

August 2020

Workgroup Diversity and Employees Work Performance: Insights into Lebanon

Ghassan Raad

PhD Candidate, Faculty of Business Administration, Beirut Arab University, Beirut, Lebanon,
gazarad@hotmail.com

Nasser Fathi Easa

Assistant Professor, Business Administration Department, Faculty of Business Administration, Beirut Arab University, Beirut, Lebanon, n.easa@bau.edu.lb

Follow this and additional works at: <https://digitalcommons.bau.edu.lb/schbjournal>



Part of the [Human Resources Management Commons](#), and the [Organizational Behavior and Theory Commons](#)

Recommended Citation

Raad, Ghassan and Easa, Nasser Fathi (2020) "Workgroup Diversity and Employees Work Performance: Insights into Lebanon," *BAU Journal - Society, Culture and Human Behavior*. Vol. 2 : Iss. 1 , Article 4.
Available at: <https://digitalcommons.bau.edu.lb/schbjournal/vol2/iss1/4>

This Article is brought to you for free and open access by Digital Commons @ BAU. It has been accepted for inclusion in BAU Journal - Society, Culture and Human Behavior by an authorized editor of Digital Commons @ BAU. For more information, please contact ibtihal@bau.edu.lb.

Workgroup Diversity and Employees Work Performance: Insights into Lebanon

Abstract

Purpose - The aim of the current study is to examine the relationship between workgroup diversity and employee work performance in Lebanon.

Design-Methodology-Approach – The study used a sample of 187 employees from 18 service organizations in Lebanon that employ diverse workgroups, and a convenience sampling technique was employed as well. Nevertheless, the respondents were requested to designate their level of agreement or disagreement with a number of statements using 5 points Likert scale, which was divided into two sections, comprised of 57 questions.

Findings - The results have shown that there was a significant and positive relationship between workgroup diversity and employees' performance in terms of task performance, organizational citizenship behaviour, and creative performance. Specific details and practical implications are introduced. Research limitations and recommendations are also presented.

Keywords

Workgroup Diversity, Employees Performance, Service Sector, Lebanon

1. INTRODUCTION

Today, workgroup diversity could be a world work and market subject. A certain business that aims to achieve success must have a limitless read and a vow to confirm workgroup diversity as a component of its daily business conduct

Workgroup diversity is a concept that provides the different types of organizations with access to tremendous amounts of knowledge, talents, and capabilities. This in turn efficiently helps in the accomplishment of organizational objectives (Beziibwe, 2015). An organization's success is totally dependent on people; having suitable people at a convenient time with the proper capabilities and skills in the right position. Hence, recruiting, hiring, and managing a diverse workgroup is a technique that is being practiced nowadays.

Patrick and Kumar (2012) noted that diverse workgroup means that employees or the workforce must consist of personnel from diverse elements including educational background, age groups, work experience, gender, ethnic groups, politics, region, religion, culture, disability, personal characteristics, marital status, and race. Now managing workforce diversity means an organization must acknowledge, understand the value, accept and celebrate these differences.

Lebanon is endowed with rich human capital (USAID, 2012) there are 17 officially acknowledged religious communities in the country (Maktabi, 1999). Referring to Lebanese society, religious belonging and education are considered as the two main factors for determining diversity (Al Ariss, 2010).

For decades now, workgroups in all industrial countries have become progressively heterogeneous. An effective diversity control and management have become a key challenge for current organizations since the workgroup structure can have a significant influence on group performance (Williams and O'Reilly, 2015), Nevertheless, The effect of workgroup diversity on employees' performance is considered as current research main concern. In particular, the present research puts emphasis on the relationship between workgroup diversity in terms of (marital status, gender, and educational diversity, and work experience diversity) and employee's work performance (which includes task performance, organizational citizenship behavior, and creative performance) in the Lebanese service sector.

2. THEORETICAL BACKGROUND

This paper presents comprehensive definitions for workgroup diversity and dimensions (marital status, education background, gender, work experience diversity, and employee's performance), in addition to employee's work performance (organizational citizenship behavior, task performance, and creative performance).

2.1 Workgroup Diversity

"Workforce diversity", was considered as a coin surfaced in the 1990s (Quinetta, 2019). There has been a growing urge to understand workforce diversity better, in a more profound manner than what is observed at the surface level (Jain and Verma, 1996). Allowing managers to understand the main obstacles facing diversifies workgroups. In the 1990s, emerge of globalization enforced a novel trend for working team diversity. Workgroups in this research are production-oriented, which is linked to the manufacturing or to the service industry.

Diversity is all about differences and nuances. Even though many organizations are now providing what is known as "diversity training" for employees, however, it is mainly not a skill that employees get training on. (DuPont, 1999), diversity basically stands for "differences". In this research particularly, it means "differences within employees." The way an organization uses diversity defines whether it is an asset or a liability. Diversity can be accurately defined as a worldwide singularity that can be used with a set of differences, similarities or challenges amidst any collective mixture (Anita and Swamy, 2018). In addition, diversity is considered a group's attribute. It habitually it is concerned with demographic differences among the members of a group (McGrath, Berdahl, and Arrow, 1995).

It should be noted that diversity within a workgroup is not only tied to perceived characteristics, since it also encompasses invisible attributes such as various educational background, experience, learning style, creativity, and problem-solving aptitude (Nafukho et al., 2011). This research considers four main types of diversity, which widely used in the literature to examine the universal concept of diversity in different context, as follow:

Gender Diversity:

When discussing gender diversity in terms of a work environment, it means that employees from both sexes are hired at alike, receiving equal rewards for the same work, in addition to equal work promotion opportunities. Recently, both women and men work alongside in different careers. Mainly, there are no jobs that are more "female" or others that are more related to "male" roles. Accordingly, both are requested on a daily basis to interact with each other in a fair and equal way. This causes unrest and discomfort for some individuals, which lead to conflict within a certain workgroup.

In Lebanon, women are perceived as non-aggressive, non-competitive, passive, and dependent; and are raised upon such values. They learn to sacrifice for the sake of relationships. While Males might learn how to play an early life role; they are predictable to be controlling, independent, and competitive. Individuals often expect others to react and respond in the same manner, considering different behavior as wrong behavior (Kausar and Tlaiss, 2011). Gender communication raises an opportunity for rectifying wrong ideas. Also, effective communication among a diverse workforce requires neglecting gender differences and offering equal opportunities for different individuals (DuPont, 1999).

Marital Status Diversity:

An employee is adjusted by his legal status, his family state, and his commitment towards his family responsibilities (Deshpande, 2013). Marital status is thought as to whether or not the worker is married, unmarried, widowed, single, live-in relation, separated or unmarried. This has a bearing on the worker's work-life balance and social satisfactoriness within the geographic point and his performance. During this analysis, in this research, the classes of marital status are married, separated, and single.

Educational Diversity:

The educational qualifications mean certification the employees have acquired from his school, institute, college, and university, not only does the education qualify the employee to acquire jobs and positions in the hierarchy in the organization, but also it emphasizes the competency required by them to perform assigned job responsibilities (Deshpande, 2013).

Workgroups have become the main structural units of most existing firms (Valls, et al., 2016). The idea that group members have varied perspectives, ideas, proficiencies, level of education, and information, supports this trend. When an organization faces problems, it is diverse workgroups that are better prepared and equipped to deal with these complex problems (West, 2001). Members of work teams in certain business sectors have been taught common key contents. Members with various educational levels are required due to distinct, complicated teams' jobs.

Academic skills can be acquired by people according to availability, capability, and experience. Moreover, educational background impacts the employee's perception of workforce diversity. Hence the educational background of the employee is a secondary dimension, depending upon the type of education acquired and skill acquired can make the person capable of doing the designated jobs (Deshpande, 2013).

Work Experience Diversity:

Work experience is the extent of experience in a certain job (McDaniel et al., 1988). It's argued that relative individual differences in work experience and not complete ones yield individual differences in work knowledge, and work performance. Meanwhile, Avolio and colleagues (1990) pointed out that work experience can be considered as performance foreteller than age differences.

Experience gives maturity to the employees and makes them aware of the work processes and the organizational expectations (Deshpande, 2013). Skilled workers are commonly viewed as reliable, faithful, and devoted. They are also seen as entities that have a robust work ethic and performance record. This is owing to long work experience in related fields.

2.2 Employees Work Performance

Performance in the firms' environment, can be defined as the scope in which member of an organization participates reaching organizational goals. Hence, employees are considered as the main source for enhancing service-oriented firms' performance (Luthans and Stajkovic, 1999; Pfeffer, 2005).

Tasks in organizations are performed with the aid of resources such as employees, machines, money, and materials. Unlike other resources, employee as a living and a generating resource have particular objectives to attain. Through using the resources, such objectives can be attained. Out of all these resources that are essential, employees are considered as the most important. This is because they play a major role in performing tasks with the aim of accomplishing the goals (Kumudha and Jennet, 2018).

Performance is a specific term that refers to the behaviors which an individual displays while concepts, similar to effectiveness and output mirror the results of those behaviors, which can be under employees' control or not (Campbell et al., 1990). In addition, Altındağa and Köseadağia (2015) argued that performance as an effective effort performed for reaching a goal or a success to fulfill the job and execute it with achievement. As such performance is split into two parts; the first part is quantitative, and the second is a qualitative expression, where the business, group, or employees doing the job are trying to reach the goals related to this work.

Task Performance:

Individual task performance is basically composed of factors engaged with role-prescribed behavior along with formal job responsibilities, and these factors include skills, motivation, knowledge, abilities and others. (Ang et al., 2007), Moreover, Borman and Motowidlo (1993) illustrated that task performance can be defined as an "employee's proficiency with which he or she undertakes activities that contribute or adds value to the organizational technical core".

Organizational Citizenship Behavior (OCB):

Organizational citizenship behavior is made up of employee behaviors that are not only limited to the call of duty (Kinicki and Kreitner, 2008). Examples to such are "gestures as constructive statements about the department or organization, expression of personal interest in the work of others, suggestions for progress, care for organizational property, training new employees." Remarks have shown that organizational citizenship behavior positively correlates the rates of performance (Moestaina and Kadir, 2020, pp. 1214)

Eventually, any manager is instantly concerned to promote organizational citizenship behavior inside his own organization, owing to the impact it has on the organization's performance (Podsakoff et al, 2009).

Creative Performance:

The creation and generation of original and valuable ideas associated with organizational products, services, and procedures is known to be creative performance (Amabile, 1988; Oldham and Cummings, 1996). To realize creative performance, one must take risks because the results for modern may deviate from the expected desired outcome (Zhou and George, 2001). "Creativity is defined as something that is novel-original and useful-adaptive" (Feist, 1998). Creativity has been examined by scholars in various fields through different methods, which tries to illustrate its measurements. Some studies focused on individual differences as a source for employee creativity, such as inherent motivation (Amabile, 1988).

3. LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Workgroup Diversity and Employee Work Performance

In the mid-1980s, workforce diversity tendencies were first defined. These were represented as a prospect for organizations to become more innovative (Roberson and Kulik, 2007). Workforce diversity can have a significant influence, which is not limited to the working performance of employees but also goes beyond that to affect firms' overall performance. Different researchers have pointed out that various aspects of diversity leads to several influences on firms (Pelled et al., 1999). Numerous studies illustrated that the diversity dimension directly impacts employees' performance, while this impact range from positive to negative or no impact at all.

Nowadays, organizations pursue different ways to enhance employees' performance within a firm. They try to find the finest methods to resolve business matters and problems, in which diverse workforce can be seen as a tool used by industries to improve the performance of the employees along with firms performance concurrently. Diversity in the service industry has a higher significant influence on employees' performance, when compared with the manufacturing industry. Knowing that in-service providing organizations, employees directly interact with customers, in which customers may prefer to interact with employees that may resemble them concerning some various attributes (Richard et al., 2007). Organizations persist to depend on groups within the workplace as a tool for achieving goals, based on task performance (Klein et al., 2011; Zhang and Huai, 2016).

When an organization maintains workforce diversity, not only will the result be better, but also a positive impact could be seen on employee performance (Darwin and Selvaraj, 2015). Furthermore, Amaram (2007) and Rice (2014) underscored that diversity should be seen as a business plan to upsurge production as well as profit in an organization. Workgroup diversity can be positive on employee performance since it broadens the problem-solving, creativity, innovative, and variety of thought (Kumar and Suresh, 2018).

In addition, thinking outside the box requires good performance, and that takes place when there is diversity among employees particularly when creative tasks are a matter of concern, like the case of product development or cracking new markets. Fresh ideas and innovation are equally important and that is why managers try to increase diversity among employees. (Stanford, 1999)

Pros of workgroup diversity turn into cons whenever managers are not well acquainted with the skills of dealing with a diverse workgroup as well as the elements that play a significant role in effective diversity management. Hence, and based on the above arguments, the researchers hypothesize that:

H1: *There is a positive relationship between workgroup diversity and employee work performance in Lebanon organizations.*

Gender Diversity and Employee Work Performance

Researchers indicated that it is an encouragement for firms run by different genders to put in on the numerous levels of business to improve performance and build fundamental competencies by the means of expanding the workforce. Henceforth, a better performance compared with competitors, especially in the service industry can be seen. Gender diversity may have an effect on performance, either positive or negative. According to different studies, the following has become evident:

Kochan and colleagues (2003) argued for the positive approach, which implies that equal job opportunities should be given to women, which is a necessity to enhance firms' employees' performance. The creativity for problems discussion is influenced by gender diversity, in which the existence of females members in a group, increase the quality of generated solution for the discussed problem, while males working individually offers better solutions for production problems. (Wood, 1985)

Kumudha and Jennet (2018) pointed out that gender diversity generates a positive effect on the services sector, along with a negative impact on the manufacturing industry. Therefore, it is obvious that gender diversity encompasses numerous benefits to services industries when compared to manufacturing industries.

Men and women diversify a business's inner knowledge base and pass diverse experiences and skills to the talent pool. A diversified knowledge base upsurges novelty levels within a firm (Quintana-García and Benavides-Velasco, 2008), as diverse knowledge is considered as complementary (Quintana-García and Benavides-Velasco, 2011), enabling novel combinations of knowledge, as well as ultimately allowing the foundation for original ideas (van der Vegt and Janssen, 2003).

In addition, Eugene and colleagues (2011) found in a study performed on Malaysian airlines, that gender diversity had a significant positive influence on employee's performance. Moreover, Eugene and colleagues found that during the last five decades, an increase of women in Airline industry by 1% lead to an increase in productivity by 5%, which concurs with the research's hypothesis that assumes a positive effect for gender diversity on the performance of the employees.

Other studies have concluded that diversity does not always provide a positive effect. According to Kochan and colleagues (2003), the extensive reception of these training programs extended the notion of diversity. People started to understand that there are other demographic differences, other than gender and race, that effect work relationships among employees. In addition, Jayne and Dipboye (2004) debated that gender diversity does not inevitably provide positive outcomes such as boosting drive, enhancing abilities, consolidating obligation, and declining conflict.

As for the negative effect, gender diversity displayed a productive influence on the offerings of enterprises and the negative effect of the manufacturing industry (Frink et al., 2003). Hence, dynamic organizations highlighted employees who are different, which causes the diversity of a workgroup and demonstrates different talents, interests, and viewpoints (Kundu, 2004).

Svyantek and Bott (2004) clarify the existence for non-linear effect for gender diversity on performance, through reviewing the results for nine studies, which focused on diversity and published between the years 1989 and 2003. Online conducted researches for Glass Ceiling in Lebanon, explained the barriers that might influence gender, family, and work on Lebanese women career advancement, revealing that women career development is based on social links "cronyism" instead of achievement and education (Tlaiss and Kauser, 2011). These studies propose that women identify "cronyism": career advancement depending on social connections rather than education and achievement. Hence indicating that women are limited in their progress.

Lastly, industrial-sector disparities could be linked to diversity levels and business performance. In general, looking at service sector organizations and those that produce tangible goods, the former is seen as acquiring much control and creativity with respect to racial and gender diversity, this is because the performance of tangible goods production organizations depend more on public goodwill (Moss and Tilly, 1996). Simply, the research notes that gender diversity in the firm has an effect on the employee's performance. Building on the above arguments, the researchers hypothesize that:

H1.1: *There is a positive relationship between gender diversity in the workplace and employee work performance in Lebanon's organizations.*

Marital Status Diversity and Employee Work Performance

Another variable, which influences employee work performance, is marital status diversity of the workgroup. However, there are not enough studies to draw any conclusion related to the influence of marital status diversity on working performance for employees.

Researchers have been trying to prove whether the level of productivity is directly related to one's marital status. According to Shoshana, (2017), there are two ways in which spousal help can contribute to a person's human capital: first, it can improve the performance at work, this is considered direct help, and second performance in the home, is considered indirect help.

According to Padmanabhan and Magesh (2016), there is a significant difference between marital status, and performance of employees, which shows that unmarried employee can perform well than married employees, meanwhile their commitment to their family and other circumstances are considerably less when compared to the married employees.

In other words, in a family, one of the partners focuses on certain tasks, for instance, shopping, cooking, doing the laundry, or being responsible for the children. Meanwhile, the other partner can fully concentrate on his or her professional performance, which leads to an increased level of productivity (Lu et al., 2016).

Finally, lack of research attention offered to time as a probable reason may lay behind the ship of literature related to the impact of diversity on performance. Time is observed as a sensitive element, which might have an impact on the direction and the nature of the association between diversity and performance. Taking into consideration that as individuals continue to function together, the impact of diversity on performance may change (e.g., Sacco and Schmitt, 2005; Price, Harrison, Gavin, and Florey, 2002).

Price et al. (2002) also pointed out that a group of university students were more likely to observe diversity attributes such as age, gender, and marital status at the beginning. However, as time passed diversity attributes of group members such as nuances in conscientiousness, task meaningfulness, and outcome importance surfaced and were seen. (Campion, 2011). Based on the previous arguments, the following hypothesis is proposed:

H1.2: *There is a positive relationship between marital status diversity and employee work performance in Lebanon's organizations.*

Educational Diversity and Employee Work Performance

Individuals' educational background can be an important factor impacting their knowledge, abilities, and skills. Moreover, the selection for an educational field may mirror an individual's personality and cognitive strength (Holland, 1997). Usually, leaders in organizations depend on educational diversity initiatives as a tool for stimulating and boosting individuals to work efficiently with each other's, which instantly allows achieving firms goals (Gwendolyn, 2002).

As Daniel puts it (2009), a person will perhaps rely on the level of their education to be extra productive. Hence, the more educated the employee is, the higher productive he/she will achieve. Moretti (2004) illustrated that cities having high rates of tertiary educational level will permit members of different educational levels to receive higher wages.

The most important objectives for human capital or of individuals are to educating employees and maximizing their knowledge, skills, and experience capabilities, in order to initiate company value and enhance its performance level (Hsiung and Wang, 2012), knowing that knowledge creation is positively related to work performance (Ning et al., 2011). In fact, lower level for education and knowledge leads to poor efficiency. Education does not mean having a college degree. An employee might lack a college degree, although performing in an efficient way, due to knowledge acquiring (Van-Vugt, 2006).

Cohen and Levinthal (2000) underscore that the penetrable capability of a firm probably increases in the presence of various knowledge structures as reflected in varied majors of education. Jehn and Bezrukova (2004) and Dongfeng (2013) explained that informational diversity, reflected by factors like functional areas and education, were absolutely associated with real performance for workgroup.

In contrast, Tracy and David (2011) underscored that usually employers reject hiring individuals who are seen as incompetent, based on their inappropriate levels of experience, training or education. Thus education history has a significant importance to employees. Thus employee's education background affects the probability of having a suitable job. In the same vein, also employees' mobility is affected by their educational level, in which lower probability for offering a job to those who acquire a working experience only without having a college degree. The present research states that an educational background within an organizational group positively affects employees' work performance. Therefore, building on the above arguments, the researchers hypothesize that:

H1.3: *There is a positive relationship between educational diversity and employee work performance in Lebanon's organizations*

Work Experience Diversity and Employee Work Performance

Employees with work experience gives them the confidence, and masters in their job, which leads to expected quality performance, proper coordination of job activities, and smooth working of the processes. (Deshpande, 2013).

Several studies demonstrate that different dimensions of diversity can have various influences on the performance of employees ranging from positive to negative.

Nevertheless, secondary characteristics display differences and similarities among people see (Ashton, 2010). These comprise elements such as education and work experience. A certain organization can respond toward opportunities more promptly and artistically owing to a variety of talents of a diverse workforce including educational background, marital status, and work experience.

High performing organizations utilizes its employee's collective knowledge, which can be enhanced through hiring employees with various experiences and backgrounds (Amoo, 2002; Kim, 2006). In the same vein, Almeida et al. (2003) and Rao and Drazin (2002) agreed that higher level of organizational innovation and performance is based on hiring employees, that acquire various knowledge and experiences, also these employees are supposed to have higher production level during introductory stage (Rynes et al., 2007), In fact, the main objectives for human capital are concerned with initiating a company value and enhancing its performance, through maximizing its employees knowledge and experiences capabilities (Hsiung and Wang, 2012). In contrast, few studies have also shown that no significant influence on diversity in working experience on employee's performance (Makhdoomi and Nika, 2017).

Based on the previously mentioned arguments, the researchers purposed the following hypothesis:

H1.4: *There is a positive relationship between work experience diversity and employee work performance in Lebanon's organizations.*

4. METHOD

Based on the above literature and the developed hypotheses the following figure is the research model

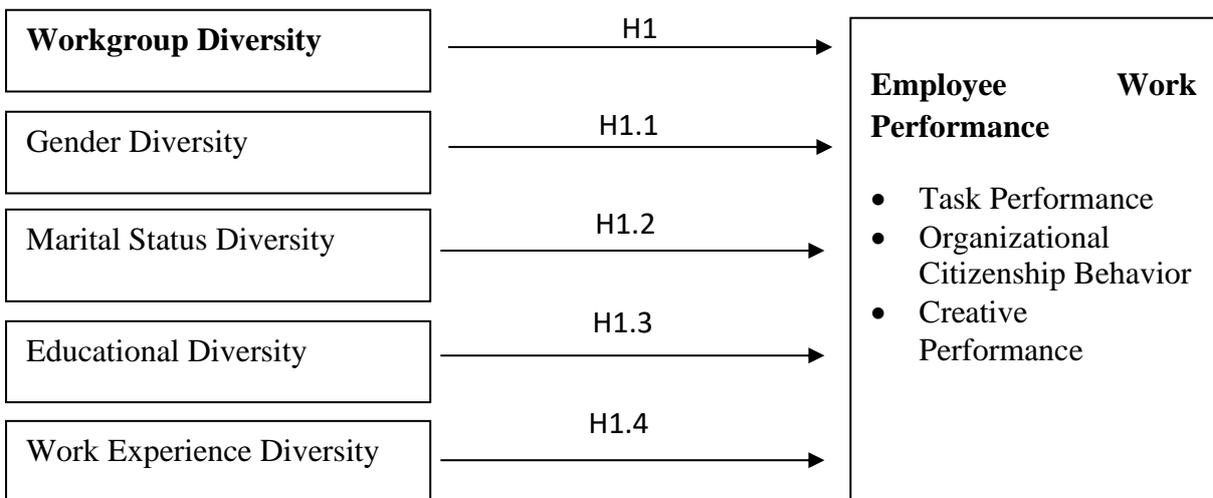


Figure 1: Research model

4.1 Measurements

The scale of *gender diversity* contains 9 items for the measurement of the attitude of respondents to indicate their opinion rated on 5-point Likert scale (Odhiambo, 2014), e.g. “At company fair treatment is given to all employees whether male or female”.

Marital status diversity respondents are asked to assess their perception of the organization's attitude towards married, separated, and single employees on a scale that contains 9 items, rated on 5-point Likert scale (Zikmund, 2003). A sample of these items was “an opportunity for growth and advancement exists for married at the company”.

The scale of *educational diversity* contains 6 items of 5-point Likert scale (Odhiambo, 2014). A sample of these items was “The recruitment policy of the company is based on the education background of the employees”.

Task performance adapted to self-rating from Van Dyne and LePine (1998) The scale contains 6 items for the measurement of the attitude of respondents to indicate their opinion, rated on 5-point Likert scale (e.g. "I perform the tasks that are expected as part of the job").

Organizational citizenship behavior is measured through the scale used by Khalid et al. (2009), rated on 5 point Likert type scale, the scale contains 24 items of organizational citizenship behavior demonstrate in the workplace (e.g. "I willingly help others who have work-related problems").

Creative performance to assess employee's sense of effectiveness for creative work used by Amabil (1988), Choi (2004), Tierney and Farmer (2002), and Woodman et al. (1993). The instrument consists of 3 items using 5-point Likert scale (e.g. "There was an expectation that I would do creative work" and "I was encouraged to solve problems creatively").

The reliability statistics for all research variables ranged from 75% to 88% suggesting good internal consistent reliability for the scale with this sample.

The factor analysis outputs of our data show that KMO value was .830 Bartlett's value is 0.000 which shows that the data is multivariate normal and acceptable for data analysis (Hair et al., 2010). Hence, our analysis provides evidence of convergent validity.

4.2 Sample and Procedures

The liberal economy of Lebanon is founded on competition and private ownership. Services are the ones that predominate. These represent 70% of Lebanon's gross national product. In the meantime, 60% of the GDP represents the country's economy based generally on the service sector. Employees were the targeted respondents for this study because they are parts of the workgroup in the organization

For statistical testing, Ding et al. (1995), and Anderson and Gerbing (1988) highlight that respondents should range at least between 100 and 150 for it to be an effective sample to generalize the findings. Also, a sample size of 150 or more is usually required to obtain parameter estimates that have standard errors and that are small enough to be of practical use. When talking about specific statistical tests, Comery and Lee (1992) recommend that a sample size must be 200 or more to be considered as an adequate sample size to employ factor analysis. Meanwhile, Hair and colleagues (2010) propose a minimum sample size of 50, and preferably a sample size of 100 to maintain the statistical power of multiple regression results (Cited by Easa, 2012).

Out of 250 questionnaires were distributed, a sample of 187 employees from 18 service organizations in Lebanon that employs diverse workgroups participated in this study (with a response rate of 74.80%). Therefore, a convenience sampling technique was employed. Lebanese service organizations such as banks, hospitals, universities, retailers were inspected. Data were collected between May and August 2018.

Data were collected using self-administrating questionnaire. The questionnaire consisted of three sections attached by a cover letter explaining the goal of the study with ensuring anonymity and confidentiality of the responses. Section A presents the demographic information comprised of 6 questions that enclosed non-metric items that address work-related demographic factors, gender, age, level of education, number of years of experience and job position to the employee. In sections B and C the respondents were requested to designate their level of agreement or disagreement with a number of statements using 5 point Likert scale from 1 "Strongly Disagree" till 5 "Strongly Agree".

Section B comprised 24 questions with the goal to obtain information related to the influence of (gender, marital status, educational background, and work experience diversity).

Section C comprised of 33 questions, which wanted to attain information concerning the measurement of dependent variables in terms of (task performance, organizational citizenship behavior, and creative performance). Collected data were managed by SPSS 24 (Statistical Package for Social Sciences) for analysis. It used reliability and validity of measurements in order to test, the internal consistency of the scales was confirmed (with Cronbach's ranging from .687 for educational diversity to .948 for marital status diversity). Eventually, the validity of the scales was also confirmed (with KOM's value, which is .830 and total variance 0.732).

5. ANALYSIS AND RESULTS

5.1 Descriptive Statistics

Almost half of participants were male (48.7%). The majority of respondents were married (70.6%), single (21.4%), and separated (8%). In terms of education diversity: almost 90 % of respondents were undergraduates, master holders and diploma holders. high School (6.4%), diploma (26.7%), undergraduate (33.7%), master holders (33.7%, 31%, 26.7% respectively), In terms of work experience they were between 2 -5 years represents (23.5%), 6 -10 years (24.1%), 11 -15 years (26.7%), more than 15 years (25.7%).

Table 1 shows that educational diversity with a mean of 3.15 and a standard deviation of .545 follow by the marital status with the mean 3.41, and a standard deviation of .897, then gender diversity, creative performance, organizational citizenship behavior with the mean (3.49/3.53/3.55/4.14) respectively and standard deviation of (.674/.942/.352/.520) respectively.

Table 1: Means and standard deviations of the research variables (N=187)

	Mean	Std. Deviation
Gender Diversity	3.49	.674
Marital Status Diversity	3.41	.897
Educational Diversity	3.15	.545
Task Performance	4.14	.520
Organizational Citizenship Behavior	3.55	.352
Creative Performance	3.53	.942

5.2 Hypotheses Testing

To test research hypotheses, multiple linear regressions were used to examine the association between more than two independents variables and one dependent variable (Hair et al., 2010).

For assessing the prediction accuracy, Adjusted $R^2 = .382$, indicating that 38.2% of the variation in employee's performance score can be explained by workgroup diversity with p -value = $.000 < 0.05$. The results showed that the marital status and educational diversity measures were statistically significant, with a beta value ($\beta = 0.329$, $p = .018$) and ($\beta = 1.132$, $p = 0.00$) respectively. In this research F value = 28.073, F critical = 2.42 at (df; 4, 182, $p < 0.05$). This means the null hypothesis is rejected and the alternative hypothesis is accepted, indicating that there is a positive significant relationship between workgroup diversity and employee work performance.

In addition in this study the result has showed of the gender and work experience with a beta value ($\beta = .267$, $p = .106$) ($\beta = .059$, $p = .454$) respectively. That implied that the p -value more than 5% were statistically insignificant. It was noted also that only both educational and marital status diversity are significantly related to employee work performance, However, it was observed that education has high effect rather than marital status ($\beta = .414 > \beta = .198$).

Table 2: Workgroup Diversity and Employees Work Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	5.466	.622		8.786	.000		
1 Gender Diversity	.267	.164	.121	1.624	.106	.600	1.666
Marital Status Diversity	.329	.138	.198	2.387	.018	.482	2.074
Educational Diversity	1.132	.196	.414	5.777	.000	.647	1.547
Work Experience Diversity	.059	.079	.044	.751	.454	.975	1.026
Prediction Accuracy	R=.629		$R^2 = .395$	Adjusted $R^2 = .382$			
Significance	F (calculate) = 29.711		p -value = .000				

Note: Dependent Variable: Employees Performance

6. DISCUSSIONS, RECOMMENDATIONS AND IMPLICATIONS

6.1 Discussion of Findings

Workgroup Diversity and Employee Work Performance: According to our findings, workgroup diversity has a significant effect on employee work performance, Adjusted $R^2 = .382$ revealing that 38.2% of the variance in performance of employees score can be explained by workgroup diversity with p -value = $.000 < 0.05$. The results were in agreement with the findings of Darwin and Selvaraj (2015). Their findings uncovered the positive effect for workgroup diversity when it is supported by the firm's environment. Furthermore, diversity should be seen as a business strategy that allows the growth of creative performance as well as the profit of an organization (Amaram, 2007; Rice, 2014). Also, the results were confirmed with Alghazo (2016), who pointed out that heterogeneous groups of employees will, without doubt, add to the performance and efficiency of an organization, as well as promote a more creative performance, and allow innovation among workforce (Gathers, 2003).

Diversity can result in enhancement on two levels; the creativity level of the firm and its ability to gather a diversity of ideas. This approves that a positive relationship exists between diversity and performance. Also, the study found out that tools and techniques used by firms' diversity management have a fruitful outcome, although the presence of some challenges such as discrimination, nepotism, problems related to communication process, opposition to change by co-workers and racism. (Barney, 2001).

The current research found that workgroup diversity, gender, marital status, education level, and work experience diversity positively impact employee's work performance. Also, the results agreed with previous studies findings, concerning the importance of employee's diversity in generating higher performance, especially when the firms' deals with innovating, creative tasks, such as entering new market, hence managers must try to boost diversity in order to utilize the benefits of and new creative ideas (Stanford, 1999).

The data provide general support for the hypothesis that organizational citizenship behavior is related to workgroup diversity, gender, marital status, educational diversity.

The findings as well show positive effect between workgroup diversity (gender, education background, marital status, work experience diversity) and task performance, In addition, there are significant effects of the dimensions of workgroup diversity to the creative performance, with p -value less than 0.05, and these findings were in agreement with Darwin and Selvaraj (2015).

A unit increase in gender diversity will lead to an increase in employee work performance of selected organizations by a factor of 0.267 (Table 2). A unit increase in marital status diversity will lead to an increase in employee work performance of selected organizations by a factor of 0.329 (Table 2). A unit increase in the educational diversity will lead to an increase in employee work performance of selected organizations by a factor of 1.132. A unit increase in the work experience diversity will lead to an increase in the performance of selected organizations by a factor of 0.059, at a 1% level of significance (Table 2). Results show that the correlation matrix of gender, marital status, and educational diversity, except for work experience diversity, were all significant, thus effecting employee's work performance in Lebanese organizations.

This shows that diversity is a key organizational aspect that these organizations must consider to enhance its performance. Additionally, the performance of the selected organizations has a positive relationship. This also implies that educational diversity adds more to the performance of the selected organizations.

Gender Diversity and Employee Work Performance: Based on the result, there is an insignificant relationship between gender diversity and employee work performance, which ($\beta = 0.267$, p -value of $0.106 > 0.05$). In other words, the findings revealed that gender diversity does not have an important impact on employee work performance for Lebanese organizations. These findings were opposed to Eugene et al. (2011) who established a positively significant effect on employee performance owing to gender diversity.

Moreover, the study results confirm the findings of Jayne and Dipboye (2004) explaining gender diversity does not essentially deliver positive outcomes. Nevertheless, gender diversity showed a productive influence organization's offerings, along with negatively influence the manufacturing industry (Frink et al., 2003).

Also, in the labor market, women hit a glass-ceiling in their ascendance towards higher professional ambition. This may be due, actually, to the evolution into motherhood and its requirements, but it also results from an unsympathetic environment and unjust institutions that promote the patriarchal culture (UNDP. 2016).

In this research, the findings confirmed with findings of Tlaiss and Kauser (2011) that explored organizational barriers, gender stereotypes, and discrimination also appear to be barriers for Arab women not advancing in their careers. They stated that women “cronyism” career advancement depends on their social connections, instead of their qualifications such as their education level, thus indicating that women are limited in their promotion.

Marital Status and Employee Work Performance: The results of the present research reveal that marital status diversity has a significant effect on employee performance, at ($\beta = 0.329$, p -value = 0.018). Thus rejecting the null hypothesis and accepting the alternative hypothesis, which means a significant statistical relationship exists between marital status diversity and employee work performance, with a p -value was less than 5%. In descriptive statistics, most of observations of collected data from married participants represent (70.6%).

The study results showed that Lebanese organizations do not apply discrimination based on marital status diversity, throughout their recruitment and hiring process. Marital status diversity was given chance to hold positions that match their skills. Also marital status diversity received appropriate levels of education and training, in addition to equal opportunity for participating in the company’s decision-making process.

Educational Diversity and Employee Work Performance: This finding confirmed that adopting diverse education significantly affect employee performance at the Lebanese organization, thus Table 2 ($\beta = 1.132$, p -value = 0.000) clarifies the positive significant impact for educational diversity on employee performance. In other words, educational background got a significant importance, as a tool for guiding the recruitment plan at Lebanese organization.

In fact, the absence of education results in inefficiency. Moreover, the findings are in agreement with Tracy and David (2011), explain that employers refuse to hire individuals with inappropriate training, experience or education. Thus revealing the significant importance for educational history for employees. Also, the current study findings agreed with some prior studies, such as research applied on the Egyptian pharmaceutical industry, which demonstrated that diversity in education is mainly linked to employees work performance (Elsaid, 2012), also the findings for Daniel (2009) supported this paper results.

The results revealed that diverse education background did not bring conflict among the employees. Also, Lebanese organizations hiring high rate employees holding higher education degrees, and distributed upon different educational majors, have high capability for solving problems and decision making. This is because education is vital to human capital, in terms of job training as well as experience.

Work Experience Diversity and Employee Work Performance: Our findings of this research showed that work experience diversity has insignificant influence on employee performance at Lebanese organizations, in other words, there is no relationship with work experience and employee’s performance ($\beta = .059$, p -value = .454 > 0.05) this finding is confirmed with prior studies (Makhdoomi and Nika, 2017) which found that experience diversity does not have any substantial influence on the employees performance.

6.2 Recommendations

Depending on current research findings, the researchers recommend that Lebanese organization must recognize and accept the need to have a diverse workforce and plan its diversity policies. Nonetheless, not all Lebanese organizations recognize the significant importance of diversity. Organizations need to embrace diversity and not just be content to have a workforce. Besides, organizations should allow for environments that will upkeep workforce diversity strongly. These organizations should also seek to reduce the negative consequences that may arise from a diversely rich workforce.

Equality in treatment and attitude between males and females should be the norm. When appraisal or promotions are made, there must be no gender prejudice. Moreover, there shouldn't be fixed and previous notions about the gender of an individual, when the company or organization intends to recruit human resources and conduct interviews. Findings reveals that no barriers facing women in Lebanese organizations and thereby enabling diverse gender to provide maximally creative performance.

The finding from the literature review enforces the notion that marital status is related to the performance of the employees, which confirms the results for studies presented in the literature review, which illustrated the existence positive effect of marital status diversity on the employee's performance. Effective managing for firms` marital status diversity, will lead to enhancing its employee's performance.

Organizations should offer equal job opportunities to diverse candidates. For example, educational background diversity has an impact on employee performance. Therefore, when working together, employees with different educational backgrounds must be supplied with a well and appropriate working environment. They should be proper handling for their matters and conflicts, in a manner that affects their performance positively.

Most of the previous research stated that work experience leads to enhancing individual productivity and firms` overall performance, which contradicts with this study finding since it has shown the negative effect for work experience on the employee performance. So more attention should be given to interpret this phenomenon in Lebanon context.

6.3 Research Implications

Theoretical Implications

This research indicates that there is scope to further developing for both workgroup diversity concept and research concerned with organizational benefits resulting from studying the diversity of workgroup. Although workgroup diversity has very quickly become a concept and relative new issue for managers in the organization's workplace, very little research on the topic in the Lebanese context exists. The organization would make diverse workgroup for the best competition, moreover, the global economy requires a diverse workgroup to efficiently deal with a diverse customer (Sohail et al., 2019).

Also, the research findings show that employee's work performance positively related to workgroup diversity, such as marital status diversity, gender diversity, educational diversity, and finally experience diversity.

Practical Implications

In terms of gender diversity, managers must offer equal opportunity for men and women to participate in the company's decision making process. Also, management must try to control diverse workgroup, through continuous checking for the percentage rate of women and men constituting the firm periodically. In addition to checking the promotion rate for males and females, along with the average income of women and men at each organizational level, eventually, managers can for sure detect if their policies support diversity throughout hiring, promoting and retaining men and women.

Furthermore, management has to provide equal opportunities for promotion, growth, and advancement to diverse genders. To boost diversity in gender, managers must build flexible working policies, which support women employees to manage their work along with their personal life (work-life balance), thus eliminating conflict, (e.g. Schedule flexibility, flexible job design, human resource policies), both gender are concerned with work-life balance, such as decreasing work/family conflict and offering preferable work/life balance, which may positively influence self-ratings of both; family and work performance. For example, flexible working hours elevate and assist work-life balance. Furthermore, effective applying for work-life balance decreases employees stress level and enhance their wellbeing, in addition to contributing in enhancing employees` work performance.

With regard to marital status, organization which depend on homogeneous type of workforce, should understand how to hire and manage diverse workgroup, especially when targeting the global market.

Organizations should design training and development program to adjust the approach depending on the differences between married and single employees, for the sake of achieving successful performance. Organizational strategy should focus on creating a culture that enhance and manage diversity at the will of both; the management and the human resources department. This leads to build a development and training program at organizations, which allow them to meet the criteria or the requirements of the marital status, whether married or single.

With regard to educational diversity, organizations' management should provide opportunities for advancement and growth to lower educational level employees. Also, management must offer paid study leave, for employees willing to proceed with their educational study. In addition to providing financial aid, to help employees in covering their educational cost, thus these management practices could be perceived as extrinsic motivation for employees. Further diversity subject should be taught in the educational institutions by including it in the course educational program.

6.4 Limitations and Further Guidelines

This research has some limitations which offer important ideas for future research. One of the limitations is that other important dimensions of diversity were not investigated in this research, such as including single dimension of workgroup diversity which may have impact on a single dimension of employee's performance, (e.g. between religions and employee performance), for the sake of offering an overall comprehension for the nature of the relationship.

Future research that initiates a better and higher level of accuracy measurement for diversity will have a significant adding to the literature. The addition of qualitative data or some objective measures of effective diversity, such as promotion, average ranks, and salary of various demographic groups, will fill the gap related to subjective measures.

Additionally, since the research only focused on the quantitative measure, future works are heartened in several areas in both quantitative and qualitative measures. It is suggested that future research can get a better thought of the effects of workgroup diversity on employee work performance in Lebanese organizations to go deeper for the study.

Also the numbers of independent variables are considered as additional limitations for this study. This research adjusted R^2 was 0.382, in which 38.2% of the change in employees' performance is due to the four following variables: gender, marital status, education background, and work experience diversity. Thus the results stated that 61.8% of the change in the performance of employees, is due to other unknown variables. In other words, other variables that influence the change in employee performance are not explained by this research. Therefore, further research must be held, to investigate other diversity dimensions.

References

- Al Ariss, A. 2010. Religious diversity in Lebanon: Lessons from a small country to the global world in Zbilgin, M. Ö. and Syed, J. (Eds.), *Managing Cultural Diversity in Asia: A Research Companion* (pp. 56-72). New York: Edward Elgar Publishing.
- Alghazo, A., and Al-Shaiban, H.M. 2016. The effects of workforce diversity on employee performance at an oil and gas company. *American Journal of Business and Society*, 1(3): 148-153.
- Altındağa, E., and Köseadağ, Y. 2015. The Relationship between emotional intelligence of managers, innovative corporate culture and employee performance, *Social and Behavioral Sciences*, 210(1): 270-282.
- Amabile, T.M. 1988. A model of creativity and innovation in organizations. *Research in Organizational Behavior*, 10(1): 123-167.
- Amaram, D.I. 2007. Cultural diversity: Implications for workplace management. *Journal of Diversity Management*, 2(4): 1-6.
- Ang, S., Dyne, L.V., Koh, C., Yee Ng, K., Templer, K.J., Tay, C., and Anand Chandrasekar, N. 2007. Cultural Intelligence: Its Measurement and Effects on Cultural Judgment and

Decision Making, Cultural Adaptation and Task Performance. *Management and Organization Review*, 3(3): 335–371.

- Anita, R., and Swamy, V.K. 2018. Diversity management at workplace: Aspects, challenges, and strategies: *International Journal of Engineering Technology Science and Research*, 5(1): 306-3016.
- Ashton, M.C. 2010. The Dimension of Diversity. *International Journal of Commerce. Business and Management*, (IJCBM), 4(4): 1261-1267.
- Avolio, B.J., Waldman, D. A., and Mcdaniel, M. A. 1990. Age and work performance in non-managerial jobs: The effects of experience and occupational type. *Academy of Management Journal*, 33(2): 407-422.
- Barney, J.B. 2001. Resource-based theories of competitive advantage: A ten-year retrospective on the resource-based view. *Journal of Management*, 27: 643-650.
- Beziibwe, S.A. 2015. The Relationship between workforce diversity and performance of selected public sector organization in Uganda, a PhD. Dissertation. Mbarara University of Science and Technology.
- Borman, W.C. and Motowidlo, S.J., 1993. Expanding the Criterion Domain to Include Elements of Contextual Performance. In N. Schmitt and W.C. Borman (Eds.), *Personnel selection in organizations*. San Francisco, Jossey-Bass., 71-98.
- Campbell, J.P., Mchenry, J. J., and Wise, L. L. 1990. Modeling job performance in a population of jobs. *Personnel Psychology*, 43(2): 313-575.
- Campion, M.M. 2011. The Relationship between diversity and performance in major league baseball teams: *Conflict's Mediating Effect*. Master's Theses.
- Choi, J.C., Park, D., Griffith, L.C. 2004. Electrophysiological and Morphological Characterization of Identified Motor Neurons in the Drosophila Third Instar Larva Central Nervous System. *J. Neurophysiol.* 91(5): 2353-2365.
- Cohen, J. 1988. *Statistical power analysis for the behavioral sciences*. 2nd edition, New York University: Academic Press.
- Comery A., and Lee, H. 1992. *A First Course in Factor Analysis*. 2th edition, Lawrence Erlbaum Associates, USA.
- Daniel, C.H. 2009. The effects of higher education policy on the location decision of individuals: Evidence from florida's bright futures scholarship program. *Regional Science and Urban Economics*, 39(1): 553-562.
- Darwin, J., Selvaraj, C. 2015. The Effects of Work Force Diversity on Employee Performance in Singapore Organisations. *International Journal of Business Administration*, 6(2); 1923-4015.
- Deshpande, A.B. 2013. Study of workforce diversity compliance of manufacturing companies in India and its impact on employee performance. Master in International Business Thesis, Padmashree Dr. D.Y. Patil University.
- Ding, L., Velicer, W. and Harlow, L. 1995. Effective of Estimation Methods, Number of Indicators per Factor and Improper Solutions on Structural Equation Modeling Fit Indices. *Structure Equation Modeling*, 2(1): 119-134.
- Dongfeng, S. 2013. Research on diversity, conflicts and performance in creative team management, *African Journal of Business Management*, 7(39): 4139-4148.
- DuPont, M.K. 1999. Handling diversity in the workplace: Based on the book handling diversity in the workplace communication, *American Media Inc.* 1-54.
- Easa, N. 2012. Knowledge management and the SECI model: A study of Innovation in the Egyptian Banking Sector, Dissertation, PhD. University of Stirling. UK.
- Elsaid, A.M. 2012. The effects of cross cultural work force diversity on employee performance in Egyptian pharmaceutical organizations. *Business and Management Research*, 1(4): 164-165.
- Eugene, C., Lee, K., Tan. S., Tee, S., and Yang, P. 2011. Effects of workforce diversity on employee performance, *Journal of Social Science*, 20(1): 173-198.
- Explorable.com. 2009. Non-Probability sampling. Retrieved Jan 29, 2019 from Explorable.com Web site: www.explorable.com/non-probability-sampling.

- Feist, G.J. 1998. A meta-analysis of personality in scientific and artistic creativity. *Personality and Social Psychology Review*, 2(4): 290-309..
- Frink, D.D., Robinson, R.K., Reithel, B., Arthur, M.M., Ammeter, A.P., Ferris, G.R., Kaplan, D.M., and Morrissette, H.S. 2003. Gender demography and organizational performance: A two-study investigation with convergence, *Group and Organization Management*, 28(1): 127-147.
- Gathers, D. 2003. Diversity management: an imperative for healthcare Organizations. *Hospital Topics*, 81(3): 14-20.
- Gwendolyn, M.C. 2002. Meeting the leadership challenge of a diverse and pluralistic workplace: Implications of self-efficacy for diversity training. *Journal of Leadership and Organizational Studies*, 8(4): 1-16.
- Hair, J.F., Black, W.C., Babin, B.J., and Anderson, R.E. 2010. Multivariate data analysis: A global perspective. New Jersey, Pearson Prentice Hall. 5th edition.
- Holland, J.L. 1997. Making vocational choices: A theory of vocational personalities and work environments. 3rd edition, Odessa.
- Hsiung, H.H., and Wang, J. 2012. Value creation potential of intellectual capital in the digital content industry. *Investment Management and Financial Innovations* 9(2): 81-90.
- Jain, H.C., and Verma, A. 1996. Workforce diversity, employment equity/affirmative action programs and public policy in selected countries. *International Journal of Manpower*, 17(4/5): 14–29.
- Jayne, M.E., and Dipboye, R.L. 2004. Leveraging diversity to improve business performance: Research findings and recommendations for organizations. *Human Resource Management*, 43(4): 409-424.
- Jehn, K.A., and Bezrukova, K. 2004. A field study of group diversity, workgroup context, and performance. *Journal of Organizational Behavior*, 25(6): 703-729.
- Khalid, S.A., Ali, H., Ismail, M., Abdul Rahman, N., Kassim, K.M., and Shekh-Zain, R. 2009. Organizational citizenship behavior factor structure among employees in hotel industry. *International Journal of Psychological Studies*. 1(1): 16-25.
- Kinicki, A., and Kreitner, R. 2008. Organisational behavior. Key concepts, skills and best practices. 4th edition, New York: MacGraw Hill.
- Klein, K., Knight, A., Ziegert, J., Lim, B., and Saltz, J. 2011. When team members' values differ: The moderating role of team leadership, *Organizational Behavior and Human Decision Processes*, 114(1): 25-36.
- Kochan, T., Bezrukova, K., Ely, R., Jackson, S., Joshi, A., Jehn, K., and Thomas, D. 2003.. The effects of diversity on business performance. *Society for Human Resource Management*, 42(1): 3-21.
- Kumar, D., and Suresh. B.H. 2018. Workforce Diversity and its Impact on Employee Performance. *International Journal of Management Studies*, 4(1): 2231-2528.
- Kumudha, A., and Jennet, R. 2018. How workforce diversity training and development influences on employees performance, *International Journal of Management, IT and Engineering*, 8(3): 52-76.
- Kundu, S.C. 2004. HR diversity: A study of employees' perceptions in Indian organizations. *Asia Pacific Management Review*, 9(1): 39-59.
- Lu, Y., Ray, S., and Teo, M. 2016. Limited attention, marital events and hedge funds. *Journal of Financial Economics*, 122(3): 607-624.
- Luthans, F., and Stajkovic, A.D. 1999. Reinforce for performance: the need to go beyond pay and even reward. *Academy of management Executive*, 13(1): 49-57.
- Makhdoomi, M.U., and Nika, F.A. 2017. Amity global business review workforce diversity and employee performance: Empirical study of telecom organizations. *Amity Global Business Review*: 12(1): 107-115.
- Maktabi, R. 1999. The Lebanese census of 1932 revisited. Who are the Lebanese? *British Journal of Middle Eastern Studies*, 26(2): 219-241.
- McGrath, J., Berdahl, J., and Arrow, H. 1995. Traits, expectations, culture, and clout: The dynamics of diversity in work groups. Diversity in work teams: Washington, DC: *American Psychological Association*, 10(1): 17-45.

- Ministry of Economy, 2018. Retrieved from: ww.economy.gov.lb/en
- Moestaina, I., and Kadir, H. 2020. Leadership, Quality of Worklife, Job Satisfaction and Organizational Citizenship Behavior in PT. *Pertamina. Management Science Letters*, 10(1): 1213–1224.
- Moretti, E. 2004. Estimating the social return to higher education: Evidence from longitudinal and repeated cross-sectional data. *Journal of Econometrics*, 121(1):175-212.
- Moss, P., and Tilly, C. 1996. Soft skills and race: An investigation of black men’s employment problems. *Work and occupations*, 23(3): 252-76.
- Nafukho, F., Wawire, N., and Lam, P. 2011. *Management of Adult Education Organizations in Africa: African Perspectives on Adult Learning*, UNESCO, Hamburg.
- Ning, Y.T., Chen, C.H., Yen, L.S., and Lun, T.C. 2011. Knowledge creation and intellectual capital on securities investment services. *African Journal of Business Management*, 5(3): 924-933.
- Odhiambo OW (2014) Workforce Diversity and its Effects on Employee Performance: a Case of Mbita Sub County HomaBay County in Kenya. *Doctoral dissertation*, Moi University.
- Oldham, G.R., and Cummings, A. 1996. Employee creativity: Personal and contextual factors at work. *Academy of Management Journal*, 39(1): 607-634.
- Patrick, H.A., and Kumar, V.A. 2012. Managing workplace Diversity: Issues and challenges, *SAGE Publications*, 2(2): 1-15.
- Pelled, L.H., Eisenhardt, K.M., and Xin, K.R.1999. Exploring the black box: An analysis of work group diversity, conflict and performance. *Administrative science quarterly*, 44(1): 1-28.
- Pfeffer, J. 2005. Producing sustainable competitive advantage through the effective management of people, Reprinted from 1995, 9(1), *Academy of Management Executive*, Boston: Harvard Business School Press, 15(4): 95-104.
- Podsakoff, N.P., Whiting, S.W., Podsakoff, P.M., and Blume, B.D. 2009. Individual- and organizational-level consequences of organizational citizenship behaviors: A meta-analysis. *Journal of Applied Psychology*, 94(1): 122-141.
- Price, K.H., Harrison, D.A., Gavin, J.H., and Florey, A.T. 2002. Time, teams, and task performance: Changing effects of surface- and deep-level diversity on group functioning. *Academy of Management Journal*, 45(5). 1029-1045.
- Quinetta M.R. 2019. Diversity and inclusion in the workplace: A Review, synthesis, and future research agenda, *Annual Review of Organizational Psychology and Organizational Behavior*, 6(1): 69-88.
- Quintana-García, C., and Benavides-Velasco, C.A. 2008. Innovative competence, exploration and exploitation: *The influence of technological diversification. Research Policy*, 37(1): 492-507.
- Rao, H., and Drazin. 2017. Overcoming Resource Constraints on Product Innovation by Recruiting Talent From Rivals: A Study of the Mutual Fund Industry, 1986–1994 *Academy of Management Journal*, 45(3): 491-507.
- Rice, E.M. 2014. The Importance of recruiting a diverse workforce. Retrieved May 22, 2017, *American Payroll Association*.
- Richard, O., Barnett, K., Dwyer, S., and Chandwick, K. 2007. Exploring the performance effects of visible attributes of diversity: The moderating role of span of control and organizational life cycle, *International Journal of Human Resource Management*, 17(1): 2091-2109.
- Roberson, L., and Kulik, C.T. 2007. Stereotype threat at work. *Academy of Management Perspectives*, 21(1): 24-40.
- Rynes, S.L., Giluk, T.L., and Brown, K.G. 2007. The Very Separate Worlds of Academic and Practitioner Periodicals in Human Resource Management: Implications for Evidence-Based Management. University of Iowa. *Academy of Management Journal*, 50(5): 987–1008.
- Sacco, J.M., and Schmitt, N.S. 2005. A dynamic multilevel model of demographic diversity and misfit effects. *Journal of Applied Psychology*, 90(2): 203-231.
- Shoshana, S. 2017. On the Economics of Marriage - A Theory of Marriage, Labor and Divorce. 2th edition, Munich, San Diego State University, *MPRA*. 321-386.

- Stanford, G. 1999. Diversity and work group performance: Research shows that informational diversity stirs constructive debate around the task. *Stanford, CA*.
- Svyantek, D.J., and Bott, J. 2004. Received wisdom and the relationship between diversity and organizational performance. *Organizational Analysis*, 12(3): 295-317.
- Tierney, P., and Farmer, S.M. 2002. Creative self-efficacy: It's potential antecedents and relationship to creative performance. *Academic of Management Journal*, 45(8): 1137-1148.
- Tlaiss, H., and Kauser, S. 2011. Career success of arab women managers: an empirical study in Lebanon. Education, business and society: *Contemporary Middle Eastern Issues* 4(1): 43-61.
- Tracy, R.L., and David, E.M. 2011. Choosing workers' qualifications: No experience necessary? *International Economic Review*, 34(3): 479-502.
- USAID. 2012. *Gender Assessment for Lebanon*. United States Agency International Development.
- Valls, V., González-Romá, V., and Tomás, I. 2016. Linking educational diversity and team performance: Team communication quality and innovation team climate matter. *Journal of Occupational and Organizational Psychology*, 21(1): 3-21.
- Van Dyne, L., and LePine, J. A. 1998. Helping and Voice Extra-Role Behaviors: Evidence of Construct and Predictive Validity. *Academy of Management Journal*, 41(1): 108-119.
- Van-Vugt, M. 2006. Evolutionary origins of leadership and followership. *Personality and Social Psychology Review*, 10(4): 354-371.
- West, M.A. 2001. The human team: Basic motivations and innovations. In N. Anderson, D.S. Ones, H.K. Sinangil and C. Viswesvaran (Eds.), *Handbook of industrial, work and organizational psychology*. *Organizational Psychology*. London, UK, 2(1): 270-288.
- Williams, K.W., and O'reilly, C.A. 2015. Demography and diversity in organizations, a review of 40 years of research. *ResearchGate*, 20(1): 77-140.
- Wood, W. 1987. Meta-Analytic Review of Sex Differences in Group Performance: The American Psychological Association, Inc, 102(1): 53-71.
- Woodman, R.W., Sawyer, J.E., and Griffin, R.W. 1993. Toward a Theory of Organizational Creativity. *The Academy of Management Review* . 18(2):293-321.
- Zhang, Y., & Huai, M. Y. (2016). Diverse work groups and employee performance: The role of communication ties. *Small Group Research*, 47(1), 28-57.
- Zhou, J., and George, J.M. 2001. When job dissatisfaction leads to creativity: Encouraging the expression of voice. *Academy of Management Journal*, 44(1): 682-696.
- Zikmund, W. 2003. *Business Research Methods*. 7th edition, Mason, OH: South-Western Cengage Learning.
- Sohail, A., Khan, F., Sufyan, M., Uddin, M., and Basit, A. 2019. The Effect of Workforce Diversity on Employee Performance in Higher Education Sector. *Journal of Management Info (JMI)*, 6(3): 1-8.
- Padmanabhan, L., and Magesh, R. 2016. Difference between Employees Marital Status and Performance Level in IT Industry. *Imperial Journal of Interdisciplinary Research (IJIR)*, Vol-2(6): 2454-1362.
- UNDP. 2016. United Nations Development Programme. *Gender Strategy Empowerment Lives*. Resilient Nation. Lebanon, 1-41.