

Diversity Performance of Employees in Hospitality and Tourism Sector: A Case Study of Saudi Arabia



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Dr Mohammed A. Al Doghan

Associate Professor

Department of Management, College
of Business Administration,

King Faisal University, Al-Ahsa
31982, Saudi Arabia.

**Corresponding author: Mohammed
A. Al Doghan** (mdoghan@kfu.edu.sa)

Employees' diversity performance is a key characteristic of employees' performance working in a diverse environment because diversity encourages employees to accept the differences and appreciate common ideas when working in a diverse environment. Diversity performance becomes more crucial when organisations target emerging markets, yet less research has been done to understand diversity performance and drivers that influence diversity performance. Therefore, the objective of this study is to explore the effects of workgroups' inclusions, diversity training and diversity engagement on employees' diversity performance. In this regard, data was obtained utilising questionnaires from employees working in the hospitality and tourism sector of Saudi Arabia. 170 completed surveys were employed to analyse the data using SPSS version 20. Results of the regression study suggested that workgroups' inclusions, diversity training, and diversity engagement significantly influence employees' diversity performance. The findings of this study will be helpful for human resource professionals and policymakers to design the human resource practises considering workgroups inclusions, diversity training and diversity engagement to improve employees' diversity performance in the context of the tourism and hospitality sector, specifically when these organisations are expanding business operation in emerging markets or when dealing with the diverse business environment. This is the first sort of study based on these factors measuring diversity success in the context of Saudi Arabia.

Keywords: Diversity Training, Diversity Performance, Work Group Inclusion, Tourism and Hospitality

Introduction

The idea of diversity management has received considerable attention in the literature, and scholars have established the conceptualisation and significance of diversity in today's business world. However, the concept of diversity has evolved, and researchers have now shifted their focus from diversity to inclusion. Initially, diversity encompasses various variables such as age, ethnicity, culture, gender, and race (M. Bhatti et al., 2022), whereas inclusion is concerned with encouraging integration and diverse values (Nishii, 2013). Ferdman (2014) highlighted that scholars had shifted the

concept of diversity to inclusion since inclusion emphasises and values individual differences regardless of gender, age, majority, or minority status. Additionally, [Yari et al. \(2020\)](#) stated that organisations benefit from cultural diversity in a variety of ways, including increased job performance, an innovative work environment, and attracting and retaining a diverse workforce, because an inclusive workplace respects all cultural differences among employees from various cultures ([Mor Barak et al., 1998](#)).

To reap the full benefits of diversity and inclusion, firms must take several measures to increase workgroup inclusion, create multiple diversity training sessions for employees, and assist employees in participating in diverse activities. These efforts will benefit people who work in firms where diversity and inclusion are a priority, particularly in the hospitality and tourist sectors. Employees in the hotel and tourism industries frequently face a higher level of diversity and inclusion. To effectively deal with diversity issues and perform well in a diverse environment, employees should demonstrate a higher level of diversity performance. Unfortunately, little study has been conducted to understand better the idea of diversity performance and the elements that drive employee diversity performance, particularly in the hotel and tourism industries. This study aims to investigate the impacts of workgroup inclusion, diversity training, and engagement on diversity performance in Saudi Arabia's hospitality and tourism sectors. The next sections will discuss previous research on workgroup inclusion, diversity engagement, and the effect of diversity training on diversity performance.

Literature Review

[Patrício and Franco \(2022\)](#) emphasise that firms consider diversity by attracting and maintaining skilled people, building diverse research and development teams, and promoting innovation in products and services. Additionally, academics have attempted to understand the nature and implications of workplace diversity to optimise its benefits, although previous research has produced contradicting conclusions regarding the role of team diversity in increasing innovation and diversity performance ([Jackson & Joshi, 2004](#)). Additionally, [TshetsHEMA and Chan \(2020\)](#) proposed that a thorough literature evaluation is important to comprehend how team diversity affects diversity performance in terms of innovation and creativity. [Martínez et al. \(2017\)](#) indicated that team performance is critical for organisational performance, and organisations premium team performance over individual performance. Diversity also affects team performance due to team members' diverse personalities and characteristics ([Dufays & Huybrechts, 2016](#)).

[Belderbos et al. \(2022\)](#) suggested that diversity improves employee and organisational innovation performance and productivity and introduces many obstacles and that businesses can maximise diversity benefits by managing diversity effectively ([Nuruzzaman et al., 2019](#)). Additionally, [Brahma et al. \(2021\)](#) emphasised the importance of board diversity and discovered that board gender diversity affects business performance. According to ([Yahalom-Ronen et al., 2020](#)), the literature on inclusion is in infancy, and researchers have struggled to reach a consensus on the concept of inclusion. In general, inclusion is characterised by the "satisfaction of belongingness and uniqueness demands" ([Shore et al., 2011](#)). In this regard, Shore et al. describe workgroup inclusion as "the degree to which an employee believes himself

or herself to be a valued part of the workgroup as a result of receiving treatment that meets his or her requirements for belonging and uniqueness.” Additionally, the concept of belongingness explains that employees experience a sense of belongingness when they perceive that they have developed caring and supporting relationships with their colleagues. At the same time, the notion of uniqueness explains that when employees think that multiple points of view exist inside a group and that these points of view are acknowledged and cherished by other group members (Shore et al., 2011). Thus, workgroup inclusion is critical in businesses, particularly those functioning in a global setting and interacting with various team members at all organisational levels, because they must provide goods or services that are globally accepted. For example, if a corporation wishes to offer a product or service in various nations with varying cultures, religions, age groups, and races, it should possess all of the attributes desired by each or the majority of target customers. Thus, an organisation can only produce such products or services if it has a diverse team that values diversity and inclusion, accepts and respects team members’ opinions and ideas, understands cultural, religious, and gender differences, and practises diversity and inclusion at all organisational levels and stages (top-level, middle level, and low level). When management cultivates a diverse culture within the firm, it becomes easier for them to create goods and services that are acceptable in every culture, country, and religion and perform better on a worldwide scale.

In this regard, Brahma et al. (2021) discovered intriguing findings in their study, stating that gender variety on boards affects business performance, implying that women’s presence on boards creates gender diversity. The interesting conclusion is that women’s representation on boards of directors affects business performance only when the number of women on the board exceeds three. However, no improvement in company performance was observed when the number of women on the board was less than two or three. These findings explain the optimal scenario of workgroup inclusion in terms of uniqueness and belongingness, as when the number of women on a board team is less than two or three, these women may experience a lack of belongingness, as well as a lack of uniqueness or similarities with other team members. When the number of women on a board team increases to three or more, these women may have a sense of belonging and discover more uniqueness or commonalities among team members, increasing workgroup inclusion. As a result, when women are included on the board of directors, they are happier and actively participate in team activities, which helps them increase their performance, team performance, and firm performance.

A similar approach can be taken concerning other types of variety. For example, when most team members share a common culture, country, or religion, they feel a sense of belonging and uniqueness. However, minority employees will feel less essence and belonging with other team members if most employees do not invite or value their participation. As a result, most employees should ask and appreciate minority employees’ involvement and initiatives to foster workgroup inclusion. Similar to Brahma et al. (2021).’s study setting, one possible explanation for the study findings is that when women team members number less than three, their male counterparts may not welcome their participation, resulting in a lack of belongingness and uniqueness among women team members.

Conversely, when the same women team members number more than three, they may appreciate each other's initiatives and participation, resulting in a sense of belongingness and uniqueness. In other words, it can be concluded that many forms of diversity, including gender diversity, cultural diversity, and so on, can contribute to workgroup inclusion when managed properly, hence affecting diversity performance. As a result of these considerations, this study hypothesises that workgroups with a high degree of belongingness and uniqueness can achieve a better diversity performance than groups with a low level of belongingness and identity. Thus, individuals who exhibit a greater sense of belonging and uniqueness can have a greater capacity for diversity performance, enabling them to perform better in different work environments, which positively affects organisational performance and productivity.

Tian et al. (2021) suggested that work engagement is a critical component of employee performance improvement since it alludes to an employee's commitment and dedication to their work. Engagement is a concept that encompasses three dimensions: loyalty, absorption, and vitality; hence, when people are engaged, they are organically motivated to work (Schaufeli & Bakker, 2004). Similarly, the notion of diversity engagement shows that employees value and embrace diversity within their teams and organisations. Thus, when employees are intrinsically driven and committed to diversity activities such as accepting gender diversity, loving collaboration with colleagues from diverse cultures, accepting and respecting religious differences, and considering norms and values. These characteristics of any team, individual, or organisation suggest that employees are engaged in diversity and accept and value diversity within the organisation. Cooke and Szumal (1993) defined diversity engagement as cultural and social factors that influence various outcomes such as employee performance and attrition (Mor Barak et al., 1998).

Additionally, Sharina et al. (2015) argue that firms should involve every employee in the diversity programme to address their intellectual and emotional demands. When employees participate in diversity management programmes, they develop the skills to work in a varied context and manage their professional lives effectively. Employee participation in diversity events will improve their diversity performance, which will increase employee productivity. Sharina et al. (2015) said that diversity engagement activities should incorporate a shared and common goal, a sense of belonging, mutual respect, and cultural competence. As a result, when employees create diversity engagement around these factors, their diversity performance improves, allowing them to perform better and accomplish targeted goals. As a result, this study hypothesised that diversity engagement activities would positively affect the diversity performance of individuals working in diverse environments such as the hospitality and tourism industries.

Organisations provide various training to their employees to enhance their knowledge, skills, and talents, and diversity training is critical for employees who work in multiple environments. Diversity training teaches employees about the value of diversity and helps them develop the skills, abilities, and information necessary to cope with and perform in a varied setting. Kochan et al. (2003) noted that corporations frequently use diversity to penetrate new markets, but without diversity training for employees, achieving organisational goals will be difficult (M. A. Bhatti & Aldossary, 2021; M. A. Bhatti et al., 2019). Additionally, Biga (2007) emphasised that firms can

only benefit from emerging markets if their human capital is well-suited to operating in a diversified environment. In this context, [M. A. Bhatti et al. \(2019\)](#) noted that diversity training enables employees to perform well in a diverse background, particularly when the firm operates in an international or diversified market. Thus, this study suggests that diversity training assists employees in maintaining their diversity performance, which in turn assists the business in fulfilling its goals and gaining a competitive edge in a varied market. In light of the previous, this study proposes the following hypothesis:

Hypothesis:

H1: Workgroup inclusion positively influences diversity performance in the hospitality and tourism sector.

H2: Diversity engagement positively influences diversity performance in the hospitality and tourism sector.

H3: Diversity training effectiveness positively influences diversity performance in the hospitality and tourism sector.

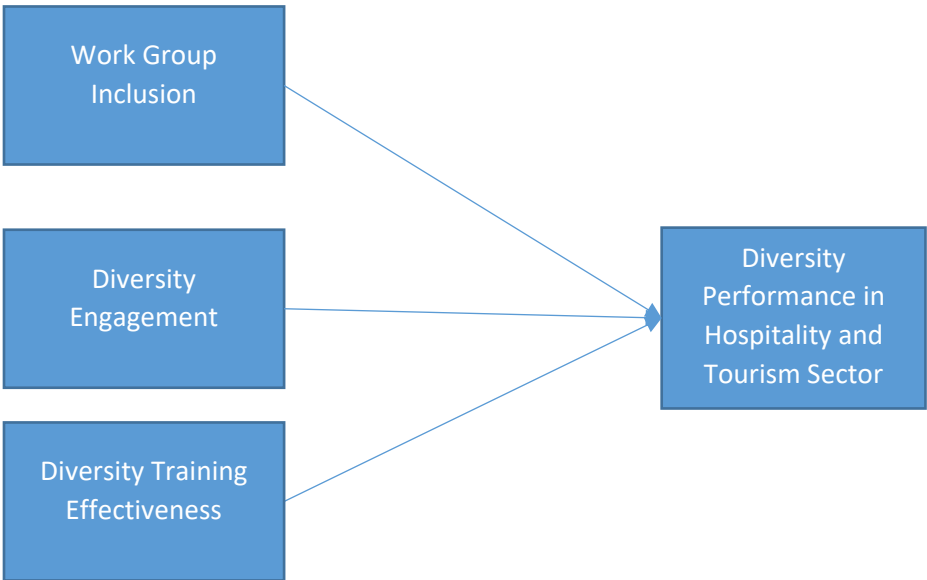


Figure 1: *Conceptual framework*

Methodology

When researchers’ research objectives are based on empirical validation of an existing conception, they employ deductive reasoning. Deductive reasoning refers to how researchers take a current concept and use deductive reasoning to examine it to confirm the idea further. [Bashir et al. \(2015\)](#) emphasise that when the study’s goal is to determine the effect of an independent variable on a dependent variable, a deductive method is most beneficial. Therefore, because the purpose of this study is to examine the impact of workgroup inclusion, diversity engagement, and the effectiveness of

diversity training on diversity performance in the hospitality and tourism industries, quantitative research is the most appropriate method because it is consistent with the deductive approach (Baron & Kenny, 1986). Regression analysis was used to examine the relationship between predictor and criterion variables. SPSS version 20 was used. Additionally, basic statistical tests such as descriptive statistics and correlation analysis were done to ascertain the properties of the data.

Data Collection:

The study's target population was Saudi Arabian personnel in the hospitality and tourist industries. To this end, the overall population was divided into four primary clusters: the eastern province, which contains Al-Hasa, Dammam, and Khubar; the western region, which includes Riyadh; the third cluster, which provides for Makah; and the fourth cluster, which included Medina. Splitting the population into four groups was to ensure that the entire community was represented equally in the study. Barak and Daya (2013); Bashir et al. (2015) argue that probability sampling is appropriate when the research is quantitative in nature. As a result, the cluster sampling methodology was employed with the probability sampling technique. 50 employees from each cluster were chosen as target respondents for this purpose. 200 questionnaires were delivered in total across these four groups. The data collection instrument was a survey questionnaire, and the analytic unit comprised employees in hospitality and tourism businesses in these four clusters.

Each company's supervisor and manager were called and asked to urge their staff to complete the questionnaire to enhance response rates. The study's significance and aims were conveyed to supervisors/managers and respondents to motivate respondents to complete the questionnaire, which increased the response rate. After sending 200 surveys, 171 were returned complete, while 1 was rejected owing to an incomplete response. The remaining 170 questionnaires were analysed. Descriptive statistics were used to determine the means, standard deviations, and correlations between variables following data coding and cleansing. Additionally, the data were evaluated for normalcy. Skewness and kurtosis were within normal ranges.

Measurements:

Twelve items from Biga were used to assess diversity performance (2007). These items contain the following: 1- "When I work with coworkers, I consider their group differences." 2. "When a coworker's religious or cultural practises obstructing their capacity to perform their job properly, I refuse to allow them to obstruct my work." 3. "When employees prioritise family obligations over professional obligations, I make certain that this does not interfere with my work." 4. "I have difficulty obeying supervisors who belong to certain ethnic, religious, age, or gender groupings." 5. "I get along well with a variety of coworkers." 6. "I can communicate with coworkers that are unlike me." 7. "I am capable of establishing productive working relationships with a variety of coworkers." 8. "I can deal with individuals who are not like me at work." 9. "I am capable of developing relationships with clients/customers from various backgrounds." "I excel in a variety of workgroups." 11. "I get along with individuals from all walks of life." 12. "I am capable of communicating well with people from various backgrounds."

The inclusion of workgroups was assessed using ten questions adapted from [Ben-Shmuel et al. \(2020\)](#). Among these are 1- "I am treated as a valuable member of my workgroup." 2- "I am a member of my workgroup." 3- "I am a part of my workgroup." 4- "I believe that I am intended to be in my workgroup." 5- "I impression that people in my workgroup genuinely care about me." 6- "I can add features of myself to this working group that the other members do not." 7- "Members of my workgroup are receptive to my viewpoints, even when divergent". 8- "At work, I am comfortable expressing views that differ from those of my group." 9- "I can bring a unique perspective to work difficulties that my group mates do not." 10- "When the perspective of my group becomes too narrow, I can provide a different perspective to the table."

Sarina et al. devised a questionnaire to assess diversity participation (2015). These items include 1- "I believe that my job or study contributes to the institution's mission." 2- "I identify with the institution's vision, mission, and values." 3- "Over the last year, I've had the opportunity to grow professionally at work/school." 4- "At work/school, there is someone who promotes my development." 5- "I receive acknowledgement and acclaim for my excellent work, as do others at this institution." 6- "I am convinced that my successes are compensated similarly to those of others who have accomplished their goals in my institution." 7- "At this university, I have the opportunity to operate effectively in a variety of situations with a variety of colleagues." 8- "I believe my institution adequately manages diversity" 9- "At my institution, I am supported in my efforts to deal with diverse groups and in cross-cultural circumstances." 10- "This college allows me to engage in community service and outreach." 11- "I have confidence in my institution's ability to treat all staff and students fairly." 12- "I am convinced that if I voiced a concern about prejudice, my institution would do the right thing." 13 "I believe that harassment is not accepted in my institution." 14- "My ideas count at work/school" 15- "At least one of my coworkers or classmates is a trusted friend" "I believe that I am a vital component of my department or school." 16- "I believe that I am an integral member of my department or school." 17- "My institution values me as an individual." 18- "Someone at work/school appears to genuinely care about me as a person" 19- "My institution's culture is tolerant to individuals with divergent viewpoints." 20- "My institution's leadership is devoted to treating individuals with dignity."

Finally, the impact of diversity training was evaluated using 11 questions adapted from [Chatziioannou, 2020](#)). The scale's items are as follows: 1- "Consider a specific diversity training experience you've had as a trainee or trainer. What type of instruction did you receive?" 2- "Did this training place a premium on specific dimensions of diversity (such as colour, gender, ethnic origin, age, or ability, for example)?" 3- "Would a learner describe this instruction as directly applicable to their daily work?" 4- "Did this training allow the learner to establish specific, actionable, and timely goals or make public, voluntary pledges about how they intend to utilise the training in their day-to-day work?" 5- "Did this training allow the trainee to communicate his or her perspective(s) with other trainees?" 6- "Did the trainee participate in any problem-solving activities throughout this training?" 7- "Did this training equip the trainee with the necessary tools to engage in critical thinking about bias, injustice, and discrimination issues?" 8- "Did this training emphasises assisting the trainee in identifying and mitigating their personal, individual blindspots (biases)?" 9- "Was the

emphasis of this training on assisting the trainee in identifying blindspots (biases) in the organisation’s procedures, policies, programmes, and products?” “Was this training required or voluntary?” 10- “Was this training required or voluntary?” 11- “Could the trainee apply the abilities acquired during training effectively - simply and realistically - to his or her day-to-day work?”

Results

Table 1: Reliability Test

Variables	Reliability
Work groups inclusion	0.72
Diversity Engagement	0.68
Diversity Training	0.61
Diversity Performance	0.66

Notes: * $\alpha > 0.6$ (Bhatti and Sundram., 2015)

Table 2: Demographic profile

Demographics	No. of Students	Percentage
Gender		
Male	84	71.1
Female	34	28.9
Age		
18-28 years	54	45.7
29-39 years	60	50.8
40 and above	4	3.3
Education		
Diploma	34	28.8
Bachelor	61	51.6
Masters	23	19.4
Others	0	0
No. of years’ working in tourism/hospitality sector		
1- 5 years	29	24.57
6-10 years	61	51.6
10 years and above	28	23.7

Table 3: Descriptive Statistics and Correlations

Variables	Mean	SD	1	2	3	4
Workgroups inclusion	3.01	0.21				
Diversity Engagement	2.87	0.27	0.34			
Diversity Training	2.66	0.33	0.27	0.24		
Diversity Performance	2.99	0.35	0.21	0.20	0.27	

Notes: $p < 0.05$ (Bhatti et al., 2013)

Table 4: Multiple Regressions

Independent Variables	Beta	t-value
Workgroups inclusion	0.31	2.54
Diversity Engagement	0.28	3.01
Diversity Training	0.39	2.87
Diversity Performance	0.34	3.41
F-value	52.0	
Durbin Watson	2.01	
R Square	0.45***	
Adjusted R square	0.48***	

*** $p < 0.01$; $t\text{-values} > 1.96$ (Bhatti et al., 2013)

According to the regression results in Table 4, a significant association exists between the predictor and criterion variables. The analysis’s findings indicate that workgroup inclusion, diversity engagement, and diversity training all have a beneficial effect on the diversity performance of employees in Saudi Arabia’s hospitality and tourism industries. The regression results indicated that workgroup inclusions, diversity engagement, and diversity training could account for 45.0 percent (R square 0.45) of the variation in diversity performance of employees in tourism and hospitality organisations. Additionally, a bell shape histogram and P-P plots demonstrated that the sample was normal. 2.01 was within the acceptable range of 1.5 to 2.5 for the Durbin-Watson coefficient.

Table 5: Hypothesis Testing

Hypothesis	Beta	t-value	Accepted or Rejected
H1: Workgroup inclusion positively influences diversity performance in the hospitality and tourism sector.	0.31	2.54	Accepted
H2: Diversity engagement positively influences diversity performance in the hospitality and tourism sector.	0.28	3.01	Accepted
H3: Diversity training effectiveness positively influences diversity performance in the hospitality and tourism sector.	0.39	2.87	Accepted

Table 5 presents the hypothesis with Beta and t-values with the decision to accept or reject the idea. Based on the regression results, workgroup inclusions, diversity engagement, and diversity training predicts the diversity performance of employees working in tourism and hospitality companies ($t > 1.96$, $t = 2.54$, $t = 3.01$, $t = 2.87$ $P < 0.05$) (Hair et al., 2007) respectively.

Discussion

The success of diverse employees is critical for organisations that deal with various consumers or operate in diverse business environments. According to [Biga \(2007\)](#), personnel can successfully attract and keep diverse clients if they grasp the nature of diversity and accept the differences. If employees are unwilling to embrace and comprehend varied consumer expectations, it will be difficult for them to execute at a higher level, ultimately affecting organisational performance in a diverse business environment. Additionally, [Al Doghan et al. \(2019\)](#) argue that diversity management is critical for organisational performance because it enables firms to approach growing markets with a varied workforce. Regrettably, prior research has not paid sufficient attention to this area, resulting in inadequate diversity training and staff involvement, impeding their ability to interact with varied clients. One could claim that an employee's diverse performance enables them to complete job tasks and accomplish desired objectives when working in a diverse setting. As a result, it is critical to comprehend the impact of diversity training, engagement, and workgroup inclusion in improving employee diversity performance.

This study aimed to determine the effect of diversity training, engagement, and workgroup inclusion on employee diversity performance. The findings suggested that diversity engagement positively affects employee diversity performance. These findings corroborate [Sharina et al. \(2015\)](#)'s claim that employees should be engaged in diversity programmes based on a shared and common purpose, a sense of belonging, mutual respect, and cultural competency. These diversity engagement programmes will assist them to improve their diversity performance, enabling them to function better in a diverse setting. More precisely, when personnel in the hospitality and tourism industries interact with diversity, they are more likely to tolerate and appreciate gender differences, cultural and religious distinctions, and understand diverse countries' values and traditions. Because Saudi Arabia's hospitality and tourism sectors are transforming following Saudi Vision 2030, the hospitality and tourism sectors are predicted to develop in terms of religious tourism and health tourism. International growth in the hospitality and tourist sectors may necessitate employees in this industry to be fully prepared and engaged in diverse activities to perform better. It is acknowledged that when the hospitality and tourism industries accept international visitors, their personnel must be well-trained and receptive to diversity in terms of gender, religion, culture, and values. As a result, diversity engagement will assist them in effectively performing their job tasks and enhancing their diverse job performance.

Similarly, this study's findings indicate that diversity training has a beneficial effect on employee diversity performance, which contradicts [A. Bhatti et al. \(2020\)](#)'s assertion that diversity training is critical for enhancing employee performance in today's competitive and diverse world. The point to remember is that when employees are unfamiliar with the concept of diversity and are unable to accept and respect differences, it will be difficult for them to adjust and perform well at work, even more so when employees are dealing with and working in multicultural settings with peers who are diverse in terms of culture, race, gender, and ethnicity. Thus, diversity training enables employees to comprehend these distinctions and function in a cohesive work environment without causing conflict or escalating conflict.

Finally, this study's findings indicate that workgroup inclusion has a beneficial effect on diversity performance, consistent with [Shore et al. \(2011\)](#)'s assertion that individuals cannot function well in groups until they develop a sense of belonging and uniqueness. Thus, when group members think that their opinions and labour will be accepted and valued regardless of their cultural, ethnic, racial, or gender disparities, their degree of inclusion increases, which improves their diversity performance. The concept of workgroup inclusion can be interpreted in a variety of ways. For example, employees in the hospitality and tourism industries may come from various cultures, genders, races, nationalities, age groups, and religions. Therefore, when employees are excluded from workgroups, they may lack confidence in their ability to work as a team; they may be hesitant to share their opinions and ideas with other team members out of fear of not being appreciated by the majority of team members, even though these ideas and suggestions are critical to team performance. These obstacles will erode workgroup inclusion and negatively affect employee performance and team and organisational performance. Thus, for optimal performance, workgroup inclusiveness is critical, where each team member respects and embraces the diversity of others, and similar practises will apply when these employees interact with consumers from many cultures, countries, religions, and age groups. This is impossible; employees do not participate in workgroups within their team or company, but they demonstrate excellent diversity and inclusion when interacting with customers or tourists. Therefore, personnel must first practise successful diversity and inclusion within the team and company before implementing and practising with customers.

Implications for Theory and Practice

Without discussing theoretical and practical ramifications, an empirical study is deemed incomplete. As a result, this research has several functional and academic consequences. This study advances our understanding of diversity engagement, inclusion in work groups, diversity training, and diversity performance from a theoretical standpoint. Given the paucity of analysis on the role of these elements, elucidating their significance will contribute to the body of knowledge. Second, this work experimentally validates previous researchers' random conceptualisations of diversity. From a practical standpoint, the study's findings will assist human resource professionals and diversity management experts in incorporating these elements into formulating human resource strategies.

Additionally, the outcomes of this study will assist diversity trainers in efficiently designing training programmes that take diversity performance into account. A critical factor to consider for diversity training providers is the training transfer component of their programmes. Because organisations devote a significant portion of their money and resources to diversity training, they must ensure that employees transfer and use diversity skills, knowledge, and talents on the job. Diversity training will help employees perform better in different work environments and actively participate in various teams, but it will also help organisations foster workgroup inclusion. Finally, the findings of this study will assist management and policymakers in the hotel and tourist industries in developing diversity engagement programmes for their employees and conducting diversity training to foster workgroup inclusion.

Restrictions and Further Research

Consider that this is a first-of-its-kind study that examines the impacts of diversity engagement, workgroup inclusion, and diversity training on diversity performance; there are numerous limitations to this research that provide opportunities for future research. This study is based on small sample size, and hence its conclusions may not be completely generalisable. As a result, future research should examine these relationships on a bigger scale with larger sample size. Second, a limited conceptual framework exists to aid in comprehending and supporting the presented theory. Before conducting empirical studies, future research should prioritise a more nuanced conception of these issues. Thirdly, this study concentrated on small and medium-sized businesses engaged in hospitality and tourism, and these businesses may lack an understanding of diversity compared to large companies. Future research should examine and analyse these variables in the context of multinational firms to better understand the nature of interactions in organisations with diverse cultures. Finally, because this study focuses on the hospitality and tourism industries, the conclusions may vary when applied to other sectors. Thus, future research should examine these relationships in numerous sectors coping with diverse environments, particularly when organisations operate worldwide.

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About Our Authors

Mohammed Al Doghan is an associate professor in the department of management school of business. He holds PHD from Bradford university . He was the vice dean of the academic affairs and head of management department in the school of business. He has extensive experience in management training and consultancy. His research interest in human resource management, Entrepubership, quality, and creative behavior.