

and minorities in the unit at the expense of Caucasian men.

Multicultural Attitude Survey

The MAS assesses attitudes toward multiculturalism using a seven-point Likert

scale (from 1 = totally disagree to 7 = totally agree, or 1 = totally oppose to 7 = totally

support). The MAS was originally developed for civilian population by Berry and Kalin

(1989), and adapted for use in the CF. This measure was used by the CF to compare

themselves to the Canadian population. This scale consists of 37 items on four subscales[3].

Originally, the MAS consisted of 45 items on five subscales. However, due to the

statistically inadequate psychometric properties of the Tolerance subscale (7 items:

α = .54), which was substantially lower than in other studies (α=. 64; Pike &

MacLennan, 2000) it has been excluded for further analysis in this study.

Overall the MAS scale demonstrated a high internal consistency (α=. 93). The

Multicultural Ideology subscale (8 items; α = .80) assesses support for having a culturally

diverse Canadian society in which ethnic groups are encouraged to maintain and share

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[3] A principal axis factor analysis with a varimax rotation was conducted on the MAS. A six-factor structure emerged. The analysis was conducted to verify the factor structure and while differences were found through this analysis, the sample in this study is somewhat small ($\underline{N}$= 255) considering that the recommended subject to variable ratio is 10 to 1 (Personal correspondence with Kelloway, E.K., November 6, 2000).

their culture with others. Program Attitudes (8 items; α = .85) assesses an individual's

degree of support to eight ways of dealing with diversity the Perceived Consequences of

Equity (11 items; α = .88) subscale measures respondents' feelings toward equity

policies. Finally, Equity Attitudes (11 items; α = .81) measures general attitudes toward

equity issues. Some of the MAS items are reversed-keyed (Berry & Kalin, 1995).

Attitudes Toward Mixed-Gender Units

The Mixed-Gender Opinion Questionnaire was recently developed by the

Directorate of Human Resources Research and Evaluation and assesses attitudes and

perceptions of mixed-gender units and the gender issues specific to employment equity in

the CF. The measure consists of 19 items on a five-point Likert rating scale (1 = strongly

disagree to 5 = strongly agree). Cronbach's alpha was .73, which is substantially lower

than in a previous study (α = .82; MacLennan & Pike, 2000).

Due to inconsistencies in the factor structure of the MGOQ a principal axis factor

analysis with a varimax rotation was conducted (Davis, 1998; Perron, 1999; Schwartz,

2001). The analysis identified a six-factor structure. However, only one subscale, the

attitudes toward mixed-gender units in the CF subscale (MGU) is reliable and

interpretable, (α = .69) and was used for further analyses. The MGU is comprised of 4

items and is most representative of perceptions of women in the CF. See Table 5 for a

summary of the internal consistencies of measures and subscales.

Criterion Measures

Commitment and Satisfaction (MEOCS Subscales)

The MEOCS Commitment subscale assesses the respondents' desire to remain in the CF and the degree to which he/she identifies with the organization. The subscale is comprised of 6 items using a using seven-point Likert rating scales (from 1 = strongly disagree to 7 = strongly agree). Some items include; *I am proud to tell others that I am part of this work group; I feel very little loyalty to this work group.* The internal consistency reliability (α = .75) was high, however somewhat lower than previous studies (α = .85; Pike & MacLennan, 2000).

The MEOCS Satisfaction measure is a single item measure which assesses the respondents' level of overall satisfaction with his/her job in the CF. Specifically, the items assesses the degree of satisfaction with *My job as a whole.* A seven-point Likert rating scale (from 1 = strongly disagree to 7 = strongly agree) is used.

Criterion Measures of Training Performance

Traditionally, the CF has used three indexes to measure training performance: pass/fail, letter grade and percentage grade. The CF typically reports training performance as pass/fail; due to the lack of variability in the scores, however, this approach provides very limited information (Bradley, 1993a). In response to this concern, the Directorate of Human Resources Research and Evaluation (DHRRE) agreed to report the training performance in terms of an overall BOTC training performance score which was based on the following criteria: leadership, military knowledge, basic military techniques, drill, C-7 rifle, physical training and communication. The criterion points

were assessed using a 5-point Likert scale (ranging from 1 = substantially below average to 5 = superior).

Factor Analysis of the BOTC Performance Measure

A principal axis factor analysis was performed on the BOTC performance measure using a varimax rotation. A varimax rotation was used because it was assumed that the factors underlying the BOTC overall performance are theoretically orthogonal. Principal axis factoring was used to examine the factor structure of the BOTC performance measures, since this main criterion measure had just recently been introduced as a performance indicator.

An examination of the factor loadings identified a two-factor structure underlying the BOTC overall performance measure. With the exception of the C-7 Rifle item, which had a factor loading of .30, all of the other items loaded fairly clearly onto one of the two factors. The first factor was interpreted as an interpersonal dimension ($\alpha = .83$) with items reflecting leadership, military knowledge, basic military techniques, and communications. The second factor is comprised of physical training and drill items and labelled the military factor of BOTC training ($\alpha = .70$). While the military factor is examined, the interpersonal aspects of performance factor will be of greater focus in this study as attitudes toward diversity are interpersonal in nature.

Table 2
BOTC Overall Performance Measure Items and Factor Loadings Obtained with the
Principal Axis Factoring through Varimax Rotation

Factor		
BOTC Overall Performance Measure Items	*1*	*2*
Communications	**.70**	.45
Military Knowledge	**.68**	.26
Leadership	**.67**	.44
Basic Military Techniques	**.50**	.30
C-7 Rifle	.30	- .00
Physical Training	.15	**.77**
Drill	.29	**.63**

Note: Items are listed from highest to lowest factor loadings. Factor 1 = Interpersonal Factor; Factor 2 =
Military Factor

Procedures

All measures were administered to the volunteer cadets in a classroom setting.

Cadets were given either and English or French language version of the questionnaires,

depending on their First Official Language. The course instructors and other senior

members were not present during the testing session. Test administrators read verbatim

instructions that reviewed the purpose of the study. Participants were given the

opportunity to leave the testing session at any time. Respondents were asked to include

their service numbers for data analyses; they were given assurances in the confidentiality

of their responses and told that the data would be used strictly for academic purposes.

The cadets were told that participation in this study would have no bearing on their future

career in the CF.

Data Analysis

Assumptions

Assumptions necessary for the different statistical analyses used in this study were examined by reviewing normality, homogeneity of variance, outliers, linearity, multicollinearity and singularity. All assumptions were met.

Correlational Analyses

Pearson product moment correlations (r) were computed between the measures of attitudes toward diversity and perceptions of equal opportunity climate. In addition, correlations were computed between perceptions of diversity, and equal opportunity climate, as well as between commitment and diversity, between satisfaction and perceptions of diversity, and between performance and perceptions of diversity and equal opportunity climate.

Multivariate Analysis of Variance (MANOVA)

Two MANOVAs were computed to test for significant mean differences between males and females on measures of diversity and equal opportunity climate. The first MANOVA examined whether there were gender differences on the overall measures. Specifically, the dependent variables were the diversity scales, attitudes toward mixed-gender units (MGU) and attitudes toward multiculturalism (MAS), as well as the perceptions of equity climate scale, (i.e., the overall MEOCS score). Gender was entered as the independent variable.

The second MANOVA was executed to test for significant mean gender differences on the MAS subscales: multicultural ideology, program attitudes, perceived consequences of equity, and equity attitudes. The MAS subscales were the dependent variables and gender was the independent variable.

Box's M Test

The multivariate test for homogeneity of dispersion matrices, the Box's M test, (Tabachnick & Fidell, 2000) was used to evaluate whether the variances and covariance among the dependent variables were the same for all levels of the gender factor.

Hierarchical Regression

The influence of attitudes toward mixed-gender units; multiculturalism and equal opportunity climates on performance were assessed through hierarchical regression analyses. Gender and first official language were used as control variables in the analyses and entered on the first step. All of the predictor variables were entered simultaneously as the second step.

Results

Attitudes toward Diversity and Equal Opportunity Climate

Hypothesis 1. Attitudes toward diversity will be positively related to perceptions of equal opportunity climate and mixed-gender units.

As expected, there was a moderate positive relationship between attitudes towards multiculturalism, as measured by the MAS, and perceived climate, as indexed by the MEOCS ($r = .24$**, $p < .01$). The relationship between perceptions of equity climate, MEOCS, and attitudes toward mixed-gender units, MGU, ($r = .28$**, $p < .01$) was also positive. Finally, there was a moderate positive relationship between attitudes toward multiculturalism, MAS, and the MGU ($r = .46$**, $p < .01$). Table 5 presents the descriptive statistics and intercorrelations among measures.

Gender Hypotheses

Hypothesis 2a. Females will respond more favourably toward diversity than will males, and will perceive equal opportunity climate more positively than males.

To address the hypothesis regarding mean gender differences on the overall diversity and equity issues, a MANOVA was executed. The dependent variables were the diversity scales, attitudes toward mixed-gender units (MGU) and MAS, as well as the perceptions of equity climate scale, Overall MEOCS. Gender was entered as an independent variable.

There was a significant multivariate effect of gender ($F_{(3, 251)} = 5.78$, $p < .001$), Wilks' $\Lambda = .94$, $\eta^2 = .07$. At the univariate level, there was a significant effect on attitudes toward multiculturalism (MAS), ($F_{(1, 251)} = 7.26$, $p < .01$), $\eta^2 = .03$, with

females (M = 5.74) scoring higher than males (M = 5.44). There was also a gender

effect on attitudes toward mixed-gender units in the CF (MGU), ($\underline{F}$ (1, 251) = 15.61,

$\underline{p}$ <. 001), η^2 = .06, with females (M = 4.50) reporting more favourable perceptions than

did males (M = 4.10) Finally, there was also a significant effect at the univariate level for

perceptions of equity climate (MEOCS), ($\underline{F}$ (1, 251) = 4.25, $\underline{p}$ <. 05), η^2 = .02, with

females (M = 5.73) reporting more favourable perceptions than did males (M = 5.53)

Table 3 presents the means and standard deviations for males and females on the

MEOCS, MAS, and MGU.

Table 3
Means and Standard Deviations for Males and Females for the MAS, MEOCS and MGU

	Men (n =190)		Women (n =65)	
	$\underline{M}$	$\underline{SD}$	$\underline{M}$	$\underline{SD}$
MEOCS Overall	5.53	.65	5.73	.66
MAS Overall	5.44	.78	5.74	.75
MGU Overall	4.10	.73	4.50	.58

Note: Ratings for the MGOQ could range from 1 (strongly disagree) to 5 (strongly agree).
Ratings for the MEOCS and MAS could range from 1 (strongly disagree) to 7 (strongly agree), or 1 (very dissatisfied) to 7 (very satisfied) or 1 (very unlikely) to 7 (very likely).

Hypothesis 2b. Females will respond more favourably than males toward aspects

of diversity (multicultural ideology, programme attitudes, perceived consequences of

equity and equity attitudes).

A MANOVA was performed on four dependent variables: multicultural ideology,

programme attitudes, perceived consequences of equity, and equity attitudes. Gender was

entered as the independent variable. There were no univariate or multivariate outliers.

There was a significant multivariate effect of gender (F (5, 249) = 3.35,

$p < .01$), Wilks' $\Lambda = .94$, $\eta^2 = .06$. At the univariate level, there were significant effects

with females reporting more favourable attitudes toward all of the MAS diversity

subscales. There were significant effects for multicultural ideology, (F (1, 253) = 5.20,

$p < .05$), $\eta^2 = .02$, with females (M = 5.15) reporting more favourable attitudes than

males (M = 4.78); programme attitudes, (F (1, 253) = 5.92, $p < .05$), $\eta^2 = .02$, with

females (M= 6.37) scoring higher than males (M = 6.09); perceived consequences of

equity, (F (1, 253) = 5.20, $p < .05$), $\eta^2 = .02$, with females reporting higher scores

(M = 5.71) than males (M = 5.40); and finally equity attitudes (F (1, 253) = 3.94,

$p < .05$), $\eta^2 = .02$, with females reporting more favourable attitudes (M = 5.75) than

males (M = 5.50). The significant univariate results indicate that there are reliable mean

gender differences in all specific aspects of attitudes toward multiculturalism. Table 4

presents the means and standard deviations for males and females for the MAS subscales.

The Box M test was used to assess the equality of the variance covariance

matrices. The results of the Box's M test, 32.52, (F (15, 59110) = 2.10, ns), indicate

there were no significant differences in the matrices.

Table 4

Means and Standard Deviations for Males and Females for the MAS Subscales

	Men (n =190)		Women (n =65)	
	M	**SD**	**M**	**SD**
1) Multicultural Ideology	4.78	1.11	5.15	1.41
2) Program Attitudes	6.09	.83	6.37	.65
3) Perceived Consequences of Equity	5.40	.97	5.71	.93
4) Equity Attitudes	5.50	.86	5.75	.86

Note: Ratings for the MAS could range from 1 (strongly disagree) to 7 (strongly agre ᐟ).

Table 5
Descriptive statistics and intercorrelations between all measures and subscales (N = 255)

Variable	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1. MEOCS	5.58	66	(89)																						
2. Effectiveness	4.47	82	38**	(81)																					
3. Commitment	5.58	91	50**	46**	(75)																				
4. Satisfaction	5.87	99	52**	20**	51**	--																			
5. Sexual Harassment	5.52	1.19	72**	10	10	13*	(75)																		
6. Negative Behaviours	6.02	1.14	76**	07	12	18**	69**	(93)																	
7. Positive Behaviours	6.32	85	53**	19**	31**	28**	23**	41**	(78)																
8. Racism Sexism	5.13	1.46	70**	04	11	18**	50**	58**	22**	(87)															
9. Reverse Discrimination	5.26	1.28	61**	09	12	19**	42**	36**	12	37**	(81)														
10. MGU	4.21	72	28**	22**	35**	17**	15*	11	23**	15*	08	(69)													
11. MAS	5.52	78	24**	20**	27**	19**	19**	11	18**	17**	22**	46**	(93)												
12. Multicultural Ideology	4.88	1.12	24**	16**	14*	10	16*	08	12	17**	19**	35**	80**	(80)											
13. Program Attitudes	6.16	79	26**	25**	26**	19**	13*	08	18**	08	18**	40**	82*	54**	(85)										
14. Perceived Consequences of Equity	5.48	97	29**	15*	25**	18**	19**	12	13*	19**	19**	43**	89**	58**	40**	(88)									
15. Equity Attitudes	5.56	86	25**	11	27**	19**	15*	09	17**	11	17**	38**	84**	45**	65**	77**	(81)								
16. Interpersonal Performance	3.39	55	11	-13*	-16**	-00	-06	-04	-08	01	-08	-16**	-12	-05	-16**	-06	-15*	(83)							
17. Leadership	3.36	77	-12*	-17**	-13*	01	-08	-08	-09	-03	-08	-13**	-07	-02	-13*	-01	-10	88**	--						
18. Communication	3.43	69	-07	11	-15*	01	-02	-01	-09	03	-06	-06	-07	-02	-09	-03	-10	85**	71**	--					
19. Basic Military Techniques	3.36	62	-05	-13	-07	03	-04	-04	-02	00	-02	-21**	-06	-02	-11	-02	-08	72**	52**	44**	--				
20. Military Knowledge	3.40	63	-09	-01	-18**	-05	-04	-02	-05	03	-14*	-15*	-20**	-11	-21**	-16**	-21**	78**	55**	59**	43**	--			
21. Military Performance	3.58	60	-03	-01	-09	04	-02	-04	-15*	04	01	-03	02	-01	01	06	02	56**	51**	54**	36**	39**	(70)		
22. Physical Training	3.62	72	-03	-01	-05	09	03	01	-11	07	03	-04	-01	-05	-02	03	02	48**	42**	43**	39**	30**	89**	--	
23. Drill	3.55	65	-09	-01	-11	-03	-08	-08	-16**	-00	-02	-01	05	04	03	07	02	51**	47**	52**	24**	39**	86**	54**	

Note. Ratings for the MGU could range from 1 (strongly disagree) to 5 (strongly agree). Ratings for the Interpersonal and Military aspects of performance could range from 1 (substantially below average) to 5 (superior). Ratings for the MEOCS and MAS could range from 1 (strongly disagree) to 7 (strongly agree) or 1 (very dissatisfied) to 7 (very satisfied) or 1 (very unlikely) to 7 (very likely).

Note. Numbers in parentheses appearing on the diagonal are reliability coefficients (Cronbach's alpha)

Organizational Outcomes

Commitment Hypothesis

Hypothesis 3a. Individuals who are more committed to the organization will hold more positive attitudes toward diversity (mixed-gender units and, multiculturalism policies or initiatives).

There were small to moderate positive relationships between commitment and perceptions of mixed-gender units in the CF ($r =. 35^{**}$, $p<. 01$), multicultural ideology ($r =. 14^{**}$, $p<. 01$), program attitudes ($r =. 26^{**}$, $p<. 01$), perceived consequences of equity ($r =. 25^{**}$, $p<. 01$) and equity attitudes ($r =. 27^{**}$, $p<. 01$). Table 5 presents the results of the intercorrelations between commitment and diversity.

Satisfaction Hypothesis

Hypothesis 4. Individuals who are more satisfied with the organization will respond more favourably toward mixed-gender units and multicultural initiatives.

There was a low positive relationship between satisfaction and overall perceptions of mixed-gender units ($r =. 17^{**}$, $p<. 01$) as well as between satisfaction and MAS subscales: Program Attitudes ($r =. 19^{**}$, $p<. 01$), Perceived Consequences of Equity. ($r =. 18^{**}$, $p<. 01$) and Equity Attitudes ($r =. 19^{**}$, $p<. 01$). The only exception was the non-significant relationship between satisfaction and Multicultural Ideology ($r =. 10$, ns). Overall, participants who had more positive attitudes toward mixed-gender units and multiculturalism were more satisfied. Table 5 presents the results of the aforementioned relationships.

Military Aspects of Performance

Hypothesis 5a. Attitudes toward diversity and perceptions of equal opportunity

climate will be positively related to military performance (drill and physical training).

Table 6
Descriptive statistics and intercorrelations between MEOCS, MGU, MAS, and Military
and Interpersonal Aspects of Performance Measures (N = 255)

Variables	M	SD	1	2	3	4	5
1. MEOCS	5.58	.65	—				
2. MGU	4.21	.72	.28**	—			
3. MAS	5.52	.78	.24**	.46**	—		
4. Interpersonal Performance	3.38	.55	.11	-.16**	-.12	—	
5. Military Performance	3.58	.60	-.03	-.03	.02	.56**	—

Note: *p< .05, ** p<. 01

Note: Ratings for the MGU could range from 1 (strongly disagree) to 5 (strongly agree).
Ratings for the MEOCS and MAS range from 1 (strongly disagree) to 7 (strongly agree), or 1 (very
dissatisfied) to 7 (very satisfied) or 1 (very unlikely) to 7 (very likely).

Military performance was not related to attitudes toward diversity nor perceptions

of equal opportunity climate. Specifically, there was no relationship between military

performance and: perceptions of equal opportunity climate (r = -.03, ns); attitudes toward

mixed-gender units (r = -. 03, ns) and attitudes toward multiculturalism (r = .02, ns).

Table 6 presents the intercorrelation results between measures.

Interpersonal Aspects of Performance

Hypothesis 5b. Attitudes toward diversity and perceptions of equal opportunity

climate will be positively related to interpersonal aspects of performance (leadership,

basic military techniques, communication and military knowledge).

Unexpectedly, interpersonal aspects of performance and attitudes toward mixed-gender units were negatively related ($\underline{r}$ = -. 16**, $\underline{p}$<. 01). Respondents who showed less support for mixed-gender units were rated more highly by course instructors on interpersonal performance of the BOTC. Performance and perceptions of equal opportunity climate were not related ($\underline{r}$ = .11, $\underline{ns}$); nor were performance and multiculturalism ($\underline{r}$ = -. 12, $\underline{ns}$). Table 6 (above) presents the intercorrelation results between measures.

Hypothesis 5c. Individuals' attitudes toward diversity, and perceptions of climate will predict interpersonal aspects of performance.

Table 7
Hierarchical Regression Analysis: Predicting performance beyond sex and first official language

	Predictor	Beta	R	R^2	ΔR^2	F	p
Step 1			.19	.03	.03	4.48	**.01**
	Sex	.00					**ns**
	First Official Language	-.19					**.01**
Step 2			.31	.10	.07	5.12	**.001**
	Military Equal Opportunity Climate Survey (MEOCS)	-.14					**.05**
	Attitudes toward Mixed-gender Units in the CF (MGU)	-.12					**ns**
	Multicultural Attitude Survey (MAS)	-.09					**ns**

The regression analysis assessed whether individuals' attitudes toward diversity and their perceptions of equity climate would predict interpersonal aspects of performance. Table 7 presents the results of the hierarchical regression analysis.

At step one, sex and first official language accounted for 3% of the variability in performance, (F (2,250) = 4.48, p < .05). First official language was negative and significant (β = -.19, p < .01). At step two, the MAS, MEOCS and MGOQ variables accounted for a small but significant increase 7% in explained variance, F (5, 250) = 5.12, p<. 01, ΔR^2 = .07. The perception of equity climate scale, MEOCS, (β = -.12, p < .05) was a significant predictor of interpersonal aspects of performance. The direction of the relationship was unexpected; course instructors rated respondents who held less favourable perceptions of equity climate as better performers. None of the other predictors, attitudes toward mixed-gender units (β = -.14, ns) and MAS (β = -.09, ns) predicted performance.

The entire model accounted for 10% of the variance (R^2 = .10, F (5. 250) = 5.12, p<. 01). Attitudes toward diversity and equal opportunity climate accounted for 7% of the variance.

Discussion

The purpose of this study was to contribute to the overall understanding of the impact of attitudes toward diversity and perceptions of equal opportunity climate on organizational commitment, satisfaction, and interpersonal aspects of performance for officer cadets in the Canadian Forces. Specifically, this study examined gender differences in attitudes toward diversity and perceptions of equal opportunity climate. In addition, it examined relationships between attitudes toward diversity and perceptions of equity climate and satisfaction, organizational commitment, and BOTC performance (both military and interpersonal aspects). Finally, it investigated the predictive relationship between diversity, equal opportunity climate and interpersonal aspects of performance.

Overall, the results of this study indicate that females held more positive attitudes toward diversity. The more favourable attitudes displayed by the female officer cadets in the sample are consistent with past research which has shown that women and minorities are generally more accepting of diversity (Bell et al., 2000; Brenner, Tomklewicz & Stevens, 1991; Kravitz et al., 1996; Soni, 2000; Thomas & Wise, 1999).

The work climate subscales from the perceptions of equity climate measure, specifically, organizational commitment and satisfaction, were expected to be positively related to attitudes toward diversity. This was generally supported by the data analysis. Although few empirical studies examined the relationships between these variables, a moderate relationship was expected (Cox & Nkomo, 1990). The small to moderate relationship found in the present study corroborates the finding that organizational values,

in this instance, valuing diversity, has an impact on organizational outcomes such as commitment and satisfaction (Boxx et al., 1991; O'Reilly, Chatman & Caldwell, 1991; Randall, Cropanzano, Bromann, & Birjulin, 1999).

The relationship between diversity and equity climate was not related to military performance but was expected to predict interpersonal performance. The negative significant relationship between perceptions of mixed-gender units and interpersonal performance was not expected. The results suggest that students who responded less favourably to perceptions of mixed-gender units received higher interpersonal performance ratings from their course instructor, indicating potential instructor bias.

Attitudes toward diversity and mixed-gender units were not significant predictors of interpersonal performance. The non-significant relationship is supported by research which argues that perceptions of diversity may lead to miscommunication due to greater differences (O'Reilley et al., 1991). Unexpectedly, the perception of equity climate emerged as a negative predictor of performance. The results of this finding are less conclusive and suggest that officer cadets who perceived a less equitable climate received higher performance ratings on BOTC from their course instructor.

Attitudes toward Diversity and Perceptions of Equal Opportunity Climate

Hypothesis 1 specified that there would be a positive relationship between attitudes toward diversity and equal opportunity climate. Specifically, the relationship between perceptions of equal opportunity climate (MEOCS) and attitudes toward mixed-gender units (MGU) was higher than the relationship between equity climate and attitudes toward diversity (MAS). The relationship between perceptions of equity climate

and diversity is compatible with past research findings (Brown & Leigh, 1996; Shadur et al., 1999; Young et al., 1999).

The findings of this study are in accordance with the rationale that diversity attitudes are driven by fairness judgements (Barak, Cherin, & Berkman, 1998; Bell et al., 2000; Kravitz et al., 1996). Consequently, the greater the perceived reverse discrimination by members of an organization, the greater their resistance to diversity (Burke, 1991). In fact, past research has demonstrated that the relationship between perceived equity and diversity programs is moderate to strong (Kravitz, 1995; Taylor-Carter, Doverspike & Alexander, 1995; Tougas et al., 1995a, Tougas et al., 1995b).

Although the sample was mostly male, the officer cadets were more likely to encounter females during their BOTC training than visible minorities, given the small percentage of the latter in the sample. The presence of women in work units is associated with more positive attitudes toward diversity issues (Dansby & Landis, 1998; Kossek & Zonia, 1993; Kravitz et al., 1996; Parker, et al., 1997; Ruderman, & Kilianski, 2000). For example, when the organization's upper levels refuse to tolerate negative behaviours such as harassment, members perceive a more favourable climate (Fitzgerald, Drasgow & Magley, 1999).

According to contact theory, ethnic attitudes are a function of ethnic presence suggesting that the greater the positive response toward women will extend to visible minorities as they become more present in the CF (Kalin, 1996). Consequently, as intergroup anxiety is decreased through greater positive contact, there will be more exploration of communalities, and increased liking and cooperation among diverse

members (Desforges et al., 1991; Islam & Hewstone, 1993; Knouse & Dansby, 1999;

Stephan & Stephan, 1992).

Gender

There are gender differences in attitudes toward diversity and perceptions of

equity climate. Females responded more favourably to these issues. The results of this

study are consistent with past research in which females and minorities held more

positive attitudes toward diversity and equity issues (Kossek & Zonia, 1993; Kravitz &

Platania, 1993; Summers, 1991). The correspondence between female support of

diversity and equity climate issues is in line with self-interest theory (Brickson, 2000;

Kravitz, 1995; Summers, 1995). It has been argued that in the past, the target

beneficiaries of equity programs have been women who are more supportive simply

because such programs are aimed at helping women (Dovidio & Gaertner, 1996;

Heilman, 1996; Malos, 2000). Conversely, males may not be as supportive of equity

issues as they may perceive the implementation of equity programs as detrimental for

males (Bell et al., 2000; Heilman et al., 1996; Tougas, et al., 1995a).

Overall, the MANOVA results reveal that there are significant mean gender

differences in attitudes toward equity issues. Specifically, females reported more

favourable attitudes than males on all aspects of the equity issues. Whereas women may

make finer distinctions between various equity-related facets as a result of being past

target beneficiaries, males may be less reluctant to express support for equity programs

for fear of negative outcomes (Dovidio & Gaertner, 1996; Heilman et al., 1992)

Equity programs and their impact on nonbeneficiaries has resulted in negative

consequences (Brutus & Ryan, 1998; Heilman, et al., 1992). The lower mean ratings of

equity consequences by males in this study may be a result of negative inferences about

diversity from affirmative action programs (Murrell et al., 1994). Perceptions of equity

programs that stress hiring or promotion of women within an organization solely on the

basis of gender, not an individual's competency, are consistently regarded unfavourably

by both females and males (Heilman, et al., 1996). That is, men are less supportive of

programs that are not merit-based and not justified (Bobocel, Leanne, Hing, Davey,

Stanley, & Zanna, 1998; Murrell et al., 1994). For instance, males are more supportive of

women hired in non-traditional roles through diversity- or merit-based programs rather

than affirmative action hires, which use demographic characteristics as hiring criteria

(Bobocel et al., 1998; Gilbert & Stead, 1999). As women in the CF may pursue non-

traditional female occupations, perceptions of equity are key to the promotion of diversity

within the CF for both males and females. In short, an environment that promotes

diversity provides greater opportunity for women in non-traditional jobs (Ruderman &

Kilianski, 2000).

Organizational Outcomes

Although a basic research paradigm suggests that more favourable attitudes

toward equity issues will increase satisfaction and commitment, which will lead to lower

turnover and improve performance, few empirical studies have examined the

relationships between these variables (Brickson, 2000; Cox & Nkomo, 1990; O'Reilly et

al., 1991). Of the few empirical studies that examined the aforementioned variables, the

findings indicate that there are main effects of equal opportunity perceptions on job satisfaction (Heilman et al, 1996; Valentine, Silver & Twigg, 1999). Thus, the relationships between Commitment and Satisfaction (MEOCS subscales) and diversity (MAS subscales and MGU) reflect previous research findings, which found main effects for these organizational outcomes and equity issues.

Commitment

Overall, the relationships between commitment and attitudes toward diversity, specifically, attitudes toward mixed-gender units (MGU) and the Multicultural Attitude Survey (MAS) subscales were moderate. The results are in accordance with Meyer and Allen's (1997) conceptualization of affective commitment between an individual's beliefs and acceptance of the organization's goals and values. Thus, the results suggest that officer cadets who were more apt to accept the CF's goals to value diversity perhaps were more committed to the CF. When employees feel that they are treated fairly and supportive then they will show greater affective commitment (Meyer & Allen, 1997).

A positive moderate relationship between commitment and attitudes toward mixed-gender units is reflective of past research that has shown that members who support individual differences and equality status show higher commitment. This evidence also suggests that stronger commitment and more preferable attitudes toward women result in an intact heterogeneous work group (Hood & Koberg, 1994). As the acceptance of women in non-traditional roles increases, so will members' commitment to the organization. Thus, a congruency emerges between an individual's values and the CF's support of mixed-gender units (Mirchandani, 1997).

The relationship between the subscales of the Multicultural Attitude Survey

(MAS) and commitment are significantly small to moderate. Specifically, the relationship

between commitment and multicultural ideology was modest. Although these findings

are modest, they parallel previous findings that have demonstrated small but significant

relationship between commitment, work attitudes, values, and personal characteristics

(Flynn & Tannenbaum, 1993). While they are reflective of previous findings, the mean

age of the participants in this study was 18.6 years. The values of the younger officer

cadets may be less stable than more mature members and subject to change in time

(Hockwarter et al., 1999; Boxx et al., 1991; Randall et al, 1999). In a military study by

Dansby and Landis (1998), more mature members expressed greater concern with

cultural issues as their overseas deployments increased. This finding indicates that issues

such as attitudes toward multiculturalism and tolerance become more pertinent as

members gain more experience in the military (Dansby, Landis. & Tallarigo, 1996: Elron

et al., 1999).

The relationships between commitment and the remaining MAS subscales

(program attitudes, perceived consequences of equity, and equity attitudes) were small

and positive. The findings of this study are congruent with Malos' conceptualization of

the relationship between increased commitment and program details. Specifically.

members are more responsive to diversity programs that stress fairness and include a fair

amount of detail about the programs (Brutus & Ryan. 1998; Heilman. 1996; Kravitz.

1995: Malos. 2000). The findings suggest that commitment is likely to be enhanced by

how they perceive they are treated in the workplace (Eby, Freeman, Rush & Lance,

1999). Considering that most of the cadets (79.2%) were in the military for less than one

month, high levels of organizational commitment was not expected at the outset of the

study.

Satisfaction

Although the relationship between satisfaction and perceptions of mixed-gender

units was small, several of the units were exclusively male. As previously mentioned, the

increased presence of females in work units leads to more favourable perceptions of

mixed-gender units (Brenner et al., 1991; Dansby & Landis, 1998; Kossek & Zonia,

1993; Kravitz et al., 1996; Parker, et al., 1997; Ruderman & Kilianski, 2000). Thus, with

the increased presence and more favourable ratings of women, facilitation of greater

acceptance of women in non-traditional occupations may improve the status of women in

the CF (Parks, 1996 Kalin. 1996).

A modest but significant positive relationship was shown between satisfaction

subscales of the Multicultural Attitude Survey. Overall, participants who were more

satisfied tend to have positive attitudes toward multiculturalism issues (MAS),

specifically, Program Attitudes, Perceived Consequences of Equity, and Equity Attitudes.

The results are in accordance with the argument that individuals who hold positive job

attitudes that are in line with the organizations' valued attitudes will report higher

satisfaction (Boxx et al., 1991; Burke, 1991; Fitzgerald et al., 1999; Richard & Kirby,

1999: Witt. 1991).

The relationships between satisfaction and diversity may be influenced by the short duration of most of the officer cadets in the military. Understanding of equity policies moderates job satisfaction, thus their lack of knowledge regarding diversity in the CF may be a contributing factor (Ferris et al., 1996). Among international military personnel, the relationship between satisfaction and cultural skills/knowledge while on overseas deployment moderate suggesting the importance of cultural understanding in military operations and longer-term benefits of diversity (Dansby & Landis, 1998; Dansby, Landis, & Tallarigo, 1996; Watson et al., 1993).

Performance

A few empirical studies indicate that diversity leads to improved group performance also highlighting the importance of perceptions of diversity (Thomas, 1999). However, the type of performance is important (Angle & Lawson, 1994). This study examined the relationship between attitudes toward diversity and military performance, as well as interpersonal aspects of performance. The relationship between attitudes toward diversity was not related to military performance. There is no link between military performance, drill and physical training, and an individual's attitudes or values (Chatman et al., 1998). However, a link between interpersonal aspects of performance and diversity has been shown (Sessa & Jackson, 1995; Tsui & Gutek, 1999). Specifically, individuals who are more receptive to diversity will be more likely to demonstrate more effective interpersonal skills, such as showing greater initiative, engaging in action-taking behaviours and better at networking (Baker, 1999; Burningham, & West, 1995).

The non-significant relationship between military performance, perceptions of mixed-gender units, and attitudes toward diversity is not that surprising considering that the little available empirical evidence has only demonstrated modest relationships (Cox & Nkomo, 1990). However, unexpectedly, the relationship between perceptions of mixed-gender units and interpersonal performance was significant and negative. The finding indicates that course instructors rated cadets who held less favourable outlooks toward mixed-gender units as better performers. Also unexpected was that the perception of equity climate subscale emerged as a significant negative predictor of interpersonal performance, suggesting that students who perceived less equitable climate received higher interpersonal performance ratings from their course instructors.

Although the negative relationship between interpersonal aspects of performance and equity issues findings may not be surprising in light of the fact that several of the platoons were exclusively male, it may also highlight that traditional attitudes prevail in the CF, as the military is a traditionally male dominated organization. Performance that is inconsistent with a non-traditional female or visible minority role may not be viewed favourably, suggesting that the instructor biases may be a contributing factor (Heilman et al, 1992).

Moreover, instructors may have rated the individuals who hold more traditional values as better at interpersonal performance, suggesting a socialization problem. Socialization among recruits is important because recruits report high organizational identification during this process, which encourages more committed employees (Mael & Ashforth, 1995; Orpen, 1993). Although previous studies indicate that equal opportunity

perceptions leads higher commitment and greater supervisory ratings of performance, ratings may be contaminated with influences from the behaviour that reflect employee attitudes (Brown & Leigh, 1996; Pulakos, White, Oppler, & Borman, 1989; Schuster et al., 1997).

Whereas supervisors have been reported to be able to distinguish between dimensions of performance (Posthuma, 2000), the instructors' ratings of the students on one dimension may influence another performance dimension. Perceived closeness of supervisor and subordinates can influence supervisory attributes of performance (Greenhaus & Parasuraman, 1993). For example, an instructor may rate an officer cadet whom they perceive to be more attitudinally similar more favourably on their drill performance. This positive perception may impact a more positive rating on the communication aspect of performance. Thus, supervisory behaviour creates a climate for newcomers, explicitly imprinting the organization's leadership and vision (Chemers & Murphy, 1995; Van Viannen, 2000).

Disagreement over the factor structures of the MAS and the Mixed-Gender Opinion Questionnaire (MGOQ) may also be contributing factors to the non-significant findings with interpersonal performance. Factor analytic results for the MAS reveal that there are inconsistencies between the five MAS subscales currently being used by the CF. According to the MAS factor analysis results a six factor structure emerged. Although the ratio of participants to number of items is below the recommended amount, the factor analysis parallels a six-factor structure from an earlier study on a national sample (Berry et al., 1995). Specifically, the Candianism and Comfort ratings for various ethnic and

immigrant groups factors are similar to the Attitudes toward cultural diversity in Canada

factor. It appears as though the five-factor structure does not tap into aspects of

Canadianism and comfort of ethnic groups and warrants further investigation.

There have also been inconsistencies regarding the factor structure of the MGOQ

(Davis, 1998; MacLennan & Pike, 2000; Perron, 1999; Schwartz, 2001). Although

MacLennan & Pike (2000) conducted a principal components analysis and extracted one

factor, the items reflect both attitudes (*Mixed-gender environments can have a positive*

effect in the overall effectiveness of an operation) and perceptions (*Men and women are*

treated equal to women in my unit) of mixed-gender units. The principal axis factor

analysis with varimax rotation in this study revealed six factors (Gender Awareness

Training ($\alpha = .70$); Employment Opportunities for Women in the CF ($\alpha = .69$);

Perceptions of Equity Environment for Women in the CF ($\alpha = .80$); Gender Training in

the CF ($\alpha = .55$); Equity Policies in the CF ($\alpha = .50$); and Training Opportunities in the

CF ($\alpha = .50$). Although the MGOQ was intended to be used as a global measure, using a

global score of the MGOQ may be ambiguous, as it may not reveal the various issued

being addressed by the measure. Unfortunately, many of the factors were difficult to

interpret and unreliable, therefore, the most representative factor, perceptions of mixed-

gender units, was selected for this study. However, the factor analysis reveals that there is

a range of issues, including training and perceptions of equity for women in the CF,

assessed by this measure that should be examined further.

Limitations

 There are several limitations that must be addressed. The generalizability of this

study is certainly limited. As this study examined attitudes toward diversity in the CF

officer cadet population no generalizations to the remaining CF populations should be

made. Also the majority of the sample, approximately 79% of the officer cadets were in

training for an average of 1 month or less. The initial phase of training is compliance

(Albert, et al., 2000; Shamir's, 1990); thus there was likely little or no attachment, nor

identification with the organization (Elron et al., 1999). This may also explain the low

commitment and satisfaction levels. It is unrealistic to expect that new members of the

CF would express high satisfaction during the difficult conditions of boot camp.

 The purpose of BOTC is to learn the structure of hierarchy and customs of the CF,

first aid, leadership, and about being a CF member. However, during the first week of

BOTC, the orientation period was comprised of routine (i.e., administrative) exercises.

Therefore, it is plausible that at the time of survey administration, the respondents may

have been in a state of total compliance. Compliance is initially a part of socialization

into the organization but values will only be internalized and identified with if the

relationship is satisfying if it is related to the individual's own internal values (Shamir,

1990).

 Several of the platoons were exclusively male. The fact that males had less

exposure to female cadets may explain why males were less favourable toward mixed-

gender units. The perceptions of female officer cadets, if they ever had an opportunity to

interact with females in a work setting, may have been based on their own stereotypes of

women (Ruderman & Kilianski, 2000). The increased presence of females in work units

is associated with increased favourable perceptions of female employees and colleagues

(Dansby & Landis, 1998; Kossek & Zonia, 1993; Kravitz et al., 1996; Parker et al., 1997;

Ruderman & Kilianski, 2000). Although it was unfortunate that many of the platoons

were exclusively male, there is a notable increase in female officer cadets, as this sample

was 25.5% female as compared to 11% in the CF as a whole (Ewins, 1997).

Another limitation of the study was the use of the MEOCS measure as a global

score. Although past studies have computed an overall MEOCS score, the

appropriateness of this practice must be reconsidered (Cross-Cultural/Multicultural

Associates Inc., 1997a, Schwartz, 2001). Examination of the MEOCS subscales indicates

that there is a distinction between MEOCS equity climate issues assessed by some

subscales (i.e., reverse discrimination, racism/sexism, and sexual harassment) and

MEOCS work climate subscales (i.e., effectiveness, commitment and satisfaction). The

use of a global MEOCS score is limited, as it does not accurately reflect what the

MEOCS is measuring (Schwartz, 2001). Therefore, future research should present results

in terms of equity climate and work climate components.

As diversity and employment equity are socially sensitive and reactive issues,

social desirability is also a limitation. The social desirability response style refers to the

tendency to present oneself in a positive light. In particular, self-report measures are

susceptible to impression management concerns (Greenwald et al., 1995; Fazio, 1995,

Dovidio & Fazio, 1992). The self-presentation theoretical rationale indicates that

respondents may mask their true private opinions consciously or unconsciously in a

public forum in order to appear more socially desirable (Dovidio & Fazio, 1992). Specifically, experimental evidence shows that self-report respondents systematically alter their expressed racial attitudes and behaviours to appear more socially desirable. Their aim is to appear unprejudiced and egalitarian to others and to themselves (Dovidio & Gaernter, 1992). Survey design research is particularly susceptible to social desirability and other problems, which include response biases ranging from acquiescence to distortion of responses to faking (McIntyre & Miller, 2000). Thus, extra caution is required when interpreting results about a socially sensitive issue via self-report.

Inherent problems with using a single method in a research area that is so socially reactive is of particular concern, especially with a survey design approach. In addition to problems with social desirability, issues regarding the introduction of biases in measurement are of particular concern. Using a single method is problematic because of built-in biases. For example, the observed significant correlations may be a result of the method used to measure the constructs (Pedhazur & Schmelkin, 1991). In order to overcome inherent biases from using a single method, the use of multiple methods to measure a construct has been strongly recommended (Crocker & Algina, 1986; McIntyre & Miller, 2000; Pedhazur & Schmelkin, 1991). Moreover, evidence in the prejudice domain indicates that there is a dissociation between attitudes toward socially sensitive issues measured explicitly and implicitly (Dovidio & Fazio, 1992), further highlighting the need for a multi-method approach in measuring such a socially sensitive topic.

Criterion Problem

The composite score BOTC performance measure used in this study was developed in effort to eradicate some of the problems with previous methods of measuring performance in the CF, such as pass/fail and the course letter grade. Although the composite score approach that is based on a 5-point scale provides more variability than the pass/fail approach, valuable performance information is still lost with a global criterion measure (Bradley, 1993 a/b, Campbell, 2001; Johnston, 2000).

The BOTC overall performance measure was not considered highly reliable (α = .68). Although the interpersonal aspects of performance measure, which consisted of interpersonal aspects, was reliable (α = .83), the relationship between diversity and interpersonal aspects of performance was unexpectedly negative. Unfortunately, the communication and leadership aspects of the measure are based on the intuition of the course instructors (Personal correspondence with Captain Perron and Captain Parsons, April 11, 2001). Supervisors can indeed distinguish between attitudes and work performance (Posthuma, 2000), however, subjectivity may still play a role in supervisory ratings (Hoffman, Nathan & Holden, 1991). As a consequence, the objectivity of the performance measure is questionable.

In light of the fact that this measure is quite new, a criteria and set definition of performance is required. In either case, they underscore the need for further research into the validity of the instrument. Multiple job performance measures may allow for a more objective criterion and have been recommended to the CF (Bradley, 1993; Campbell, 2001; Johnston, 2000).

Implications

The research has clear implications for avoiding possible backlash for past target beneficiaries, typically females and visible minorities, and nonbeneficiaries, typically males. Support for diversity programs is based on the perception of fairness within an organization. Considering that diversity programs were initiated as a means to move away from the negative inferences of affirmative action, fairness based on hiring and promoting CF members can only be achieved through merit of members and not demographic characteristic (Kravitz, 1995; Soni, 2000). In short, fairness is an essential component of diversity management and is exuded by an organization's leadership.

The benefits of organizational attractiveness to the CF recruitment process cannot be overlooked (Dutton, Dukerid & Harquail, 1994). More female role models in the CF may lead to more female recruits (Parks, 1996). Positive reactions to diversity can positively influence the organizational attractiveness of the CF to women and minorities. Minorities place more emphasis on recruiter characteristics than non-minorities. Females tend to value diversity more so than males (Thomas & Wise, 1999). The organization's diversity policies, the demographic characteristics of the recruiters, and the demographic composition of the organization's workforce are key factors that make an organization more attractive to minorities (Dutton et al., 1994; Thomas & Wise, 1999). Supervisor factors such as sex, race, competency, and personableness have been linked as significantly related to diversity factors. Thus, the BOTC instructors physically represent the CF's organizational values of diversity (Atwater, 1995; Thomas & Wise, 1999).

Unfortunately, the instructors' demographic data are not available but these would certainly be interesting to examine.

Organizational attractiveness is related to organizational characteristics and culture (Judge & Cable, 1997). Organizations who can best incorporate managing diversity will gain a competitive advantage. Organizations with favourable reputations for managing diversity attract the best personnel. People want to work for organizations with good human resource practices (Cox & Blake, 1991). After all, diversity performance has been linked to lower turnover, higher satisfaction and positive community relations that is communicated by employees (Boxx, et al., 1991; Hockwarter et al., 1999).

Conclusion

As our society becomes increasingly multicultural, contact with diverse populations is inevitable (Jones, et al., 2000). Strategies must be implemented to facilitate diversity initiatives. One challenge for the CF is to increase the benefits of diversity (Chatman, et al., 1998). The need to value 'soft skills' such as communication must be maintained because of their hypothesized relationship with leadership at the macro level (Chemers & Murphy, 1995).

Although the CF's organizational attractiveness has lead to the increased enrollment of women, which will hopefully extend to visible minorities, managing diversity is still an issue. The relationship between diversity and performance is certainly not a simple one but the positive consequences of diversity can be achieved if acceptance is valued (Cox, 1991). The plurality of skills that will be required in organizations in the

future will certainly benefit from diversity through effective management. Diversity

research has important implications for Canadian organizations such as the CF

(Kirchmeyer & McLellan, 1991). Further empirical evidence is key to the understanding

of how to address policies and enhance benefits from an ethnically diverse workforce.

Recommendations for the CF

1. Improve the MGOQ measure. The psychometric properties of the MGOQ are

also not as strong as the MAS and the MEOCS. The implementation of the MGOQ as

one scale in the CF Climate Diversity Survey, has only been administered in 1999 (Pike

& MacLennan, 2000).

2. Various aspects of the BOTC Performance measure. The factor analytic results

emphasize the need for two separate aspects of performance to be objectively measured.

According to the principal axis factor analysis it may be inappropriate to use a global

measure of performance.

3. Administration of the surveys at a later period in their training The BOTC is a

demanding and stressful initiation into life as an officer in the CF. With increased time

into the CF eight week BOTC course, the officer cadets should form a greater attachment

with the CF and greater know how as to what is expected from them as a daily basis.

4. Examination of diversity at personal and organizational levels. Finally, an

examination of diversity at personal and organizational levels would be valuable as issues

such as climate and organizational attitudes are exuded through organizational leadership

and vision (Cox, 1993). Generally, more positive perceptions of personal and

organizational dimensions, the more accepting members may be of diversity (Barak et al.,

1998).

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