

Motivating change through vision:
The influence of personal values, self interest, motivational orientation and affect
on people's responses to a visionary presentation about diversity

by

Beatrice Moos

A thesis
presented to the University of Waterloo
in the fulfillment of the
thesis requirement for the degree of
Doctor of Philosophy
in
Psychology

Waterloo, Ontario, Canada, 2010

© Beatrice Moos 2010

I hereby declare that I am the sole author of this thesis. This is a true copy of the thesis, including any required final revisions, as accepted by my examiners.

I understand that my thesis may be made electronically available to the public.

ABSTRACT

When the case for organizational change is presented as a “vision,” is action to support the change more likely? This notion was tested in two studies in the context of diversity issues at work. Diversity was selected as the context because Canadian workplaces are becoming increasingly diverse, and organizations are confronted with the challenge of addressing diversity issues appropriately and effectively. Moreover, theoretically critical features of visions, such as a connection with personal values, may be present in a vision of diversity. It was hypothesized that a vision—a picture of a desirable future state—may be more effective when it is aligned with individuals’ self interests and personal values. In Study 1, small groups of undergraduate male and female students (N=221) were presented with a vision of a proposed Employment Equity (EE) program that focused on raising women’s employment rates. Self-interest was captured in the design as the interaction of participant gender with extent of employment change for women (small vs. large) resulting from the implementation of the EE program. Value orientation was captured by participants’ importance ranking of social justice on a pre-study measure. Verifying the self interest manipulation, men were seen to perceive that this program would influence their career advancement negatively and this effect was significantly stronger in the condition with the large increase in women’s employment. The most striking finding emerged with the three-way interaction between gender, social justice orientation, and the extent of employment change condition as these variables affected participants’ willingness to support the proposed EE program. Men who placed *lower* value on social justice showed a straightforward self-interest effect, with lowest support for the policy occurring when the increase in the women’s employment rate was greater. In contrast, men with *higher* social justice value were *more* favourable toward the policy that produced a greater change in women’s employment rates. For these men, personal values seemed to trump self-interests. Results involving positive affect mirrored the pattern of these results. Compared to a small employment increase for women, a large mandated increase in women’s employment led men who placed *lower* value on social justice to report feeling less positive. However, men who placed *higher* value on social justice

reported feeling *more* positive when the mandated increase in women's employment was large. Study 2 further examined the role of values in responding to a vision involving diversity. It was hypothesized that when values guide behaviour, the underlying motivation is relatively autonomous. That is, instead of yielding to guilt or social pressure, the values-guided person acts to attain identity fulfillment. To investigate this matter, undergraduate students (N=475) were randomly assigned to watch either a visionary presentation about promoting workforce diversity or a business case presentation. The visionary presentation described a prejudice-free, inclusive workplace; the business case covered the legalities of diversity. It was found that participants whose values were diversity-oriented felt more "inspired" than other participants overall, and this effect was significantly stronger in the vision condition. The primary difference in findings between experimental conditions involved the association between a measure of autonomous motivation and participants' reports of intended action. A positive, significant association was obtained in the vision condition; no significant association was obtained with the business case. These results are understandable from the conditional nature of autonomous motivation as assessed here. That is, in both conditions, some people (i.e., autonomously motivated people) said that *if* they acted to promote diversity, it would be in order to promote their personal values. However, it was only in the vision condition in which the connection of diversity-promotion action to personal values was made salient. Thus it appears that a vision can influence behaviour by inducing autonomously motivated people to recognize this connection. The vision was not more influential overall in motivating participants to support the proposed cause. Nonetheless results indicated that a vision can be a complementary tool in a diversity change implementation by sparking an interest to act within the right people. Taken together, the findings from these two studies indicate that a key way a vision motivates behaviour is by forging the link between values and a course of action.

ACKNOWLEDGEMENTS

I would like to express my appreciation to my thesis supervisor and academic advisor, Dr. John Michela, for his guidance, support, and invaluable advice on my dissertation research and other academic and professional endeavours over the years.

I would also like to thank my dissertation committee members, Dr. Wendi Adair and Dr. Doug Brown, for sharing their advice and expertise to better my work. I am also grateful to Dr. Mark Zanna for providing invaluable feedback and advice on the design of my research. I extend my thank you to the I/O graduate students and the Psychology staff members at the University of Waterloo for their valuable feedback and help.

I owe a big thank you to Len Luksa and Katrina Di Gravio who generously allowed me to come in to their classrooms to collect data. I am also thankful to the many University of Waterloo students who participated in my studies.

I would also like to thank my brother Markus for his continuous support, advice, and mentorship. Thank you Markus for all you do for me!

I am deeply grateful to my parents Hanspeter and Christine, my brother Christian, my sisters-in-law Sarah and Irene, as well as my uncle Urs and aunt Brigitte. Last but of course not least, I would like to thank my fiancé Michael for always believing in me and supporting me in everything I do. Thank you all for your love, humour, and everlasting encouragement!

TABLE OF CONTENTS

AUTHOR’S DECLARATION.....	ii
ABSTRACT.....	iii
ACKNOWLEDGEMENTS.....	v
List of Figures.....	x
List of Tables.....	xi
INTRODUCTION.....	1
Vision: A Message of Desirable Change.....	3
Visions and Values.....	5
Value Congruence & Activation.....	6
Values and Attitudes.....	7
Values and the Self.....	8
Self Determination and Motivation.....	10
Self Interest.....	13
Affective Experiences.....	16
Summary of Hypotheses.....	17
STUDY 1.....	21
Method.....	22
Participants.....	22
Materials.....	24
Visionary presentation.....	24
Procedure Overview.....	24
Variables.....	26
Self interest.....	26
Personal value: Social justice orientation.....	27
Measures.....	27
Value survey.....	27
Outcome measure.....	28
Affect measure.....	29
Other measures.....	30
Overview of Statistical Analyses.....	30

Model variables	30
Model form	31
Model fit indices.....	34
Conditional indirect effects.....	34
Results	35
Manipulation Check	35
Model Fit	36
Examination of Particular Paths	41
Conditional Indirect Effects	49
Discussion	49
STUDY 2.....	55
Method.....	56
Participants	56
Materials	58
Vision and no-vision presentation of diversity	58
Procedure Overview.....	59
Measures	60
Value measure	60
Motivation orientation.....	60
Outcome measure	61
Affect measure	62
Overview of Statistical Analyses	63
Model variables	63
Model form	63
Conditional indirect effects	66
Results	66
Preliminary Analyses	66
Model Fit	67
Examination of Particular Intercepts & Paths	74
Conditional Indirect Effects	80
Discussion	80

GENERAL DISCUSSION.....	85
REFERENCES	88
APPENDIX A.....	101
Participant Information Letter.....	101
APPENDIX B	103
Presentation Text and Slides	103
Small employment increase condition text.....	103
Large employment increase condition text.....	106
Small employment increase presentation slides.....	109
Large employment increase presentation slides.....	111
APPENDIX C	112
Participant Feedback Letter.....	112
APPENDIX D	115
Value Survey.....	115
APPENDIX E	116
Outcome Measure: Support for the Diversity Initiative	116
APPENDIX F.....	118
Positive and Negative Affect Schedule (PANAS).....	118
APPENDIX G.....	119
Manipulation Check Item and Demographic Survey	119
APPENDIX H.....	120
Presentation Text for the Vision and No-Vision Condition.....	120
APPENDIX I.....	125
In-Class Recruitment Script	125
APPENDIX J	126
Participant Information Letter.....	126
APPENDIX K.....	128
Participant Feedback Letter.....	128
APPENDIX L	130
Motivation Orientation Measure: Volunteer Motivational Scale	130
APPENDIX M	131

Outcome Measure: Support for the Diversity Initiative	131
APPENDIX N	133
Positive and Negative Affect Schedule (PANAS)	133
APPENDIX O	134
Summary of Model Testing Analyses	134

List of Figures

Figure		Page
1.	Study 1 and 2 graphically depicted research hypotheses	20
2.	Study 1: Model depicting the impact of social justice value, gender and the interaction between these two variables on change in positive affect and support for the diversity initiative	33
3.	Study 1: Path estimates and p-values for model depicting the impact of social justice value, gender, and the interaction between these two variables on change in positive affect and support for the diversity initiative	40
4.	Study 1: The three-way interaction effect of participants' social justice value, gender, and extent of employment increase for women on level of support for the diversity initiative	47
5.	Study 1: The effect of participants' social justice value, gender, and extent of employment increase for women on change in positive affect	48
6.	Study 2: Model depicting the impact of diversity value orientation, gender, autonomous motivation, inspiration, and negative affect on support for the diversity initiative	64
7.	Study 2: Path estimates and p-values for model depicting the impact of diversity value orientation, gender, autonomous motivation, inspiration, and negative affect on support for the diversity initiative	73

List of Tables

Table		Page
1.	Study 1: Number of male and female participants in each of the study conditions	23
2.	Study 1: Bivariate correlations, variance, kurtosis, and skewness of model variables for each study condition	38
3.	Study 1: Summary of model testing analyses	39
4.	Study 1: Standardized parameter estimates, standard errors and p-values for estimated model paths	45
5.	Study 1: Variances and standard errors of observed and unobserved exogenous variables	46
6.	Study 2: Number of male and female participants in each of the study conditions	57
7.	Study 2: Bivariate correlations, variance, kurtosis, and skewness of model variables for Caucasian and non Caucasian participants in each of the study conditions	68
8.	Study 2: Summary of model testing analyses	72
9.	Study 2: Standardized parameter estimates, standard errors and p-values for estimated model paths in no vision condition	77
10.	Study 2: Variances and standard errors of observed and unobserved exogenous variables in vision condition	78
11.	Study 2: Variances and standard errors of observed and unobserved exogenous variables	79

INTRODUCTION

In Canada, diversity is not a trend of the future—it is reality, and it has and will continue to transform Canadian workplaces and society at large. Demographic data show that slightly more than half of the Canadian population is female (Statistics Canada, 2009) and nearly 20 percent of the population is foreign born (HRDC, 2010; OECD, 2005). In some cities such as Toronto, the percentage of the population that is foreign born reaches nearly 46 percent (HRSDC, 2010). Consequently, “valuing diversity takes on an immediate urgency” (Burke & Ng, 2006, p. 88) for Canadian organizations.

As is evident from the list of *Canada’s Top Diversity Employers* (Mediacorp Canada Inc., 2009), many large-scale organizations have realized this urgency and have invested substantial resources to implement diversity initiatives to effectively manage a more diverse labour pool. The initial reasons to oblige Canadian organizations to care about diversity stemmed from principles of equality and justice (Gandz, 2007), however in the 1990’s the benefits of diversity started to be *advertised* to employers as a business imperative (Kochan et al., 2003). Hence the objective of diversity practices in the workplace has partially shifted from *valuing* diversity to *capitalizing* on diversity. Organizations certainly have to be interested in how diversity can impact the bottom line, however the broader benefits linked to valuing diversity, namely the creation of an inclusive workplace should not be neglected. The research findings that will be presented later indicate that some organizations will obtain greater impact of their diversity programs if they make the societal values payoffs salient along with the business pay offs.

Diversity training programs are a standard organizational tool used to enhance employees’ awareness, understanding, and acceptance of individual differences in the workplace. However, training programs often fail to create a long-lasting change in an organization (e.g., Bezrukova & Jehn, 2001; Davidson, 1999). A premise of the present research is that a better understanding of individual psychological reactions to diversity programs could inform program designers’ efforts to develop more effective training courses.

Messages about diversity can be framed to employees in various ways, and the type of framing used can influence people's reactions towards the situation or a proposed plan of action (e.g., Gamliel, 2007). Consequently, the present research investigated how framing a message of diversity as "visionary" influences people's reactions and intended actions. In other words, the present research explored the effectiveness of using a vision, as defined below, as a tool to communicate organizational change and motivate action.

Using visions effectively as a tool to communicate change and to inspire action is considered an important skill that aspiring leaders should develop in their careers (e.g., Ibarra & Obodaru, 2009). However, the term vision, according to Collins and Porras (1996), "has become one of the most overused and least understood words in the language" (p. 66). Hence, before visions can be productively used as a leadership tool to communicate change, it is crucial to develop an advanced understanding of how visions function at an individual level. In the absence of such knowledge, the critic's assertions ring true because visions may be nothing more than a management fad that will vanish as quickly as they became popular.

To move towards an improved understanding of how visions operate, the present work begins with a layout of the theoretical analysis of the pertinent psychological processes. First, the construct of vision is described, followed by an overview of the essential elements that are believed to make a vision effective. Next, the role of values in visions is discussed. In particular, the analysis examines the processes of value congruence and value activation in motivating people to act on behalf of a presented vision. Following, a brief section highlighting the differences and similarities between values and attitudes is provided because they are two related yet distinct concepts. Afterwards, the association between a person's values and his or her ideal self concept as they function within a vision is discussed. A person's values, a construct closely tied to the ideal self, are believed to influence the extent to which a person's motivation to act stems from an autonomous or a controlled source. Accordingly, a definition of the different types of motivation as described by the self determination theory (SDT) (Deci & Ryan, 1985; 2000) will be laid out. This section is followed by an analysis of how a vision may tap into a person's

self and provide an incentive for a person to take action to promote the proposed cause. In addition to personal values, it will be argued that a person's self interest motives influence how a vision presentation is responded to. The manner in which values and self interests are believed to function together to determine motivation will be explained at that point. The theoretical analysis concludes with a section examining the role of affect in the motivational impact of visionary communications.

Vision: A Message of Desirable Change

Several definitions have been offered to describe the construct of vision as a component of leadership, creating a degree of ambiguity regarding its essential qualities (e.g., Ibarra & Ododaru, 2009; Zaccaro & Banks, 2001). Nevertheless, amidst this array of definitions there are common threads. A vision is primarily about *seeing* (Kouzes & Posner, 1987; Lynn & Akgun, 2001; Nanus, 1992). That is, a vision implies mentally visualizing an image of an ideal future state that is more appealing and desirable than the present (e.g., Collins & Porras, 2000; Bennis & Nanus, 1985; Kotter, 1990; Kouzes & Posner, 1987; Strange & Mumford, 2002; Yukl, 2002). Put differently, a vision portrays a picture of an end state worthy of pursuit.

Furthermore, as Zaccaro and Banks (2001) report in their review of visions, past writings (e.g., Senge, 1990) suggest that a vision should be positively framed to portray a picture of beneficial change. A positively framed vision is believed to have greater impact because according to Senge (1990), "negative visions are inevitably short term. The organization is motivated so long as the threat persists. Once it leaves, so does the organization's vision and energy" (p. 225). By providing individuals with an image of beneficial change, a vision holds motivational value (Berson et al., 2001; Nanus, 1992), directs individuals' actions (Conger & Kanungo, 1998; Strange & Mumford, 2005), creates a sense of shared meaning and identity (Shamir, House, & Arthur, 1993) and has been shown to be related to aspects of organizational performance (Baum, Locke, & Kirkpatrick, 1998; Kirkpatrick & Locke, 1996). Accordingly, the effective communication of a vision to motivate followers is deemed a critical component of transformational leadership (e.g., Judge & Piccolo, 2004).

The visions articulated by organizational leaders are frequently formulated in the early stages of the strategy development process (Kaplan & Norton, 2008), and are most commonly represented in a summary statement that captures the essence of the message. For example, the Royal Bank of Canada, named one of Canada's top diversity employers of 2009 (Mediacorp Canada Inc., 2009) articulates its vision on diversity as follows: "To have a diverse workforce in an inclusive workplace that unleashes the talents of all employees to create value, deliver a superior client experience and develop innovative solutions for the markets and the communities we serve and create value for our stakeholders"(RBC, 2009, p. 1). The merit of vision statements has been justifiably interrogated. According to Levin (2000), "a vision statement without an accompanying story is nothing more than a hollow platitudes, slogans, or pithy phrases that are ripe for varied misinterpretations" (p. 95). Although a vision statement can serve as an important reminder about the future one is striving towards, it cannot leverage change nor otherwise motivate by itself. A vision can, nonetheless, be expected to have an impact if it includes elements that extend beyond a statement.

The vision perspective that is most pertinent to the present research framework is the one provided by Levin (2000). Levin's (2000) point of view offers a different concept of vision by conceptualizing it as an eloquent *story* of an organization's ideal future. In contrast to a vision statement, a vision story is believed to be more effective in inspiring people because it allows people to "see [the vision] in action and imagine themselves as part of it" (Levin, 2000, p. 96). Seeing oneself "live out" the vision may make the pursuit of the end state more meaningful by directing a person's thoughts about the future and their thoughts about their own personal aspirations. This proposition is partly supported by previous vision research suggesting that others' images about the future can affect a person's thoughts about what he or she believes the future holds (e.g., Margolis & Hansen, 2003).

The different proposed views on vision have advanced the thinking in the field, however, as Margolis and Hansen (2003) state, organizations are swift to develop and implement a vision despite the lack of empirical evidence demonstrating the effectiveness of a vision to boost

performance. The present research findings provide empirical evidence for the potential benefits of using a vision to communicate a message of beneficial change. The present work does not specifically examine the effectiveness of one particular vision element but rather the focus lies on comparing the effectiveness of a visionary presentation to other means of communication. It is hypothesized that a vision can be motivational for some individuals because the message depicts a situation that pulls their personal values to the foreground and makes the situation personally significant. The link between a person's values and those presented in the vision are believed to increase the likelihood that a person stands behind the cause being proposed. The importance of values in visions is discussed next.

Visions and Values

There is overall agreement among vision writers that a vision should contain some sort of value-oriented elements (Bennis & Nanus, 1997; Conger & Kanungo, 1998; House, 1995; Kotter, 1990; Zaccaro & Banks, 2001). Incorporating values into a vision allows an organizational leader to “present[s] goals in terms of the values they represent” (Dvir, Kass, & Shamir, 2004, p.127). For example, the Canadian Centre for Diversity's vision “A society that celebrates diversity, difference, and inclusion” (CCD, 2009, p.1) draws on egalitarian values to portray the goal of eradicating prejudice and discrimination in Canadian society.

In addition, values comprise an important part of a vision because these guiding beliefs are relatively stable across time and are not influenced by short-term changes or disruptions in the external environment (Collins & Porras, 2000). Hence, values can serve as guiding principles in times of certainty as well as uncertainty. Before further discussing some of the desirable consequences of incorporating values in visions, a brief definition of values is warranted.

Rokeach (1973), a pioneer in the study of values, defined values as abstract, enduring, transcendental beliefs that are reflective of what a person primarily cares about in life. According to Rokeach (1973), values also serve as information “to tell us which beliefs, attitudes, values, and actions of others are worth challenging, protesting, and arguing about, or worth trying to influence or change” (p. 13). Furthermore, Rokeach (1973), distinguished between values

involving end states of existence (“terminal” values: equality, world at peace, freedom, etc.) and modes of conduct (“instrumental” values: ambitious, capable, courageous, etc.). The stable and transcendental nature of values is believed to make individuals’ actions seemingly coherent and purposeful (Lord & Brown, 2001). On these grounds and others described later, values are understood to motivate behaviour (Bardi & Schwartz, 2003; Rokeach, 1973; Schwartz, 1992; 1996; c.f., McClelland, 1985). In sum, values can motivate action and are believed to lie at the core of why a vision can be motivating.

Value Congruence & Activation

Given the preceding analysis of values along with previous research on values (e.g., Boxx, Odom, & Dunn, 1991; Jung & Avolio, 2000), it is suggested that for a vision to be motivating a person must share the vision’s values. Specifically, the degree of congruence between the values in a vision and the person’s own values should determine the extent to which an individual is willing to exert effort on behalf of the vision.

The effect of shared values has been studied extensively apart from its manifestation in visions and the findings typically reveal a positive relationship between the level of value congruence and several organizational behaviours such as performance, positive work attitudes, cohesion, commitment and satisfaction (e.g., Boxx, Odom, & Dunn, 1991; Jung & Avolio, 2000; c.f., Kalliath, Bluedorn, & Strube, 1999; Meglino, Ravlin, & Adkins, 1989; Posner, 1992; Posner, 2010). The extent to which a person’s values are engaged is dependent upon explicit or implicit situational cues (Feather, 1999; Verplanken & Holland, 2002). Consequently, a vision can be expected to have an impact only to the extent that it taps into and activates people’s value systems. Hence, to understand how value congruence can instil a desire to act, the process of value activation needs to be further explained.

As argued and shown by Verplanken and Holland (2002), values only influence cognitive evaluations and behaviour when they are activated. Subsequently, in any given situation, “the behavioural outcome will be a result of the relative importance of all the competing values that the situation has activated” (Rokeach, 1973, p.6). In addition, Feather (1995; 1999) reasons that

when personal values are activated, they are used to evaluate the valence of a message or situation. In the context of visions, Feather's (1995; 1999) reasoning suggests that when values are made salient within a vision, personal values will be activated and relied upon to interpret the valence of the presented message (i.e., favourable/unfavourable or positive/negative). It is evident that in an analysis like this value congruence becomes pertinent. It is hypothesized that value congruence activates a desire to support the vision and value incongruence activates a desire to resist or refute the vision. In particular, aligned with Feather's valence-expectancy perspective (1995; 1999) it is reasoned that for someone who shares the vision's values the activation of personal values will result in a favourable or positive evaluation of the message, motivating him or her to act on behalf of the vision; one reason for the positive evaluation may be that acting on the vision provides an opportunity for value fulfilment. In contrast, if someone does not share the vision's values, the activation of personal values would lead to a negative evaluation of the message because the values made salient by the vision clash with that person's own belief system; this perceived value conflict would likely reduce a person's incentive to engage in vision-supportive behaviours.

Value congruence and activation are two important processes that provide insight about why a vision can be motivating. However, to understand whether a vision can effectively be used by organizational leaders as a tool to communicate beneficial change, the theoretical analysis needs to expand beyond these processes. In particular, to understand how values in a vision motivate behaviour it is important to examine the link between a person's values and the self. It is believed and has been shown (e.g., Feather, 1995; Verplanken & Holland, 2002), that values positively impact motivation and behaviour if they are important to a person's self concept. The relationship between values and a person's self concept will be discussed shortly. First a brief distinction between values and attitudes is presented.

Values and Attitudes

Because values are often discussed in connection with attitudes (e.g., Feather, 1999; Hitlin, 2003; Maio & Olson, 2000; Rokeach, 1973), some comments about their differentiation

are warranted. Values are considered to be more abstract than attitudes (Rokeach 1973, Hitlin, 2003), transcending immediate situations (Rokeach 1973). In contrast, attitudes are linked to more specifiable objects or classes of objects (tangible or symbolic) (Katz, 1960). Admittedly, some attitudes may act to express values (Katz, 1960; Eagly & Chaiken, 1993; Maio & Olson, 2000; Murray, Haddock, & Zanna, 1996). Nevertheless the predominant direction of influence has been thought to be from values to attitudes. The upshot is that when a person evaluates a vision and that vision is a potential object of an attitude, personal values and the values-related content of the vision statement can be expected to interact in the process of evaluation. Values and attitudes thus exert a joint influence on reactions. The present research focused solely on personal values and not attitudes because of the theorized role of values in the impact of visions as discussed previously, and the theorized centrality of values in the self concept and self determination to realize visions, as discussed next.

Values and the Self

Values are often believed to be closely tied to a person's self identity (e.g., Ashforth, Harrison, & Corley, 2008; Feather 1995; Hitlin, 2003; Hitlin & Piliavin, 2004; Rokeach, 1973). Despite the wide belief that values are an integral part of the self, Hitlin and Piliavin (2004) state in their review on values that the link between values and the self remains an unexplored area of research.

Values are believed to be an integral part of a person's self identity or definition because they represent the moral and behavioural standards a person holds for himself or herself (e.g., Ashforth, Harrison, & Corley 2008; Feather, 1995; Verplanken & Holland, 2002). When a person has integrated a particular value into his or her self concept, the value is considered to be *central* to the self; these central values determine how a person defines him or herself (Verplanken & Holland, 2002). For instance, a person may define him or herself as a person who celebrates diversity to work towards the fulfilment of the broader societal value of equality. The following discussion commences with an overview of the structure of the self, followed by a proposed explanation of the self processes involved when responding to a visionary presentation.

In much of the contemporary social psychology literature, the self is conceived to be a set of mental representations that a person holds about himself or herself. Most often these self representations are assumed to be schematic, implying some complexity of structure and some selectivity in application to particular situations. More specifically, self-schemata are defined as “cognitive generalizations about the self, derived from past experience, that organize and guide the processing of self-related information contained in the individual’s social experiences” (Markus, 1977, p. 64).

In addition, a person’s self has been conceptualized by Markus and Nurius (1986) and Markus & Wurf (1987) to consist of cognitive representations about who one currently is *and* who one may become in the future. A person’s view about him or herself in the future can consist of both desirable and undesirable representations—a person’s aspirations, hopes, fantasies and fears; together these representations make up a person’s *possible selves* (Markus & Nurius, 1986). The possible self most pertinent to the current analysis is the *ideal self*; the ideal self is composed of a person’s aspirations and hopes of who he or she would ideally like to be (Higgins, 1987). A person’s hopes and aspirations are in part derived from their value system (e.g., Boyatzis & Akrivou, 2006); hence it is not surprising that a person’s ideal self is believed to impact motivation and behaviour (e.g., Higgins, 1987).

The context can influence which aspect of a person’s self will be activated (Markus & Wurf, 1987; Lord & Brown, 2004; van Knippenberg et al., 2004). The self schema that is activated in a particular situation is called the working or accessible self or self concept (Markus & Nurius, 1986; Markus & Wurf, 1987). The activated self is believed to impact cognition, affect and behaviour (Boyatzis & Akrivou, 2006; Lord & Brown, 2004; Markus & Wurf, 1987; van Knippenberg et al., 2004).

If as argued earlier, the presentation of a vision activates a person’s values, then it is conceivable that the presentation will also activate a person’s ideal self. Aligned with previous work on the self, it is argued that the activation of values and the ideal self will motivate action to support the vision implementation. Specifically, it is argued that this part of the self, if

activated by a visionary message, inspires action because it sheds light on what a person as well as the world could become. In other words, an effective vision may tap into people's aspirations and fuel the desire to strive towards their ideal self.

Accordingly, it is hypothesized that the presentation of a vision will be personally appealing and motivational if personal values, a defining feature of a person's ideal self, are compatible with the end-state proposed by the vision. Conversely, it is hypothesized that a vision may backfire and reduce motivation if the vision is not congruent with a person's values and their ideal self. For instance, in the context of the present research, examples of resistance to a vision of diversity could include verbal or physical harassment, isolating members from a minority group, or purposefully acting in opposition of diversity policies and practices (Thomas, 2005; Thomas & Plaut, 2008).

To better understand vision promotion and resistance it is worthwhile to examine the extent to which the values promoted in the vision are central to a person's self concept. The extent to which a person's self concept is "fused with [the] core value system" (Legault et al., 2007, p. 736) is believed to determine both the reason and extent to which a person is willing to act on behalf of a vision. The manner in which value-guided versus non-value-guided actions differentially relate to motivational impacts of visions is discussed next.

Self Determination and Motivation

A somewhat obvious yet important fact to state is that people's actions are triggered by different kinds of motivation. In the context of visions, understanding the influence of the different kinds of motivation on vision support is crucial because it can reveal the extent to which a person is whole heartedly behind a vision, as when the vision is fully aligned with the person's own aspirations. The social determination theory (SDT) (Deci & Ryan, 1985; 2000; Ryan & Deci, 2000), described below, is applicable in this context because it provides a framework to examine how a vision may facilitate people's sense of volition and personal initiative to promote the vision. By offering explanations of the underlying processes involved in internalizing values and goals (Legault et al., 2007) SDT can provide insight on the extent to

which a vision taps into a person's self and whether this activation stimulates a particular type of motivation. These different types of motivation proposed by SDT are discussed next.

The array of research drawing on SDT is vast and stretches across numerous fields such as education, sport and exercise, health care, environmental sustainability, and work (e.g., Deci, Koestner, & Ryan, 2001; Gagne & Deci, 2005; Pelletier & Sharp, 2008; Van den Broek et al., 2008; Williams et al., 2002). SDT is a theory that explains the regulatory processes people use when they engage in goal-oriented behaviours (Deci & Ryan, 2000). Similar to various other motivational theories, SDT distinguishes between intrinsic and extrinsic motivation. A person is believed to be intrinsically motivated when he or she performs an activity volitionally without expecting or requiring external rewards or incentives to do so. On the other hand, a person is extrinsically motivated if his or her actions are guided and influenced by the expectations of receiving an external reward. Intrinsic motivation is believed to be autonomous because a person engages in an activity out of his or her own will; extrinsic motivation is considered to be controlled because a person's behaviour is driven by an external reward or expectation (Gagne & Deci, 2005).

An advantageous and unique aspect of SDT is that *extrinsic* motivation can also differ in the degree to which it is either autonomous or controlled (Deci & Ryan, 2000). Thus, motivation is not simply divided into two categories but rather motivation is aligned along a continuum of controlled and autonomous motivation. SDT proposes that there are six different regulatory styles (i.e., amotivation, external, introjected, identified, integrated, and intrinsic regulation) that determine whether a person's motivation is controlled or autonomous. Amotivation refers to a lack of motivation; external and introjected regulated behaviours are examples of controlled motivation whereas identified, integrated, and intrinsic regulated actions are instances of autonomous motivation (Gagne & Deci, 2005). For instance, in an organizational setting in which a vision of diversity is used to promote a culture of inclusivity and equal participation, employees may promote diversity initiatives for controlled reasons (e.g., to get a promotion, to avoid conflict with a supervisor, to avoid guilt, to reduce anxiety, to feel like a worthy person) or

for autonomous reasons (e.g., it feels personally important to them, it is coherent with their values, or because promoting diversity is inherently interesting).

As is apparent from this example, the different types of regulations differ in the extent to which a person has internalized an action, goal or value (Gagne & Deci, 2005; Legault et al., 2007; Millette & Gagne, 2008). Internalization can be defined as “people taking in values, attitudes, or regulatory structures, such that the external regulation of a behavior is transformed into an internal regulation and thus no longer requires the presence of an external contingency (thus, I work even when the boss is not watching)” (Gagne & Deci, 2005, p. 334). When a person’s motivation is autonomous, or self-determined, his or her behaviour is believed to be driven by personal values; when motivation is controlled, behaviour is driven by other factors such as anxiety or self-worth (Gagne & Deci, 2005; Legault et. al., 2007). In addition, when motivation is autonomous, a person’s values are strongly intertwined with their self concept (Deci & Ryan, 2000). A broad overview of the specific motivation categories has been provided here, for a more specific explanation and overview of SDT consult Deci and Ryan (2000) or Ryan and Deci (2000).

In accordance with SDT, the following hypotheses were derived. First, it is hypothesized that apart from whether an organizational or social change is described in a visionary (i.e. value-oriented) manner, the degree to which a person cherishes the values related to the presentation content increases the extent to which a person would view their supportive actions to stem from autonomous rather than controlled motivational sources. Second, it is hypothesized that compared to a no vision presentation, a vision more strongly activates a person’s values, strengthening the perception of the centrality of these values to the self and in turn the perceived autonomous motivation to engage in vision supportive actions. Third, it is hypothesized that because a vision presents an opportunity to act in accordance with personal values, the relation between autonomous motivation and supportive action is stronger in response to a vision than a no vision presentation. It is reasoned that for autonomously oriented individuals, a vision provides an opportunity to act virtuously and in accordance with their own moral standards and

goals. In other words, a vision provides an opportunity for autonomously motivated people to make the vision their own and reap the intrinsic rewards of promoting it.

Most likely the implementation of a vision of diversity in the workplace will not benefit all employees equally. For some groups (e.g., women) supporting diversity initiatives such as employment equity programs can have personal benefits, whereas for others the implementation of such programs can have negative personal consequences (e.g., fewer jobs available to men). Thus, in addition to examining values, motivational orientations and a person's ideal self, an important factor that needs to be considered when examining how individuals respond to a visionary presentation about diversity is the role of self interest.

Self Interest

In the present research, it was of interest to examine the interplay between a person's values and self interests in responding to a vision. The following discussion begins with a description of self interest motives and subsequently ties in the role of values in influencing a person's willingness to refrain from acting on selfish motives.

A self-interested view has been defined by Sears and colleagues (1980) as "one that is instrumental to the individual's attainment of valued goals...which bear directly on the material well-being of individuals' private lives, concerning their financial status, health, domicile, family's well-being etc." (p. 671). From a self-interest perspective, people engage in rational decision making whereby they calculate the costs and benefits associated with a choice or action; the choice or action that yields the greatest personal benefits will be pursued. As Lane (2003) states, self-interest motives have been believed to drive rational, materialistic oriented, and selfish decision making and behaviour.

Past research examining the relationship between self-interest and a person's attitude or opinion towards a public policy (e.g., busing, government aid to women, social security & medicare), has shown that self-interest does not clearly determine the extent to which a policy will be favourably evaluated (e.g., Green & Cowden, 1992; Sears & Funk, 1990). In other words, "narrow self-interest is not a central guide to public opinion" (Taber 2003, p. 448). However,

prior research has shown that self-interest does influence decision making and behaviour (e.g., Bazerman, Blount White, & Loewenstein, 1995; Green & Cowden, 1992; Sears & Funk, 1990).

In the research conducted by Green and Cowden (1992), the researchers examined the effect of self-interest on people's *attitudes* as well as *behaviours* towards busing as a racial integration initiative. Their analyses of data collected in the 1970s reveal that Caucasian parents whose children are enrolled in private or public schools did not differ on their attitudes towards busing. However, results show that Caucasian parents, whose children are in public schools and hence would be directly impacted by a busing initiative, were more likely to actively protest this policy than parents with children in private schools. Thus, self-interest impacts antibusing behaviour but not antibusing attitudes. Green and Cowden (1992) suggest that voicing an attitude or opinion towards an initiative is not very costly and hence does not require a person to reflect on self-interest consequences. However, prior to making a decision to get involved, a person will likely seek an answer to the following questions: "What's in it for me?" and "Is it worth it?" (Green & Cowden, 1992).

According to Ratner and Miller (2001), Green and Cowden's (1992) explanation can be expressed as follows: "One may not need a vested interest in a cause to hold or express a supportive attitude, but one does require a level of motivation that only having a stake in the issue can provide to convert a supportive attitude into a supportive action" (p. 5). In the context of diversity these findings suggest that while a woman's supportive attitude towards employment equity for women may not differ from that of a man, her vested interest in the cause will make it more likely for her to take action to promote the cause. Accordingly, the present study focuses on behavioural involvement intentions in response to a vision rather than on opinions about the vision content.

The parsimonious theory that self-interest motives underlie all human behaviour has been challenged and refuted (Elster, 1990); people often make a decision or act in ways that are not in their own self-interest (Baron, 2001). In particular, sometimes people will forego maximizing their own interests and act to promote the welfare of another person or the greater good (Batson,

1990). Several different explanations exist to explain people's motives to engage in non self-interested actions. For example, in Batson (1990) and Batson and Shaw (1991), the researchers propose an empathy-altruism hypothesis and provide empirical research evidence to demonstrate that altruism and empathy concerns can motivate a person to help another person without expecting any personal benefits from doing so. In addition, Dawes, van de Kragt, and Orbell (1990) reason and show that a sense of group identity is another motivator for people to act in cooperative rather than self-interested ways.

The research postulating and examining a relationship between a person's values and self interest motives (e.g., De Cremer, 2000; Korsgaard, Meglino, & Lester, 1996) is of particular relevance and interest to the present discussion. The findings of the research conducted by Korsgaard, Meglino, and Lester (1996) show that people who hold social/other oriented values are less likely to attach high value to self interest consequences and are less likely to evaluate personal consequences when making a decision than people for whom social/other oriented values are less important. An explanation for this finding is that social/other oriented individuals are more concerned with maximizing equality and the welfare of a larger group than people who do not hold such a value orientation (Korsgaard, Meglino, & Lester, 1996). Research findings by De Cremer (2002) provide further empirical support that social/other oriented individuals are more interested in promoting the welfare of the group above and beyond their own self interests. According to Meglino and Korsgaard (2006), it is difficult for a person to pursue self-interested and social/other oriented goals simultaneously; this suggests that when making a decision based on social/other values, other means of information processing must be put on hold to a certain extent (Meglino & Korsgaard, 2006).

Accordingly, it is hypothesized that individual differences in the values promoted by a visionary presentation influence the degree to which a person is willing to refrain from acting on self interest motives. Values shift the lens through which a person considers the consequences and significance of a vision and may pull the individual away from traveling down the unobstructed self interested decision making path. In particular, the recognition that there is an

opportunity to act in accordance with personal values provides a self-delivered reward—personal praise—that one is prepared to live up to one’s personal standards; this act becomes especially laudable when such action conflicts with one’s self interest.

Affective Experiences

This section examines the role of affect in the motivational impact of visionary communications. It is reasoned here that a vision triggers an emotional response that impacts the extent to which a person will be motivated to support the vision. This proposition is aligned with prior research conducted by Shipley and Michela (2006) that suggests that an effective vision is one that “engage[s] both the hearts and minds of community members” (p. 241).

There is consensus in the vision research literature that an effective vision is one that is inspirational. Individual characteristics such as transformational and charismatic leadership styles are believed to influence the extent to which a compelling vision includes an inspirational component (e.g., Berson et al., 2001; Larwood, Kriger, & Falbe, 1993; Sosik & Dinger, 2007). A vision can be thought of as inspirational if it effectively *evokes* a noble, purposeful *call for action*, and *transcends* the mind of the listener beyond the present (e.g., Thrash & Elliot, 2003). Evocation and transcendence are two core characteristics that define the psychological construct of inspiration (Thrash & Elliot, 2003; 2004).

The effect of a leader’s use of emotions on followers has been frequently examined; of particular interest to the present research is the finding that emotions can stimulate vision-enhancing performance (Waples & Conelly, 2008). This finding is in part aligned with Seo and colleagues’ (2004) proposition that emotions can directly or indirectly impact a person’s direction, intensity, and persistence of effort towards achieving a goal.

Past vision research has primarily focused on examining the role of using emotions in communicating a vision to elicit desirable responses. The present research differs from such work by examining the potential consequences of momentary affective experiences on behaviour caused in response to a visionary presentation about diversity. It is the activation of personal

values and self interests as a consequence of listening to a visionary presentation that is believed to trigger an emotional response.

As previously reasoned, values are a central component of a person's self; values reflect a person's guiding moral standards and principles. Specifically, values influence a person's cognitive evaluation of the situation which in turn impacts experienced affect (Feather, 1992; 1995). As Feather (1995) states, "values are not affectively neutral. People usually feel strongly about their central values. They defend them in various ways and react with feeling when their values are fulfilled, challenged, or frustrated" (p. 1135).

Accordingly, it is hypothesized that the congruence between a person's values, self interest, and the ones portrayed by a vision strengthens the likelihood that a person will experience an increase in positive affect. This hypothesis focuses on overall positive affect experienced as a result of a vision presentation, however as mentioned above, a vision is also believed to trigger discrete emotions, namely inspiration. Hence, it is further hypothesized that vision-value and more broadly vision-self congruence will influence the extent to which a vision is personally inspiring. Individuals who feel elated and inspired may be more likely to support a vision because such actions are deemed personally meaningful and aligned with the principles one genuinely cares about (e.g., Boverie & Kroth, 2001).

Prior to discussing the present research studies in detail, a summary of the research hypotheses addressed is provided.

Summary of Hypotheses

In the preceding analysis of the self and personal values as they function within a vision, it was noted that value congruence, self interest, and motivation orientation (i.e., autonomous/controlled) are believed to influence a person's affective experiences and in turn their motivation to act on behalf of the vision. Figure 1 depicts a model that seeks to graphically portray the hypotheses addressed below and examined in this research.

H1a: The likelihood that a person will support a vision increases when a person's self interest and the end-state portrayed by the vision are congruent.

H1b: The likelihood that a person will support a vision increases when a person's values, a defining feature of a person's self, and the values promoted by the vision are congruent.

H1c: The likelihood that a person will support a vision increases when a person's values trump self interest motives. Personal values are more likely to trump self interest when a person's values are congruent with the values promoted by the vision.

H2a: The likelihood that a person will experience an increase in positive affect in response to a vision increases when a person's self interest and the end-state portrayed by the vision are congruent.

H2b: The likelihood that a person will experience an increase in positive affect in response to a vision increases when a person's values and the values promoted by the vision are congruent.

H2c: The likelihood that a person will experience an increase in positive affect in response to a vision increases when the values in a vision activate a desire to act in accordance with personal standards despite self interest consequences. A desire to act in accordance with personal standards is more likely to be activated when a person's values are congruent with the values promoted by the vision.

H2d: The likelihood that a person is inspired by a vision increases when a person's values and the values promoted by the vision are congruent.

H3: Inspiration is stronger in response to a vision than a non-visionary presentation.

H4: The likelihood that a person will support a vision increases when a person feels inspired by the vision.

H5a: Apart from whether an organizational or social change is described in a visionary (i.e. value-oriented) manner, the likelihood that a person would view their supportive actions to stem from autonomous rather than controlled motivational sources increases when a person cherishes the values related to the presentation content.

H5b: The likelihood that a person who cherishes the values related to the presentation content would view their supportive actions to stem from autonomous rather than controlled motivational sources is greater in response to a vision than a non-visionary presentation.

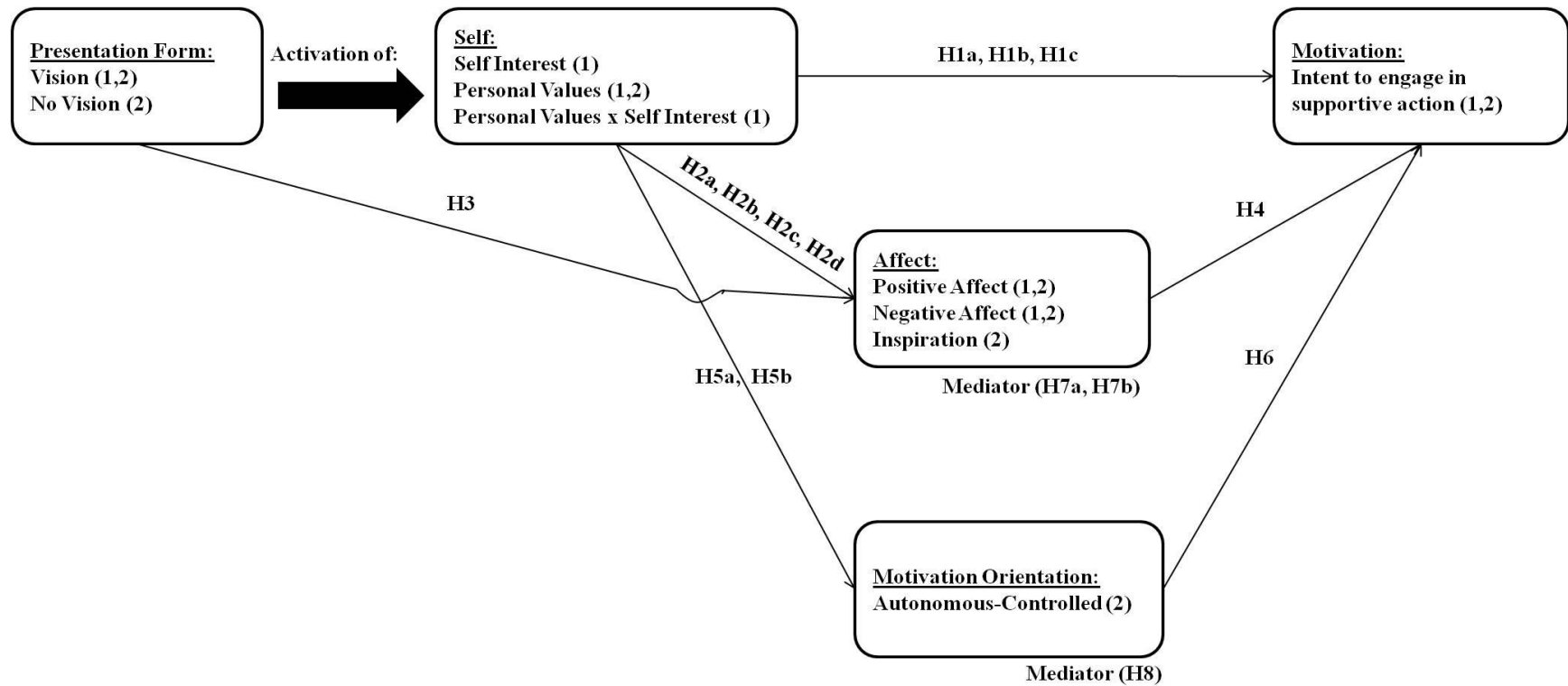
H6: The likelihood that a person will support a proposed cause when he or she views their supportive actions to stem from autonomous rather than controlled motivational sources is greater in response to a vision than a non-visionary presentation.

H7a: A change in positive affect experienced as a result of watching a visionary presentation, mediates the relationship between a person's self concept, captured as the interplay between self interest and personal values, and support for the vision.

H7b: Inspiration mediates the relationship between a person's diversity value orientation and support for the vision.

H8: Autonomous motivation mediates the relationship between a person's diversity value orientation and support for the vision.

Figure 1. Study 1 and 2 graphically depicted research hypotheses. The numbers in parentheses indicate the study in which the variable was examined (Study 1 =1; Study 2=2).



STUDY 1

This study examined how personal values, self interest and positive affect function to determine a person's intent to engage in vision supportive action. This vision concerned the implementation of an Employment Equity (EE) program for women. EE programs for women inherently imply that the outcomes of such initiatives will be favourable for women and unfavourable for men. In accordance with a self-interest argument, it is reasoned that women will be more motivated to support the implementation of the EE program than men. In addition, it is believed that support for the EE program is impacted by the magnitude of the benefits women will gain from the implementation of this program. In particular, women will be more motivated to support an EE program that leads to a large employment increase for women than one that yields a small employment increase for women; the reverse pattern is predicted for men.

Self-interest is not the only predictor of a person's behaviour; personal values also influence a person's motivation to act. It is believed that value congruence increases the likelihood that a participant will support the EE initiative. To capture value congruence, participants' social justice orientation was assessed. The relevance and applicability of social justice in this context is described in more detail in the Method section below. Self-interest and personal values are likely to exert a *joint* influence on a person's motivation to support the vision. Hence, this study sought to address the following question: When self-interest and values conflict, do values trump self-interest?

The objective of an effective vision is to trigger an emotional response. It is believed that social justice oriented participants will experience greater positive affect as a result of watching the visionary presentation than non-social justice oriented participants. Furthermore, it is believed that positive affect mediates the relationship between participants' self interest and values and motivation to support the implementation of an EE program.

Method

Participants

Undergraduate students at the University of Waterloo were recruited through the Psychology Department's online research study sign-up system to participate in the study for course credit. The final sample of participants consisted of 221 participants (105 men, 116 women). Participants were randomly assigned to the treatment conditions, and gender was distributed approximately equal across conditions (Table 1).

Table 1

Number of male and female participants in each of the study conditions

Study Condition	Male	Female	n
Small Employment Increase for Women	56	59	115
Large Employment Increase for Women	49	57	106
n	105	116	N=221

Materials

Visionary presentation. A computer-projected slide show presentation of a vision of greater employment equity for women obtaining jobs through the university's co-op program was developed for this study. In co-op education, students spend some academic terms away from the university, employed in positions relevant to their fields of study. Given the sizable co-op program membership at the university where this research was conducted, most students either were in the co-op program or they knew peers in the program. The co-op application, interview and selection processes occur over a number of weeks during which students compete for jobs with their academic peers or personal friends. The personal relevance of employment equity in this context stems from the importance students place on finding a job. Specifically, students invest many hours to apply and interview for co-op jobs and are aware that the co-op experience will likely increase their employability once they graduate. Accordingly, the focus on the co-op hiring procedure made the presentation realistic, believable, and worth attending to. On this basis it seemed likely that this vision would be personally, vicariously or sympathetically impactful, making it appropriate as a testing ground for hypotheses involving self-interest and values.

Procedure Overview

Full ethics clearance for this study was granted from the Office of Research Ethics at the University of Waterloo.

Prior to participating in the study, students who were enrolled in the first year psychology class received one course credit for completing a set of psychological measures in a "mass testing" conducted through the internet. Included in this set of measures was the Value Survey developed from the value domains defined by Schwartz (1992), as detailed later. Participants who completed this measure were invited to participate in this study.

When participants arrived for the study they were informed that this study concerns responses to presentations about policy issues at their university. In groups of 5 to 10 individuals, participants were seated in a conference room on campus and were assured of confidentiality.

The study took approximately 40 minutes to complete. The Participant Information Letter provided to all participants can be found in Appendix A.

Participants were first asked to complete an affect measure (PANAS, described below). The researcher then told participants they will view a computer-projected slide show presentation about a proposed EE program for women. In order to maintain consistency across experimental conditions, the presentation text for the slide show was read off a script by the same female researcher across all conditions.

The presentation began by presenting participants with the proposed vision—Employment Equity for Women. EE for women is the desired end-state that the vision is striving towards. Namely the attainment of this vision will result in an equal distribution of job resources and opportunities among men and women. To demonstrate the necessity of EE initiatives for women, the presentation illustrated that women are currently underrepresented in managerial, professional, and supervisory positions. Participants were then told that the discriminatory barriers that have hindered women’s progress at work can be removed if all employers implement an EE program. This information was followed by a brief overview of the concept of EE including the rationale, goals, and approach to achieving EE for women as established in national legislation. Next, participants were informed how the implementation of the proposed EE program would impact the hiring rates of men and women in the region’s workforce, by providing specific estimates of the "before" and "after" hiring rates of men and women. Subsequently, participants were more specifically informed how the implementation of the proposed EE program would impact the hiring rates of male and female co-op students at the University. Specifically, participants were provided with the specific estimates of the “before” and “after” hiring” rates of male and female co-op students. In the two randomly assigned experimental conditions, participants were presented with either a lower or higher figure of the extent of employment increase that female students in co-op would obtain as a result of the program. Participants were informed that even though exact figures are hard to derive, the numbers represent accurate estimates obtained from prior research conducted in

Industrial/Organizational Psychology. The presentation text and slides are presented in Appendix B.

Participants were then asked to complete the study's outcome measure, assessing behavioural intentions indicative of motivation to promote the vision. Subsequently, participants once again completed the PANAS affect scale.

In debriefing at the end of the session, participants were told that the proposed EE program was solely developed for the purpose of this study and that although the hiring rates for men and women portrayed in the presentation were realistic estimates, they did not represent the exact hiring rates in the region or the school's cooperative education program (Appendix C).

Variables

Self interest. Because the EE policy vision was designed to be generally beneficial to women but detrimental for men, self-interest was captured in the experimental design as the *interaction* of participant gender with extent of employment increase for women that the proposed EE policy for women would produce. The employment increase for women variable consists of two levels, intended to signal either a small increase or a large increase in the female hiring rate. In both conditions, participants were first told that the percentage of men and women in professional and managerial positions currently is 65 and 35 percent respectively. Participants in the small employment change condition were then informed that if the proposed program were implemented, the percentage of men hired would decrease to 55 percent, whereas the percentage of women hired would increase to 45 percent. The same scenario was presented to the participants in the large employment increase condition with the exception that the percentage of men hired would decrease to 40 percent and the percentage of women hired would increase to 60 percent. In other words, the small employment increase for women increased the female hiring rate from 35 to 45 percent, whereas the large employment increase for women increased the hiring rate of women from 35 to 60 percent. In self-interest terms, self-interest for male participants is lower in the large change (35-60) condition relative to the small change (35-45) condition. In mirror image, for female participants self-interest is understood to be higher in the

large employment change (35-60) condition than in the small employment change (35-45) condition.¹

Personal value: Social justice orientation. Individual differences in personal values were captured by participants' value ranking on the Value Survey (described in the Measures section below) that was administered in "mass testing" prior to selection and assignment of participants. In particular, the individual difference in value importance was captured by considering the importance participants place on the value of social justice. The value of social justice plays a vital role in the context of EE initiatives because social justice "includes a vision of society in which the distribution of resources is equitable" (Adams, Bell, & Griffin, 1997, p. 3) and entails an "equal opportunity to compete without external favouritism or discrimination" (Deutsch, 1975, p. 139). Hence, the importance a person places on the value of social justice is believed to influence the extent to which a person is willing to work towards the elimination of barriers that have previously hindered women's progress at work.

Measures

Value survey. The Value Survey was developed from the value domains defined by Schwartz (1992). The values included in this measure can be classified into the dimensions of achievement (ambition, success), universalism (open-mindedness, equality, social justice), self-direction (freedom), benevolence (helpfulness), and power (wealth). As shown in Appendix D, participants were asked to rank these eight values in order of importance to themselves (1—most important value, to 8—least important value).

¹ A value salience variable consisting of two levels (implicit and explicit statement of values promoted by the visionary presentation) was also manipulated in this study. In particular, in the explicit condition an additional slide was added to the presentation that outlined the values that this EE program for women promotes (i.e., equality, justice, equity). No significant differences were found between this variable and the other variables of interest; consequently this variable was excluded from the study analyses. It is reasoned that regardless of whether the values were mentioned implicitly or explicitly, the content of the presentation served as a strong enough cue to activate diversity related values, making the value salience manipulation ineffective.

Outcome measure. The questionnaire shown in Appendix E was developed to measure participants' motivation to promote the implementation of the proposed EE program. Participants indicated their behavioural intentions to promote the proposed diversity initiative by stating that they were willing (or not) to take each of seven supportive actions. These actions varied with regards to the degree of commitment or effort that would be required from the participant. Specifically the items were arranged roughly in descending order—from highest commitment (joining a student committee) to lowest commitment (adding one's name to an email list). Participants indicated their responses on a dichotomous yes-no scale. This measure is similar to the one used by Ratner and Miller (2001) for assessing participants' willingness to take action in support of a policy.

In addition to these seven items that assessed behavioural intention to support the proposed diversity initiative, two items measured the amount of financial support that participants favoured for the initiative (Appendix E). The first item asked about the amount of money a student organization should allocate from its budget to help finance the costs of creating public awareness about the proposed EE policy. Response options were 1: None at all, 2: A little but less than that of other organization, 3: Some (same amount as that for other organizations), and 4: More than what they give to other organizations. The second item assessed participants' favourability towards a 20 percent increase (i.e., from \$5 to \$6) in the annual fee paid by all students to the budget of the major student organization on campus. It was specified that this increase would be earmarked to promote the proposed diversity initiative. A dichotomous yes-no scale was used to record these answers.

The items described above were used to obtain a variable reflecting Support for the Diversity Initiative. In particular, the financial and behavioural measures of Support for the Diversity Initiative were developed separately.

The behavioural measure of Support for the Diversity Initiative was developed by summing the number of "yes" responses for the seven actions in support of the diversity initiative (Appendix E). Cronbach's alpha for this sum was .78. The behavioural measure of

Support for the Diversity Initiative did not show the hypothesized relationships with the other variables of interest. In the Discussion chapter, some possible explanations for this result will be provided. For the presentation of this first study's results, the measure of Support for the Diversity Initiative will consist of the composite of the two items concerning financial support.

Because the two items assessing financial support had different response scales, each item was first standardized and then the two items were summed to produce a composite score for financial support. Although as individual items the two items work well, the reliability of this composite (Cronbach's alpha) was only .44. The low reliability of this composite is of initial concern because it can degrade the stability of the estimation of results. Including a larger set of items thus appears to be the sensible solution to increase reliability of this measure. However, because the items measure *financial* support, it is argued that the low reliability of this composite does not inherently imply that it is a poor measure.

The Spearman-Brown formula designed to forecast test reliability as a function of test length (Long, 2004) predicts that 14 items assessing financial support would have to be included to yield an alpha reliability coefficient of .80. Thus, although a longer measure would yield stronger reliability, it would be impractical to ask a participant to indicate their financial support 14 times. Accordingly, it seems warranted to use the two-item composite as a measure of financial support.

Affect measure. The Positive and Negative Affect Schedule (PANAS) (Watson, Clark, and Tellegen, 1988), consisting of ten positive (attentive, interested, alert, excited, enthusiastic, inspired, proud, determined, strong and active) and ten negative affect terms (distressed, upset, hostile, irritable, scared, afraid, ashamed, guilty, nervous, jittery), was used to measure participants' mood prior to and after the presentation of the proposed EE program. Two words (bored and angry) were added to the original 20 item scale (see Appendix F). Participants were asked to indicate the extent to which each affect term described how they were feeling at that moment, using a 5-point Likert scale ranging from 1 (very slightly or not at all) to 5 (extremely). As Watson and colleagues (1988) demonstrate, the PANAS is a reliable and valid measure that is

able to detect short-term changes in mood. For the present sample, reliability analyses yielded adequate reliability for the positive affect scale (time 1: $\alpha = .86$; time 2: $\alpha = .90$) and the negative affect scale (time 1: $\alpha = .70$; time 2: $\alpha = .70$).

The next set of calculations was designed to produce a score that captured change in positive affect. A simple difference score, subtracting the pre-experimental responses from the post-experimental responses, was *not* used, because simple difference scores magnify the error component of the resulting score (Cronbach & Furby, 1970). The solution to this magnification of error is to subtract a proportion (i.e., less than 100%) of the pre-experimental response from the post-experimental response. The optimal proportions to use in the calculations are readily obtained by conducting multiple regression analyses in which pre-experimental responses are used to predict post-experimental responses. Accordingly, the first step in developing this affect change variable entailed separately regressing each of the ten positive affect scores from time 2 onto its corresponding positive affect score from time 1. The "residual" from each regression analysis corresponded with the desired, proportionally-weighted difference score, so the ten residuals were saved into the dataset. A reliability analysis yielded satisfactory reliability for these items ($\alpha = .85$). The sum of these residuals became the score for overall change in positive affect.

Other measures. A measure of perceived impact of the proposed program on one's own job prospects, conceived as a check on the manipulation, appears in Appendix G. Participants also answered a short demographic survey asking about gender, co-op status (enrolled in the co-op program or not), and perceived importance of getting a desirable co-op job (Appendix G).

Overview of Statistical Analyses

Model variables. Structural equation modeling (SEM), using AMOS statistical software version 18 (Arbuckle, 2009), provided tests and estimates of the relationships among the following variables: (1) Gender, (2) Social Justice Value, (3) Gender X Social Justice Value, (4) Change in Positive Affect, and (5) Support for the Diversity Initiative.

The measures of Gender and Social Justice Value were standardized across the whole sample before entering them into SEM analysis. Gender X Social Justice Value was obtained as the product of the standardized Gender and Social Justice Value measures. The measures of Change in Positive Affect and Support for the Diversity Initiative, as previously described, were also standardized across the entire sample before entering them into the SEM analysis.

Model form. Gender, Social Justice Value, and their interaction term were modeled as exogenous (i.e., as initial variables in the system, with no causes specified). Change in Positive Affect was modeled as a mediator between the preceding variables and Support for the Diversity Initiative. Figure 2 depicts this causal sequencing.

The two experimental conditions, small and large increase in employment for women, were incorporated in the model as separate groups in a multi-group structural equation model. This model design allows for the testing of differences between the two study group conditions; an interaction with the categorical group variable exists if the model path coefficient of interest significantly differs between the two groups. A chi-square (X^2) difference test capturing improvements in model fit, described below, can be used to determine whether the path coefficient of interest is significantly different between the study conditions.

As previously mentioned, it is hypothesized that the impact of self interest and values on intent to support the diversity initiative differs between the two conditions. In particular, this hypothesis entails that the association between Gender X Social Justice Value and Support for the Diversity Initiative depicted in Figure 2 differs between the two groups. Accordingly, the path coefficients for this relationship were constrained to be different in the small and large employment increase conditions. In addition, aligned with a priori predictions, the path between Gender X Social Justice Value and Change in Positive Affect, as well as the paths between Gender and Change in Positive Affect and Gender and Support for the Diversity Initiative were constrained to be different in the small and large employment increase conditions. The remaining paths in Figure 2 were constrained to be equal across the two study conditions.

Furthermore, implied in the model depicted in Figure 2 are the residual error terms associated with the Change in Positive Affect and Support for the Diversity Initiative variables. In the model, the error terms are unobserved, exogenous variables constrained to have a mean of 0 and an equal standard deviation across the two study conditions. Lastly, the intercepts of the Change in Positive Affect and Support for the Diversity Initiative were constrained to be equal across the two study conditions, whereas the means and variances of the standardized Gender, Social Justice Value, and Gender X Social Justice Value variables were free to vary. To determine whether the actual data accurately represent the hypothesized model, several model fit indices were examined. These indices are briefly described next.

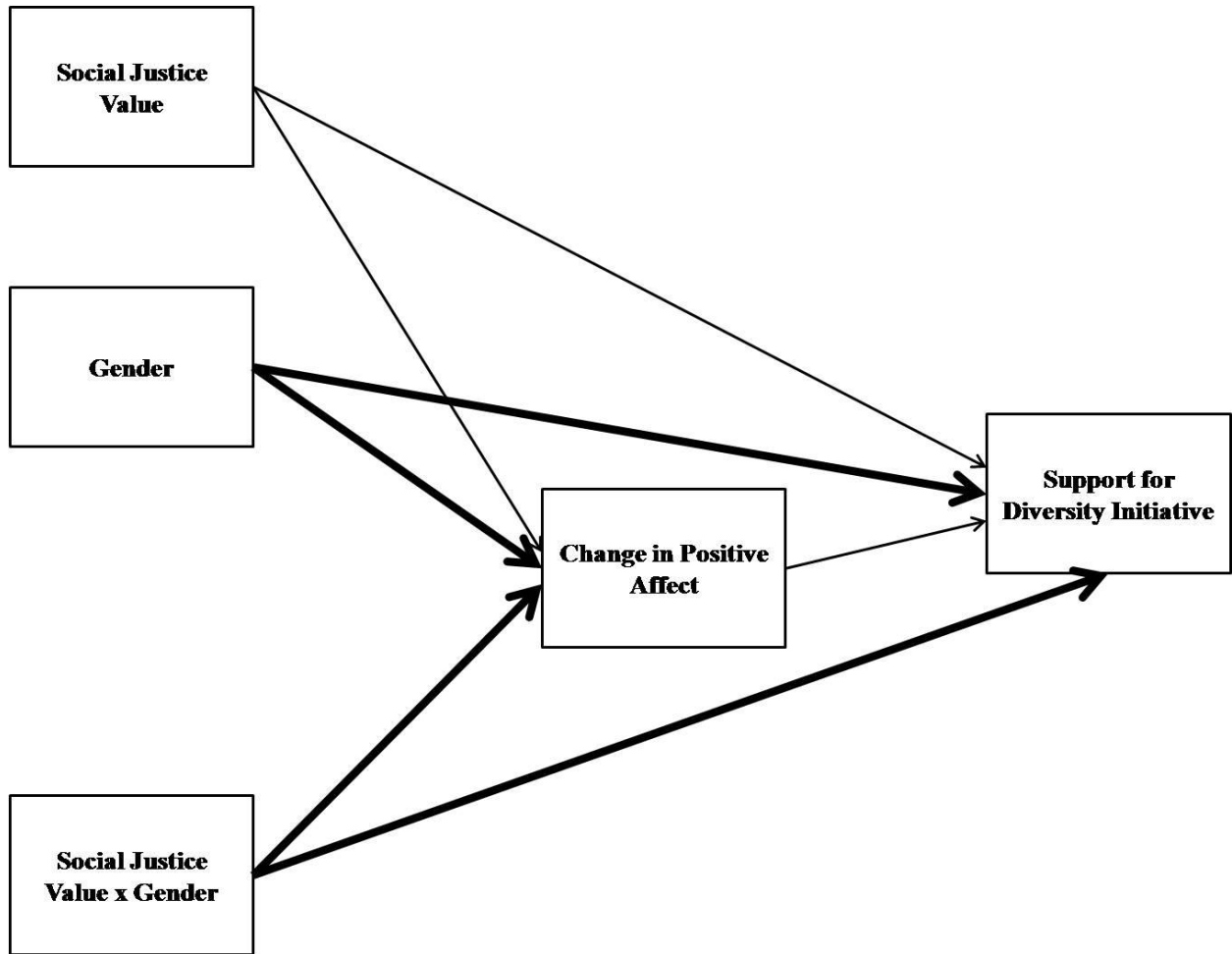


Figure 2. Model depicting the impact of social justice value, gender and the interaction between these two variables on change in positive affect and support for the diversity initiative for both study conditions (i.e., Group 1: Small Employment Increase for Women Condition; Group 2: Large Employment Increase for Women Condition). Paths that were constrained to differ between the two study groups (i.e., Group 1 & Group 2) are boldfaced.

Model fit indices. Fit indices are essential to SEM (Kenny & McCoach, 2003) because they measure the extent to which a hypothesized model matches the actual data (Hu & Bentler, 1995; 1998; 1999). There are nearly 100 different fit indices (Kenny, Kashy, & Cook, 2006) that measure *absolute* or *incremental* model fit (Hoyle & Panter, 1995). Measures of *absolute* fit determine the extent to which a hypothesized model mirrors the actual data; these fit indices examine the extent to which the actual observed variances and covariances match the expected variances and covariances of the model (Hu & Bentler, 1995; 1998; 1999). On the other hand, *incremental* also called *comparative* fit measures reveal increases in fit when a model is compared to a more constrained one (Hoyle & Panter, 1995; Hu & Bentler, 1995; 1998; 1999). It is recommended that different fit indices are considered to accurately evaluate overall model fit because each index on its own only examines a particular part of the model (Taasoobshirazi & Carr, 2009).

Accordingly, the root mean square error of approximation (RMSEA), the Chi-square Goodness-of-Fit index, and the comparative fit index (CFI) were used to examine model fit. The RMSEA and the Chi-square Goodness-of-Fit indices are absolute measures of fit, whereas the CFI is an incremental measure of fit (Hu & Bentler, 1995;1998). The tested model mirrors the data adequately when the Chi-square index value is not significant (Bollen & Long, 1993). For the RMSEA, different cutoff values have been suggested such as .10 (Kenny, Kashy, & Cook, 2006) and .06 (Hu & Bentler, 1999) with the ideal RMSEA being 0 (Kenny, Kashy, & Cook, 2006). With regards to the CFI, a value less than .90 indicates poor model fit (Kenny, Kashy, & Cook, 2006); a value of at least .95 is desired (Hu & Bentler, 1999).

Conditional indirect effects. Within SEM, mediation is commonly tested by examining the statistical significance of specified “indirect” effects. A bootstrapping procedure was used to test the significance for indirect effects for each of the tested groups (Preacher & Hayes, 2008). Bootstrapping is a resampling procedure that determines a confidence interval for a parameter by taking repeated samples from the original data set (Chernick, 1999; Edward & Lambert, 2007). Researchers are increasingly interested in using bootstrapping procedures to test indirect effects

(Preacher, Rucker, & Hayes, 2007) and research on its use has increased drastically since the publication of Bradley Efron's (1982) book entitled *The Jackknife, the Bootstrap, and Other Resampling Plans* in the early 80s (Chernick, 1999).

The bootstrapping procedure is believed to be a desirable choice to use in place of other statistical methods such as the normal-theory mediation test (Preacher, Rucker, & Hayes, 2007; Preacher & Hayes, 2004). In addition, the use of bootstraps is especially desirable when particular assumptions—such as the assumption of a normal sampling distribution (Hayes, 2009)—of standard statistical methods are violated (MacKinnon, Lockwood & Williams, 2004). Because the bootstrapping procedure does not require the assumption of a normal sampling distribution (Hayes, 2009; Stine, 1989), power issues linked to the nonnormal distribution of indirect effects can be avoided (Preacher & Hayes, 2004).

To test the presence of indirect effects, 95% bias-corrected confidence intervals bootstraps were obtained using a SPSS macro developed by Preacher and Hayes (2008). The null hypothesis of no indirect effect can be accepted if the CI includes zero and can be rejected if zero falls outside of the CI boundaries.

Results

Manipulation Check

Before proceeding with the SEM model just described, a simpler form of analysis was used to examine the effectiveness of the self-interest manipulation. Specifically, a 2x2 (Gender x Employment Increase for Women) analysis of variance (ANOVA) was conducted to examine the extent to which the increase in women employed as a result of this program *decreases* chances of career advancement for participants. The specific item used (see Appendix E) had a response scale of 1 = Strongly Disagree to 7 = Strongly Agree.

The analysis revealed a significant main effect of Gender, $F(1, 217) = 122.63, p = .02$, as well as a significant interaction between Gender and Employment Increase for Women, $F(1, 217) = 6.01, p = .02$. Overall, males ($M = 4.18, SD = 1.63$) perceived the proposed program to more negatively impact their future chances of career advancement than females did

($M = 2.07$, $SD = 1.28$). In addition, males in the large employment increase for women condition ($M = 4.63$, $SD = 1.56$) perceived the proposed program to more negatively impact their future chances of career advancement than females in both the small ($M = 2.12$, $SD = 1.35$) and large employment increase condition ($M = 2.02$, $SD = 1.20$). The same findings were revealed for males in the small employment increase condition.

Model Fit

The basic bivariate correlations between the variables that underlie the model to be estimated, as well as the variances, skeweness, and kurtosis values for the model variables are presented in Table 2.

Maximum likelihood estimation was used to estimate the model parameters and fit. An evaluation of the specified a priori model (Figure 2) produced good model fit, $X^2(10, N = 221) = 6.67$, $p = .76$, RMSEA = 0.0, CFI = 1.0. To determine whether the differences between groups are significant, the specified model was compared to more constrained ones using chi-square difference tests. Table 3 presents a summary of the model comparison analyses.

A comparison between the specified model and one in which the paths from Gender to both Change in Positive Affect and Support for the Diversity Initiative are constrained equal across study conditions revealed a nonsignificant chi-square difference, $\Delta X^2(2, N=221) = .23$, $p = .89$. This result shows that there is no significant interaction between Gender and study condition (i.e., Employment Increase for Women) in impacting Change in Positive Affect or Support for the Diversity Initiative. Hence, these paths were constrained equal across both study conditions. This equality constraint does not result in significantly worse model fit (See Model 2 in Table 3).

On the contrary, a comparison between the specified model and one in which the paths from Social Justice Value X Gender to both Change in Positive Affect and Support for the Diversity Initiative are constrained equal across study conditions revealed a significant chi-square difference, $\Delta X^2(2, N=221) = 13.93$, $p = .001$, suggesting significantly worse model fit (See Model 3 in Table 3).

Permitting each of these paths to differ between study conditions significantly improves model fit. In particular, chi-square difference test results show that the path between Social Justice X Gender and Change in Positive Affect ($\Delta X^2 (1, N=221) = 5.27, p = .02$) as well as the path between Social Justice X Gender and Support for the Diversity Initiative ($\Delta X^2 (1, N=221) = 8.66, p < .01$) are not equivalent across the two study conditions (See Model 4 and Model 5 in Table 3, respectively).

The final model that fit the actual data well is labelled Model 5 in Table 3 ($X^2 (12, N = 221) = 6.90, p = .86, RMSEA = 0.0, CFI = 1.0$). The well-fitted model, including path coefficients, is presented in Figure 3.

The above model fit indexes suggest that this model fits the data well, however because all models are to some extent incorrect (MacCallum & Austin, 2000), replication to determine the correctness of the model is warranted (Hoyle, 1995). Furthermore, good model fit does not inherently suggest that the predicted relationships among variables in the model are significant (MacCallum & Austin, 2000). Accordingly, an examination of the particular paths is necessary.

Table 2

Bivariate correlations, variance, kurtosis, and skewness of model variables for each study condition

Condition	Variable	1	2	3	4	5
Small Increase in Employment for Women	1. Social Justice Value	—				
	2. Gender	-.08	—			
	3. Social Justice Value X Gender	-.13	-.03	—		
	4. Change in Positive Affect	-.06	.11	.11	—	
	5. Support for Diversity Initiative	.00	.30**	.13	.15	—
Large Increase in Employment for Women	1. Social Justice Value	—				
	2. Gender	.06	—			
	3. Social Justice Value X Gender	.04	.02	—		
	4. Change in Positive Affect	.06	.17	-.20*	—	
	5. Support for Diversity Initiative	.12	.28**	-.28**	.36**	—
Variance		1.00	1.00	1.00	1.00	1.00
Kurtosis		-.90	-2.01	-.89	-.03	-.75
Skewness		.36	-.10	.06	.20	-.32

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

Table 3

Summary of model testing analyses

	Model	X^2	df	CFI	Model Comparison	ΔX^2	Δdf	p
1	A priori specified model	6.67	10	1.00	—	—	—	—
2	Gender paths estimates constrained	6.90	12	1.00	2 vs. 1	.23	2	.89
3	Social Justice Value X Gender paths constrained	20.83	14	.82	3 vs. 2	13.93	2	.001
4	Social Justice Value X Gender to Change in Positive Affect path estimates freed	15.56	13	.93	4 vs. 3	5.27	1	.02
5	Social Justice Value to Support for the Diversity Initiative path estimates freed	6.90	12	1.00	5 vs. 4	8.66	1	< .01

Note. CFI = Comparative Fit Index; ΔX^2 = difference in X^2 values; Δdf = difference in degrees of freedom. * $p < .05$, ** $p < .01$.

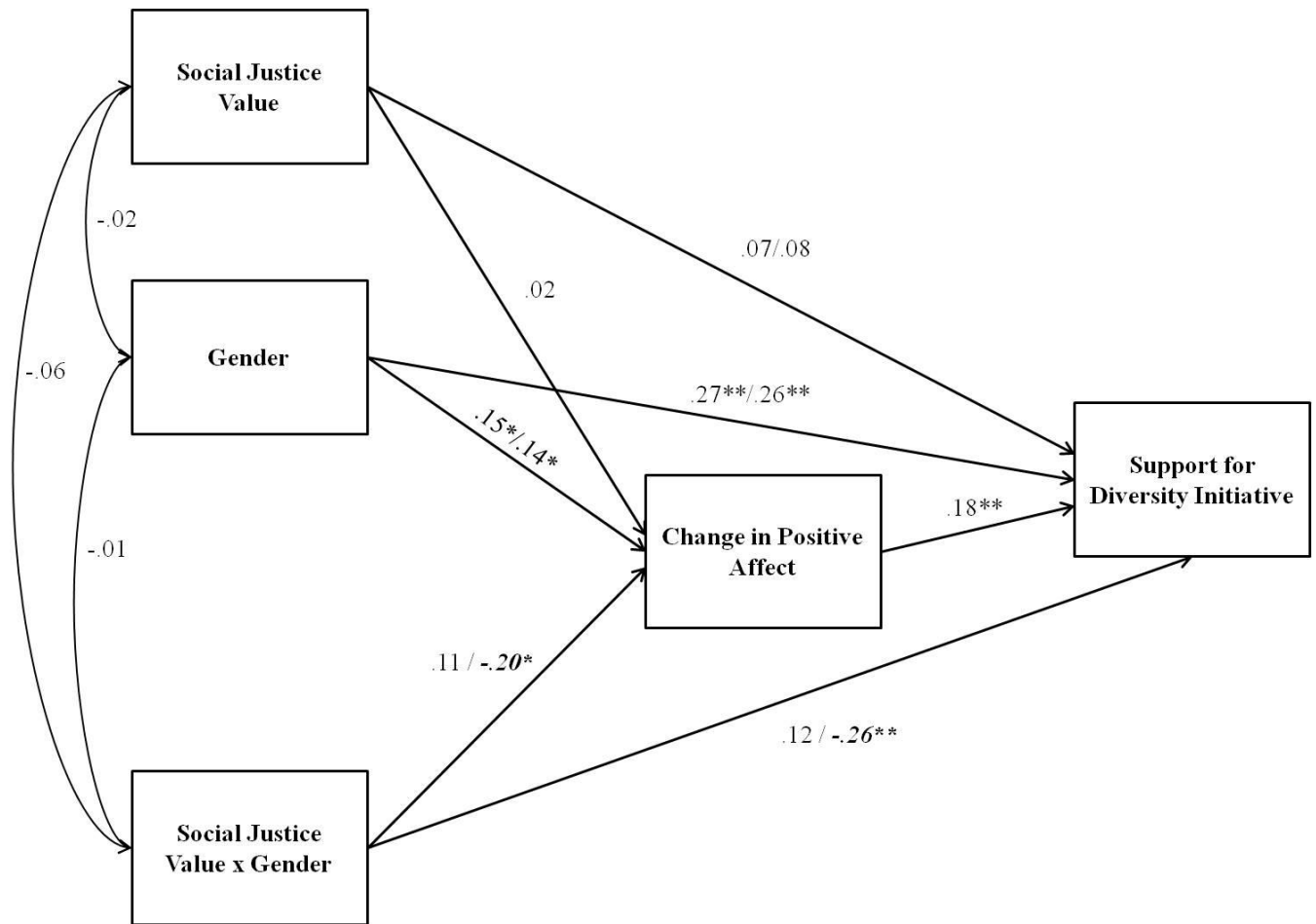


Figure 3. Path estimates and p-values for model depicting the impact of social justice value, gender, and the interaction between these two variables on change in positive affect and support for the diversity initiative. This model includes standardized path values for both study conditions (i.e., small and large employment increase for women). For the paths that significantly differ between study conditions, path values for the small employment increase condition are in regular font, and path values for the large employment increase condition are in italics and boldfaced. Significant values are marked with an asterisk (* <.05, **<.01). The standardized values of the paths that are set equal across groups may be slightly different since parameter constraints are placed on the unstandardized parameters only.

Examination of Particular Paths

The parameter estimates, standard errors, variable and error variances are presented in Table 4 and Table 5 respectively. As hypothesized (H1a and H2a), results reveal that there is a significant positive relationship between Gender and Change in Positive Affect ($\beta = .14, p = .03$) as well as between Gender and Support for the Diversity Initiative ($\beta = .27, p < .001$). Across all participants, women experienced more positive affect after viewing the presentation than men did. The greater likelihood of women to support the proposed initiative is attributable to the fact that supporting the initiative is clearly in congruence with women's but not men's self interest.

In contrast with Hypothesis 1b and 2b, results show that participants' Social Justice Value orientation did not influence Change in Positive Affect ($\beta = .02, p = .83$) nor Support for the Diversity Initiative ($\beta = .07, p = .24$). Personal values did not directly impact affect and supportive action, however, as the results discussed below show, when values and self interests conflict personal values do influence a person's response to the visionary presentation.

In addition, across all participants, Change in Positive Affect was significantly related to Support for the Diversity Initiative ($\beta = .18, p < .01$), indicating that participants who experienced greater positive affect after viewing the presentation were more likely to support the implementation of the proposed diversity initiative. This finding supports the reasoning that one explanation of people's willingness to support a vision is the effect of affective experiences on motivation.

Hypothesis 1c predicted that the congruence between a person's values and the values promoted by a vision decreases the likelihood that a person will act on self interest motives, increasing the likelihood that a person will support the vision. As previously mentioned, this hypothesis would manifest itself as a three-way interaction among Social Justice Value, Gender, and Employment Increase for Women. As apparent in Figure 3, the path between the two-way interaction (Social Justice Value X Gender) and Support for the Diversity Initiative was significant in the large employment increase for women condition ($\beta = -.26, p < .01$) but failed to reach significance in the other condition ($\beta = .12, p = .17$). This three-way interaction (Social

Justice Value x Gender x Employment Increase for Women), the *key* finding the study was driving towards, is portrayed in Figure 4. The graph reveals that men who place lower value on social justice show a straightforward self interest effect. That is, when these men have more to lose with a greater increase in women's employment rate, these men are least inclined to promote the diversity initiative.

The striking finding in this analysis, however, is that men with higher social justice value are seen to be *more* favourable toward the diversity initiative that makes a greater change in social justice for women. Evidently men with higher social justice value are more likely to support the diversity initiative because these men determine their willingness to act in part through a social justice lens. Simply put, these men's value orientation trumps their self interest.

Although the simple slope for social justice oriented men was not significant, $t(39) = -1.86, p = .07$, the simple slope for men low in social justice, $t(51) = 2.26, p = .03$, as well as the two-way interaction between Social Justice Value and Employment Increase for Women ($\beta = 0.28, p = .01$) were statistically significant, supporting the interpretation for the men's findings given above.

Findings from women in the experimental condition with a small employment increase for women imply additive effects of both self interest and social justice value orientation. Self-interest is reflected in the way women with both low and high social justice value orientation are more inclined than men to support a diversity initiative that benefits women. However, in the small employment increase for women condition, a strong social justice orientation appears to have a further positive effect on support for the diversity initiative. In the large employment increase for women condition, although both groups of women remain above the men, women who place higher value on social justice appear to show a decline from how they responded in the small employment increase condition. This result is readily understandable if these women regarded the large employment increase for women as "going too far" and thus yielding less social justice in a utilitarian sense (i.e., considering justice for men as well as women).

The simple slopes for the high social justice women was significant, $t(37) = 2.11, p = .04$, but failed to reach significance for the low social justice oriented women, $t(53) = -.28, p = .78$. The two-way interaction between Social Justice Value and Employment Increase for Women was not statistically significant ($\beta = -.18, p = .06$). The significant simple slope provides support for the interpretation for the high social justice women's findings given above, whereas, the absence of the two-way interaction suggests that the findings pertaining to women who place high value on social justice must be considered tentative. In the Discussion section, other researchers' related findings will be cited and compared with these findings.

Hypothesis 2c predicted that the likelihood that a person will experience an increase in positive affect in response to a vision increases when the values in a vision activate a desire to act in accordance with personal standards despite self interest consequences. A desire to act in accordance with personal standards is more likely to be activated when a person's values are congruent with the values promoted by the vision. Results show that the affect pattern goes along with the support for the diversity initiative pattern described before (Figure 5). That is, compared with a small employment increase for women, a large mandated increase in women's employment makes men who place high value on social justice and women who place less value on social justice feel more positive. This increase in women's employment has the opposite effect for men who do not value social justice strongly and for women who do. Specifically, compared to a small employment increase for women, a large mandated increase in women's employment makes these participants feel less positive.

The simple slope for men was statistically significant for men who value social justice highly, $t(38) = -2.66, p = .01$, but was not statistically significant for men holding a low social justice value orientation, $t(51) = 1.31, p = .20$. The two-way interaction between Social Justice Value and Employment Increase for Women was statistically significant ($\beta = .22, p = .02$), further supporting the interpretation for the men's findings given above. For the women, the two simple slopes as well as the two-way interaction between Social Justice Value and Employment

Increase for Women were not statistically significant indicating that the women's affect findings must be considered tentative.

Table 4

Standardized parameter estimates, standard errors and p-values for estimated model paths

Condition	Predictor	Outcome	Parameter Estimate	SE	p
Small Increase in Employment for Women	Social Justice Value		.02	.07	.81
	Gender	Change in Positive Affect	.15	.07	.03
	Social Justice Value X Gender		.11	.10	.22
	Change in Positive Affect		.18	.06	<.01
	Social Justice Value	Support for the Diversity Initiative	.07	.06	.24
	Gender		.27	.06	<.001
	Social Justice Value X Gender		.12	.09	.17
	Social Justice Value		.02	.07	.83
	Gender	Change in Positive Affect	.14	.07	.03
Large Increase in Employment for Women	Social Justice Value X Gender		-.20	.10	.04
	Change in Positive Affect		.18	.06	<.01
	Social Justice Value	Support for the Diversity Initiative	.08	.07	.24
	Gender		.26	.06	<.001
	Social Justice Value X Gender		-.26	.09	<.01

Note. The standardized values of the paths that are set equal across groups may be slightly different since parameter constraints are placed on the unstandardized parameters only.

Table 5

Variances and standard errors of observed and unobserved exogenous variables

Condition	Variables	Variance	SE	p
Small Increase in Employment for Women	Social Justice Value	.90	.12	<.001
	Gender	.99	.13	<.001
	Social Justice Value X Gender	.90	.12	<.001
	Error (Change in Positive Affect)	.95	.09	<.001
	Error (Support for the Diversity Initiative)	.83	.08	<.001
Large Increase in Employment for Women	Social Justice Value	1.10	.15	<.001
	Gender	1.00	.14	<.001
	Social Justice Value X Gender	1.10	.15	<.001
	Error (Change in Positive Affect)	.95	.09	<.001
	Error (Support for the Diversity Initiative)	.83	.08	<.001

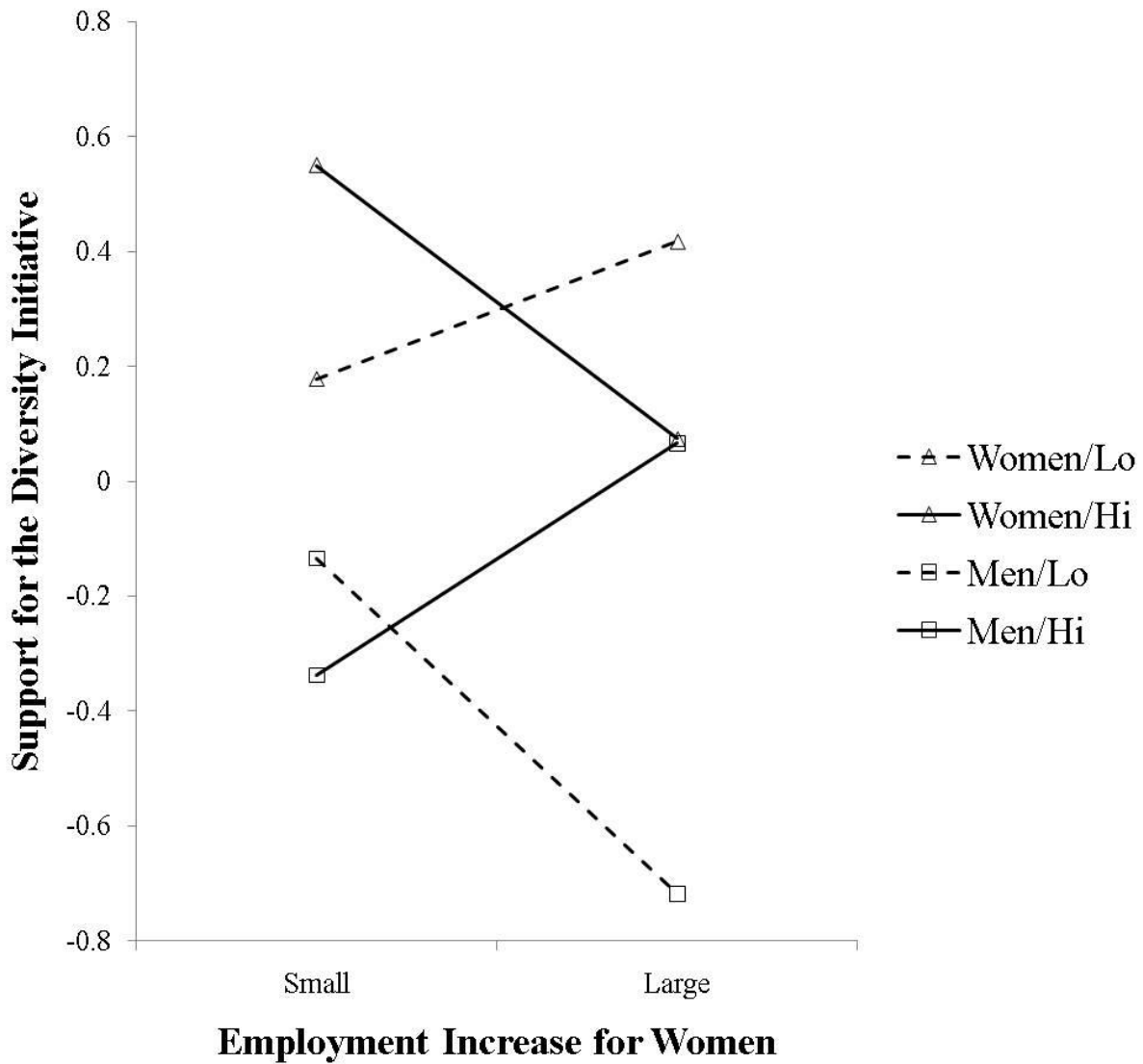


Figure 4. The three-way interaction effect of participants' social justice value, gender, and extent of employment increase for women on level of support for the diversity initiative. Lo refers to Low Social Justice Value Importance; Hi refers to High Social Justice Value Importance. The principal component-based scores on the outcome are centered on zero.

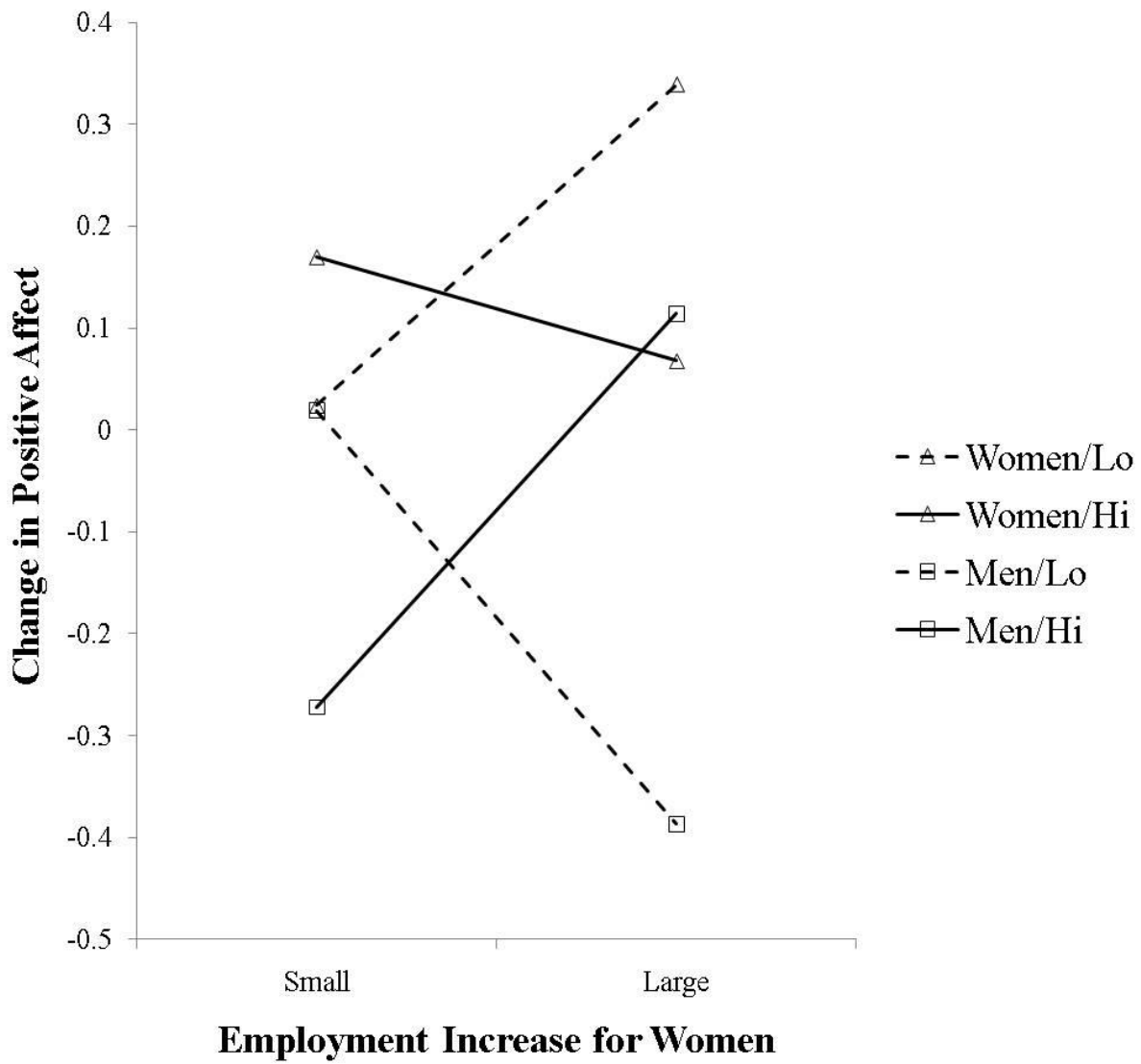


Figure 5. The effect of participants' social justice value, gender, and extent of employment increase for women on change in positive affect. Lo refers to Low Social Justice Value Importance; Hi refers to High Social Justice Value Importance.

Conditional Indirect Effects

To examine the mediating role of Change in Positive Affect, 95% percent bias corrected bootstrap confidence intervals (CI) were obtained using a SPSS macro developed by Preacher and Hayes (2008). Results show that Change in Positive Affect significantly mediates the effect of Gender on Support for the Diversity Initiative with a 95% bias corrected CI of .01 to .07. The effect is best characterized as partial mediation since the direct path between Gender and Support for the Diversity Initiative remains significant with the mediator included in the model ($\beta = .27$, $p < .001$). In addition, in the large employment increase condition, Change in Positive Affect also significantly mediates the effect of Social Justice Value x Gender on Support for the Diversity Initiative with a 95% bias corrected CI of -.19 to -.01. Given that the direct effect of Social Justice Value x Gender on Support for the Diversity Initiative is significant ($\beta = -.25$, $p < .01$) with the mediator in the model, the effect is also best described as partial mediation. Thus, Hypothesis 7a received support.

Discussion

The findings of this study show that a person's decision to support a diversity initiative cannot be explained by self-interest motives alone; personal values are a key determinant in shaping someone's intentions to support a proposed cause.

The results of the study support the hypothesis that the congruence between a person's self interest and the end-state portrayed by a vision—employment equity for women— increases the likelihood that a person will support the vision. First, the results show that women were more likely to believe that the proposed diversity initiative would help them advance in their careers than men were. Second, regardless of the extent of the increase in employment for women, women were significantly more willing to support the diversity initiative than men were. Third, the role of self interest is apparent in the findings that in the large employment increase condition, low social justice oriented men reported a significantly lower willingness to support the diversity initiative than in the small employment increase condition. For this group of men, assuming they acted through a self interest frame of reference, this type of initiative and the

request for support presumably felt like a ‘slap in the face’ and triggered a defensive ‘no way, not on my watch’ response. In their view, this initiative would clearly hurt and jeopardize prospects of achieving their career goals. The men’s opposition was reflected in the lack of positive affect experienced after viewing the presentation on the proposed EE initiative.

These results are consistent with the results of a meta-analysis by Harrison and colleagues (2006) covering 35 years of research on employment equity programs. Specifically, the results from the meta-analysis illustrate that (i) women are generally more supportive of EE programs than men, and (ii) people are generally more supportive of EE programs that benefit them personally and resist programs that negatively impact their self interests.

The low social justice oriented men’s resistance to support the diversity initiative suggests that an important component of an effective vision of EE for women may be the degree to which it can successfully address self interest conflict concerns. Further research is needed to examine how the framing of a visionary presentation of EE for women motivates or discourages resistance based on self interest concerns. This research is needed because it will provide insight about how an organization may best develop and communicate a vision of EE for women that integrates and addresses the needs and interests of *all* employees (e.g., Goodman, 2006).

In addition, support was found for the hypothesis stating that the congruence between a person’s values and the values promoted by a vision decreases the likelihood that a person will act on self interest motives, increasing the likelihood that a person will support the vision. The results show that social justice oriented men are seen to be *more* willing to support a diversity initiative that makes a greater change in social justice for women. Contrary to predictions, the results show that social justice oriented women are seen to be *less* willing to support a diversity initiative that makes a greater change in social justice for women. Nonetheless, these findings both provide support for the argument that congruence between a person’s values and those presented in a vision increase the person’s willingness to refrain from acting on self interest motives. In particular, while social justice oriented men were willing to incur negative

consequences, social justice oriented females were willing to give up potential personal benefits in order to act in accordance with their own personal standards.

The finding that social justice oriented men were willing to incur potential personal costs replicates the results reported by Funk (2000) in her study on the joint impact of self interest and societal interest on public opinion. The results of that study showed that in some situations, people who value egalitarianism were more likely than other people to refrain from depending on their self interest to form a policy view. In particular, egalitarian oriented people were more likely to show support for government policies (e.g., social welfare, health insurance), even if doing so would entail incurring a personal cost; this pattern was not found for people who do not hold egalitarian values very strongly. The study's findings are also aligned with the results of the research conducted by Korsgaard and colleagues (1996) and De Cremer (2000) demonstrating that people who hold social/other oriented values are less likely to attach a high value to self interest consequences when there is an opportunity to act in accordance with one's values.

In addition, the results show that social justice oriented men differed from low social justice oriented men in their support for the diversity initiative when the increase of employment for women was *large* (35 to 60 percent) but did not differ when the increase was *small* (35 to 45 percent). One plausible explanation for this result is that only the large increase in employment for women presentation made apparent that inequity and inequality between men and women *currently* exists and *ought* to be addressed; the small increase in employment presentation may not have led social justice oriented men to question the status quo—the presumption that men and women have a level playing field at work. According to Goodman (2006), “when myths are exposed and systemic inequality is revealed, people are more likely to feel that their values have been breached, that something isn't right” (p.1070). Once an injustice is perceived, the social justice schematic men (Markus, 1977) sought out the *virtuous* opportunity to act in accordance with their personal standards. The men's support was reflected in an increase in positive affect experienced after viewing the presentation on the proposed EE initiative. Study 2 builds on these

findings by examining more specifically the link between a person's values and his or her self; Study 2 explores more fully participants' underlying motivation to support a vision of diversity.

The finding for the social justice oriented women's lower support in the large employment increase condition is consistent with the results reported by Matheson and colleagues (1994). Matheson et al. (1994) found that female university students who value social equality highly were likely to oppose any type of EE program that *hinted* towards preferential treatment of women, even though these women perceived an inequality to exist between men and women at work. According to a self schema framework (Markus, 1977), the social justice schematic women, who view the world through a social justice lens, may have relied on different information in each study condition to come up with a justification for their decision to support the diversity initiative. In their decision to support the initiative, these women likely considered whether this vision is respectful towards the men who would be affected by it (e.g., Lind, 1992).

In the large employment increase condition, the social justice schematic women may believe that the implementation of the EE initiative, although favourable for their own career advancement, would unfairly hurt men's career prospects. The finding that this group of women also reported lower positive affect in the large employment change condition reveals that this proposed program made them feel uneasy and supporting this policy would not seem 'right' and arguably would breach their conception of social justice—an equitable allocation of jobs between men and women. Similar to the high social justice oriented men, for these women acting in accordance with their values was more important than maximizing their personal benefit.

Overall, these results show that value congruence does not always guarantee vision support; people must also perceive that the vision takes into consideration and fairly addresses the needs and interests of individuals who may be adversely impacted. Future research in this area is needed to investigate further the extent to which a visionary presentation of EE for women violates social justice principles. Such research is necessary to further understand the conditions under which a vision of EE for women can be most effectively implemented (Matheson, 1994).

An important aspect of a visionary presentation supposedly is to generate affect which in turn, should drive or somehow facilitate vision promoting behaviour. The affect response pattern, which goes along with the vision support pattern described before, suggests that that is indeed what is being observed here—especially given the results in the section on indirect effects illustrating that the relationship between a person’s stake in the vision and willingness to support the proposed cause is mediated by change in positive affect. The similarity between the findings relating to positive affect and motivation to support the diversity initiative can be in part attributed to the fact that people feel deeply about their own personal values (Feather, 1995) and the role of affect in motivating goal-oriented action (Nelissen, Dijker, & de Vries, 2007).

As previously mentioned, there is consensus among vision researchers and writers that a vision should be inspirational. This study considered the role of change in positive affect but did not assess the extent to which the presentation may have affected participants’ inspiration. The extent to which participants are inspired by a vision and in turn motivated to support the cause is examined in Study 2.

The EE presentation for women is believed to be visionary because it provides a picture of a future state that is more desirable than what currently exists; the proposed policy vision provides an image of a workplace in which barriers that have hindered women’s progress at work have been removed. In other words, the visionary presentation provides an image that EE programs for women are necessary to attain an equitable, socially just workplace. Hence, the presentation portrays an end-state that is worthy of pursuit. In addition, the presentation is deemed visionary because it is believed to have activated and engaged people’s values.

Although the presentation in this study is believed to be visionary, it is acknowledged that it does not incorporate certain vision elements. Hence, the vision developed for Study 2 sought to address this shortcoming. The specific components that were included in the vision are discussed in detail in the Study 2 Materials section. Lastly, Study 1 results show how people respond to a visionary presentation about EE for women, however, the study does not shed light on whether a vision is more effective than a no vision presentation. Hence, Study 2 expands this

study by comparing the effect of a vision and a no-vision presentation of diversity on participants' motivation to engage in supportive action.

STUDY 2

The role of self-interest was pertinent in Study 1; Study 2 did not explicitly focus on self-interest because the main objectives of this study were (i) to examine more specifically the link between values and the self and (ii) to compare a vision to a no vision presentation. To investigate this matter, participants were randomly assigned to watch either a visionary presentation about promoting workforce diversity or a business case presentation. The visionary presentation described a prejudice-free, inclusive workplace; the business case covered the legalities of diversity. The structure of the presentations is described in more detail below. It was expected that regardless of presentation form (i.e., vision or no-vision) the degree to which a person cherishes diversity increases the extent to which a person would view their supportive actions to stem from autonomous rather than controlled motivational sources. More specifically, it is believed that if a person cherishes diversity related values, his or her values are closely intertwined with their sense of self; personal values define the kind of person he or she strives to be.

However, it is believed that only a vision will be effective in forging a link between values and actions. Compared to a no-vision presentation, it is expected that a vision more strongly activates a person's values, strengthening the perception of the centrality of these values to the self and in turn the perceived autonomous motivation to engage in vision supportive actions. Consequently, a vision may provide the needed push to lead autonomously motivated people to realize that personal efforts to transform the vision are in coherence with their personal standards and ideals and hence a worthwhile pursuit.

Although self-interest was not manipulated, the effect of demographic characteristics—gender and ethnicity—on affect and motivation to support the vision was considered. It is reasoned that individuals (i.e., women and visible minorities) who could personally benefit from a more inclusive workplace are more motivated to support the vision than individuals who do not have a personal stake in the cause. Lastly, the effect of a vision on inspiration and subsequent motivation to support diversity initiatives was examined. It was expected that a vision is more

inspirational than a no-vision presentation because it presents people with a picture of what the future could be like; it sparks a ‘call for action’ to pursue that ideal state. For exploratory reasons, the role of negative affect was also considered. It is reasoned that a person may experience negative affect such as anger or distrust, when his or her values are not congruent with those presented by the vision. Negative affect may in turn increase resistance towards the implementation of the vision.

Method

Participants

Undergraduate students enrolled in an undergraduate Human Resource Management course at the University of Waterloo in the spring and fall term were recruited in-class to participate in the study. The final sample consisted of 475 male ($n = 211$) and female ($n = 240$) participants (missing $n = 24$). The majority of participants were non-Caucasian ($n = 349$) of which 56% were from Asian descent. Participants were randomly assigned to one of the two study conditions. In the assignment, gender was distributed approximately evenly across conditions (Table 6). Participation was voluntary and participants did not receive any course marks or credit for their involvement. As a token of appreciation, participants were presented with the study findings later in the semester.

Table 6

Number of male and female participants in each of the study conditions

Study Condition	Male	Female	n
Vision	127	146	273
No Vision	84	94	178
n	211	240	451
Gender Missing			24

N=475

Materials

Vision and no-vision presentation of diversity. Narrated computer projected slide show presentations of a vision of diversity and a business case for diversity were developed for this study. Each presentation provided an overview of Canada's legal framework that promotes the rights of all citizens and protects them from prejudice and discrimination at work and in society (e.g., Canadian Charter of Rights and Freedoms, Human Rights Act).

The vision presentation incorporated elements that are believed to make a vision effective. The vision portrays a positively framed, future-oriented goal—a prejudice and discrimination free world. Participants were asked to imagine such a vision for their own university campus; the presentation provided a more detailed, yet still abstract image of a university campus on which people's actions and beliefs are driven by the proposed vision, namely to promote a prejudice and discrimination free campus.

The presentation incorporated terminal values (Rockeach, 1973) to describe what the future will look like if this vision is attained. In particular, it was stated that the implementation of this vision will result in a world that is defined by social harmony and equality; it is a world of beauty and a world at peace. The vision also described what people will be like if this vision is attained. The vision states that in such a world, (i) people won't pass judgement or make anyone feel inferior because they are different, (ii) people stand up and contest any form and type of prejudice and discrimination, (iii) people help others to widen their understanding, appreciation and tolerance for the welfare of all people, (iv) people work for the betterment for society, and (v) people help others improve their lives (CCD, 2009; Kasser & Ryan, 1993; Schwartz, 1996). The vision also highlighted that in such a world, life is meaningful and complete (Kasser & Ryan, 1993) because a person can be the person he or she desires to be (i.e., ideal self).

The elements that are believed to make a presentation visionary were absent in the second presentation and as such it is considered to be non-visionary. In contrast to the vision presentation, the no-vision presentation did not portray a positively framed image of the end-state that will be attained as a result of diversity, did not incorporate a value-oriented element,

and did not provide a picture of what people and life will be like as a result of diverse workplaces. The no-vision presentation focused only on the organizational benefits of a diverse workforce. More specifically, this presentation provided an overview of the business reasons presented by Gandz (2001) for implementing diversity in the workplace. It was stated that diversity policies and practices help organizations (i) to avoid legal costs, (ii) to become and remain globally competitive, (iii) to serve customers better, and (iv) to improve the product design and development process (Gandz, 2001). The presentation concluded by providing the audience with a few examples of organizations who were recognized as Canada's best diversity employers in 2009 (e.g., HP Canada, Ernst & Young, Canada Post) (Mediacorp Canada Inc., 2009). The full-text presentation scripts are presented in Appendix H.

Procedure Overview

Full ethics clearance for this study was granted from the Office of Research Ethics at the University of Waterloo.

To randomly assign students to conditions and balance gender across groups, each student received an index card indicating the study condition and their gender as they entered the classroom. When all students were seated, the researcher invited students to participate in a one hour study that examines how students respond to presentations about diversity. Students were then handed an information letter outlining the purpose and procedure of the study in more detail. The in-class study recruitment script and information letter can be found in Appendix I and Appendix J respectively.

Subsequently, depending on the number on their index card, participants either stayed in the classroom or moved to another classroom located nearby to view the presentation. Once the students were seated they were asked to put away their laptops and refrain from talking to others during the presentation. The lights were dimmed in both lecture rooms and the narrated computer projected slideshows were started. More specifically, as described above, participants either watched a presentation featuring a vision of diversity (Vision Condition) or a business case for diversity presentation (No-Vision Condition).

To maintain consistency across conditions, the presentations were narrated by the same female researcher and the volume was set at equal levels in both rooms. The presentations were both approximately equal in length (10 minutes) and the classrooms were similar in design with the exception of one room having a larger seating capacity.

Participants were then asked to complete the study's outcome measure, assessing personal values, motivation orientation, affect and behavioural intentions indicative of motivation to support diversity on campus. Afterwards, students returned to the main classroom and the researcher informed participants about the design of the study, the main purpose as well as the predicted findings. Participants were then given a feedback letter (Appendix K) which explained the study in more detail. The study took approximately 50 minutes to complete.

Measures

Value measure. Three items from the Motivation to be Nonprejudiced Scale (MNPS) were used to assess participants' diversity value orientation (Legault et al., 2007). Participants were asked to rate the extent to which each statement is consistent with their fundamental beliefs for avoiding prejudice. Responses were rated on a 7-point Likert scale ranging from 1 (Does not correspond at all) to 7 (Corresponds exactly). The three items that comprise the value measure in this study are: "Because tolerance is important to me", "Because I value nonprejudice", and "Because I am tolerant and accepting of differences". Reliability analyses yielded adequate reliability for the three item measure ($\alpha = .70$).²

Motivation orientation. The Volunteer Motivational Scale developed by Millette and Gagne (2008) was used to assess participants' underlying motivation for intending to volunteer their time to support diversity initiatives on campus (Appendix L). Participants were asked to provide their answers to the following question: "Why would you want to be involved with

² In addition to these items, another value measure was included in the questionnaire. On that measure, participants were asked to select one of two values for six value pairs (e.g., Social Justice-Wealth, Power-Equality, Broadmindedness-Ambition) with their choice reflecting the value that is more important to them in their life. Participants rated their responses on a 35 point scale with 1 or 35 indicating that one value is much more important than the other and 18 reflecting both values to be of equal importance. Results revealed that the range of responses is largely restrained to the middle of the scale reflecting valuing two values equally. Hence, no coherent anticipated value patterns could be established. As a result, it was decided to discard this measure from further analyses and solely use the three-items from the MNPS scale.

eliminating discrimination at UW?”. Participants rated their responses on a 7-point Likert Scale ranging from 1 (Completely disagree) to 7 (Completely agree). The scale included 3 items for external regulation (e.g., So other people would approve of me), 2 items for introjected regulation (e.g., Because I would feel guilty if I didn’t), 3 items for identification (e.g., Because doing this work is a fundamental part of who I am), 3 items for intrinsic motivation (e.g., Because it would be fun), and 1 item for amotivation (e.g., I wouldn’t want to be involved with this group or activities associated with this group).

Internal reliability for each of the subscales were $\alpha = .81$ for intrinsic motivation, $\alpha = .81$ for identification, $\alpha = .76$ for extrinsic motivation, and $\alpha = .40$ for introjected regulation. The reliability of the introjected regulation items is moderately low potentially because of the negatively skewed distribution of scores of one of the items. An average score was calculated for each of the subscales (Intrinsic motivation, $M = 4.32$, $SD = 1.29$; Identification, $M = 4.13$, $SD = 1.50$; Introjected regulation, $M = 3.89$, $SD = 1.25$; External regulation, $M = 3.07$, $SD = 1.35$).

A “Relative Autonomy Index” (RAI) (Connell & Ryan, 1985) was calculated using the following formula: $RAI = 2(\text{Intrinsic}) + 1(\text{Identified}) - 1(\text{Introjected}) - 2(\text{External})$ (Millette & Gagne, 2008). The RAI calculates the degree to which motivation is autonomous by allocating a weight (i.e., 2, 1, -1, and 2) to each of type of motivation. Accordingly, a positive score is indicative of autonomous motivation whereas a negative score reflects controlled motivation. The RAI scores ranged from 16 to -7 ($M = 2.74$, $SD = 3.63$).

Outcome measure. The questionnaire shown in Appendix M was developed to measure participants’ behavioural intentions to promote diversity on their campus. Participants indicated their behavioural intentions by stating that they were willing (or not) to take each of eight supportive actions. These actions varied with regards to the degree of commitment or effort that would be required from the participant. Specifically the items were arranged roughly in descending order—from highest commitment (joining a student committee) to lowest commitment (adding one's name to an email list). Participants indicated their responses on a dichotomous yes-no scale.

In addition to these eight items that assessed behavioural intention, the same two items as in Study 1 were used to assess the amount of financial support that participants favoured for the diversity initiative (Appendix E). Similar to Study 1, the behavioural measure of support did not show the hypothesized relationships with the other variables of interest. Consequently, the measure of support for diversity initiatives will consist of the composite of the two items concerning financial support.

Participants then completed a short demographic survey asking about gender, year of study, birth country, ethnicity, and volunteer activities.

Affect measure. The Positive and Negative Affect Schedule (PANAS) (Watson, Clark, & Tellegen, 1988), including ten positive and ten affect words, was used to measure participants' mood after the study was completed (Appendix N). Due to time constraints it was not feasible to assess participants' mood prior to the beginning of the study. The words bored, angry, thrilled, energized, passionate, and courageous were added to the original 20 item scale. Participants were asked to indicate the extent to which each affective word described how they were feeling at that moment on a 5-point Likert scale ranging from 1 (very slightly or not at all) to 5 (extremely). For the present sample, reliability analyses yielded adequate reliability for the positive affect scale ($\alpha = .93$) and for the negative affect scale ($\alpha = .82$).

An effective vision is believed to be one that is inspiring. Inspiration was assessed using a weighted sum variable including a positive mood item from the PANAS (i.e., inspiration) and an item included in the outcome measure (i.e., The presentation on diversity was inspiring). For the second item, participants rated their responses on a 7-point Likert scale ranging from 1 (Strongly Disagree) to 7 (Strongly Agree). A reliability analysis yielded a Cronbach alpha of $\alpha = .57$.

The role of negative affect was considered for exploratory purposes. The negative affect items were factor analyzed using various extraction and rotation methods. The common theme of those analyses was that a sub set of items tended to load on the same rotated factor. This set of negative affect words were interpreted as reflecting potential distress or anger connected with the potential injustice of diversity initiatives. Consequently, the internal consistency of this set of

items was examined; the reliability analysis revealed a satisfactory Cronbach's alpha ($\alpha = .74$). Subsequently, negative affect was scored as a weighted sum including the following items: distressed, upset, hostile, irritable, and angry.

Overview of Statistical Analyses

Model variables. Structural equation modeling (SEM), using AMOS statistical software version 18 (Arbuckle, 2009), provided tests and estimates of the relationships among the following variables: (1) Gender, (2) Diversity Value Orientation, (3) Inspiration, (4) Negative Affect, (5) Autonomous Motivation, and (6) Support for the Diversity Initiative. All of the measures were standardized across the entire sample before entering them into the SEM analysis.

Model form. Gender, and Diversity Value Orientation were modeled as exogenous (i.e., as initial variables in the system, with no causes specified). Unlike in Study 1, the interaction term between these two variables was not included as an exogenous variable. Although these studies both examine how people respond to a visionary presentation, Study 2 is conceptually different from Study 1 in the sense that the role of self-interest was not a priori predicted to impact participant's affect and behaviour. Because the interaction between gender and personal values captures the self interest construct it was necessary to include the interaction in Study 1 but not in Study 2. Furthermore, empirically speaking, including the interaction term in Study 2 analyses did not reveal any relationships with the other variables of interest and hence was excluded from the model.

Inspiration, Negative Affect, and Autonomous Motivation were modeled as mediators between the preceding variables and Support for the Diversity Initiative. Figure 6 depicts this causal sequencing.

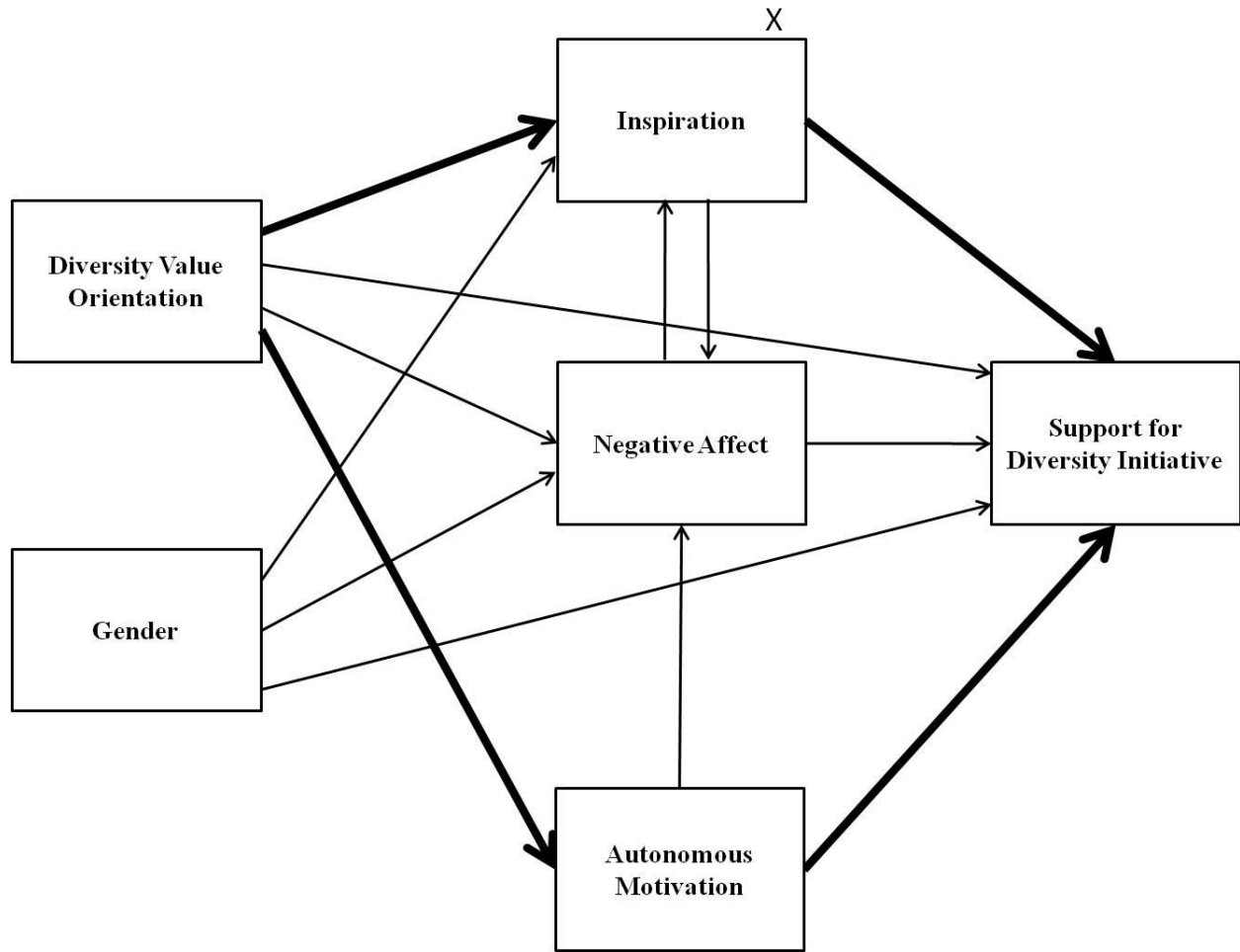


Figure 6. Model depicting the impact of diversity value orientation, gender, autonomous motivation, inspiration, and negative affect on support for the diversity initiative for all model groups (i.e., Group A: No Vision, Caucasian; Group B: No Vision, Non Caucasian; Group C: Vision, Caucasian; Group D: Vision, Non Caucasian). Paths and intercepts that were constrained to differ between the vision and no vision presentation groups are boldfaced and marked by an X respectively.

The two experimental conditions (i.e., Vision and No vision), and ethnicity (i.e., Caucasian and Non-Caucasian) were incorporated in the model as separate groups in a four-group structural equation model. Gender, as mentioned above, was included as an exogenous variable rather than a categorical group variable because no gender differences were found when comparing the model for men to the one for women. Ethnicity was added as a categorical group variable rather than as an exogenous variable parallel to gender to test a model that is similar to the one presented in Study 1. In addition, including ethnicity as a categorical group variable makes the communication and presentation of results more comprehensible.

This model design allows for the testing of differences between the four model groups; an interaction with the categorical group variables exists if the model path coefficient of interest significantly differs between the groups. A chi-square (X^2) difference test capturing improvements in model fit, as described in Study 1, can be used to determine whether the path coefficient of interest is significantly different between the study conditions.

Aligned with a priori predictions, four paths between variables in the model depicted in Figure 6 were constrained to be different in the vision and no vision conditions. In addition, it was hypothesized that a vision is more inspiring than a no vision presentation. Accordingly, the Inspiration variable intercept was constrained to differ between study conditions. The remaining paths and intercepts in Figure 6 were constrained equal across the four model groups; the means and variances of the standardized Gender, and Diversity Value Orientation variables were free to vary.

Implied in the model depicted in Figure 6 are the residual error terms associated with the Inspiration, Negative Affect, Autonomous Motivation, and Support for the Diversity Initiative variables. In the model, the error terms are unobserved, exogenous variables constrained to have a mean of 0 and an equal standard deviation across the four model groups.

To determine improvements and overall model fit, the same fit indices as described and used in Study 1 were examined (i.e., Chi square Goodness-of-fit index, RMSEA, CFI).

Conditional Indirect Effects. To test the presence of indirect effects, 95% bias-corrected confidence intervals bootstraps were obtained using a SPSS macro developed by Preacher and Hayes (2008). In comparison to earlier macros developed by Preacher and Hayes (2004), this macro is appropriate in this context because it allows the simultaneous comparison of multiple mediators. If the bias-corrected CI does not include 0 then the null hypothesis of no indirect effect can be rejected.

Results

Preliminary Analyses

Before proceeding with the SEM model just described, a simpler form of analysis was used to examine participants' opinion of the presentation on diversity. Specifically, a 2x2x2 (Condition x Gender x Ethnicity) analysis of variance (ANOVA) was conducted to examine the extent to which participants opinions of the presentation were favourable or unfavourable. Responses were rated on a 5-point Likert scale ranging from 1 (Extremely favourable) to 5 (Extremely unfavourable).

The analysis revealed a significant main effect for Condition, $F(1, 474) = 20.60, p < .001$ as well as a significant main effect of Ethnicity, $F(1, 474) = 122.63, p < .01$. Overall, participants in the Vision condition held more favourable opinions about the presentation on diversity ($M = 2.43, SD = .85$) than participants in the No vision condition ($M = 2.87, SD = .87$). In addition, regardless of condition, Non-Caucasian participants ($M = 2.52, SD = .86$) had a more favourable opinion of the presentation than Caucasian participants did ($M = 2.89, SD = .92$).

Furthermore, an independent samples t-test, $t(475) = -.43, p = .67$, demonstrated that participants in the Vision condition were not significantly more motivated to support the diversity initiative than participants in the No Vision condition were.

Model Fit

The basic bivariate correlations between the variables that underlie the model to be estimated, as well as the variances, skeweness, and kurtosis values for the model variables are presented in Table 7.

Table 7

Bivariate correlations, variance, kurtosis, and skewness of model variables for Caucasian and non Caucasian participants in each of the study conditions

Model Group	Variable	1	2	3	4	5	6
No Vision/ Caucasian (N = 50)	1. Diversity Value Orientation	—					
	2. Gender	.17	—				
	3. Inspiration	.09	-.01	—			
	4. Negative Affect	-.56**	-.17	-.05	—		
	5. Autonomous Motivation	.27	.10	.13	-.41**	—	
	6. Support for Diversity Initiative	.29	.17	.22	-.14	.21	—
No Vision/ Non Caucasian (N = 135)	1. Diversity Value Orientation	—					
	2. Gender	.04	—				
	3. Inspiration	.06	.01	—			
	4. Negative Affect	.07	.01	.21*	—		
	5. Autonomous Motivation	.13	.18*	.09	-.31**	—	
	6. Support for Diversity Initiative	-.03	.02	.17*	-.11	-.04	—
Vision/ Caucasian (N = 60)	1. Diversity Value Orientation	—					
	2. Gender	.30*	—				
	3. Inspiration	.43**	.32*	—			
	4. Negative Affect	-.17	.36**	-.21	—		
	5. Autonomous Motivation	.33*	.19	.24	-.01	—	
	6. Support for Diversity Initiative	.31*	.15	.42**	-.18	.22	—

Table 7 continued

Bivariate correlations, variance, kurtosis, and skewness of model variables for Caucasian and non Caucasian participants in each of the study conditions

Model Group	Variable	1	2	3	4	5	6
Vision/ Non Caucasian (N = 230)	1. Diversity Value Orientation	—					
	2. Gender	.15*	—				
	3. Inspiration	.21**	.02	—			
	4. Negative Affect	-.07	-.14*	.13	—		
	5. Autonomous Motivation	.34**	.07	.11	-.21*	—	
	6. Support for Diversity Initiative	.20**	-.04	.21**	.07	.24**	—
Variance		1.00	1.00	1.00	1.00	1.00	1.00
Kurtosis		.46	-1.83	-.41	2.94	.30	-.38
Skewness		-.58	-.11	.10	1.62	.42	-.18

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

Maximum likelihood estimation was used to estimate the model parameters and fit. The a priori specified model (Figure 6) lacks good model fit $\chi^2 (38, N = 475) = 70.91, p < .01$, RMSEA = 0.043, CFI = .80. Modification indices produced as part of the Amos software (Arbuckle, 2009) output suggest that model fit can be significantly improved if the Inspiration intercept is free to vary across the four model groups. Accordingly, the intercept of the Inspiration variable modeled in Figure 6 was set to differ not solely across study conditions but ethnicity as well. This modification produced a model, $\chi^2 (36, N = 475) = 41.00, p = .26$, RMSEA = 0.02, CFI = .97, that fits the data significantly better than the previous one ($\Delta\chi^2 (2, N=475) = 29.91, p < .001$).

To determine whether the a priori specified differences between groups are significant, the model was compared to a set of more constrained ones. Prior to these analyses, the model was trimmed by eliminating insignificant paths across the four group model. Table 8 provides a summary of the model testing analyses.

Chi-square difference tests, assessing differences among model groups, suggest that the paths from Diversity Value Orientation to Inspiration are significantly different in the Vision and the No Vision conditions, $\Delta\chi^2 (1, N=475) = 6.53, p = .01$. No significant difference was found between study conditions for the path from Inspiration to Support for the Diversity Initiative, $\Delta\chi^2 (1, N = 475) = .33, p = .57$. Accordingly, the path was constrained equal across these groups.

Chi-square difference tests results further reveal that the paths from Diversity Value Orientation to Autonomous Motivation ($\Delta\chi^2 (1, N = 475) = 4.28, p = .04$) as well as the path from Autonomous Motivation to Support for the Diversity Initiative ($\Delta\chi^2 (1, N = 475) = 5.25, p = .02$) significantly differ between study conditions. Additional analyses conducted to assess differences between Caucasian and Non-Caucasian participants were not significant at $p < .05$.

Subsequent analyses examined whether there are significant differences among the four groups in the model that were not a priori predicted. The chi-square difference test results for this set of analyses are presented in Appendix O. The model presented in Figure 7, depicting the significant differences among groups, fits the actual data satisfactorily well, $X^2(60, N = 475) = 69.20, p = .22, RMSEA = 0.02, CFI = .95$.

Table 8

Summary of model testing analyses

	Model	X ²	df	CFI	Model Comparison	ΔX ²	Δdf	p
1	A priori specified model	70.91	38	.80	—	—	—	—
2	Inspiration intercept freed across four groups	41.00	36	.98	2 vs. 1	29.91	2	< .001
3	Non-significant paths removed from model	56.52	52	.97	3 vs. 2	15.52	16	.49
4	Diversity Value Orientation to Inspiration path set equal across study conditions	63.05	53	.94	4 vs. 3	6.53	1	.01
5	Inspiration to Support for Diversity Initiative path set equal across study conditions	56.85	53	.98	5 vs. 3	0.33	1	.57
6	Diversity Value Orientation to Autonomous Motivation path set equal across study conditions	61.13	54	.96	6 vs. 5	4.28	1	.04
7	Autonomous Motivation to Support for Diversity Initiative path set equal across study conditions	62.10	54	.95	7 vs. 5	5.25	1	.02

Note. CFI = Comparative Fit Index; ΔX² = difference in X² values; Δdf = difference in degrees of freedom. *p<.05, **p<.01.

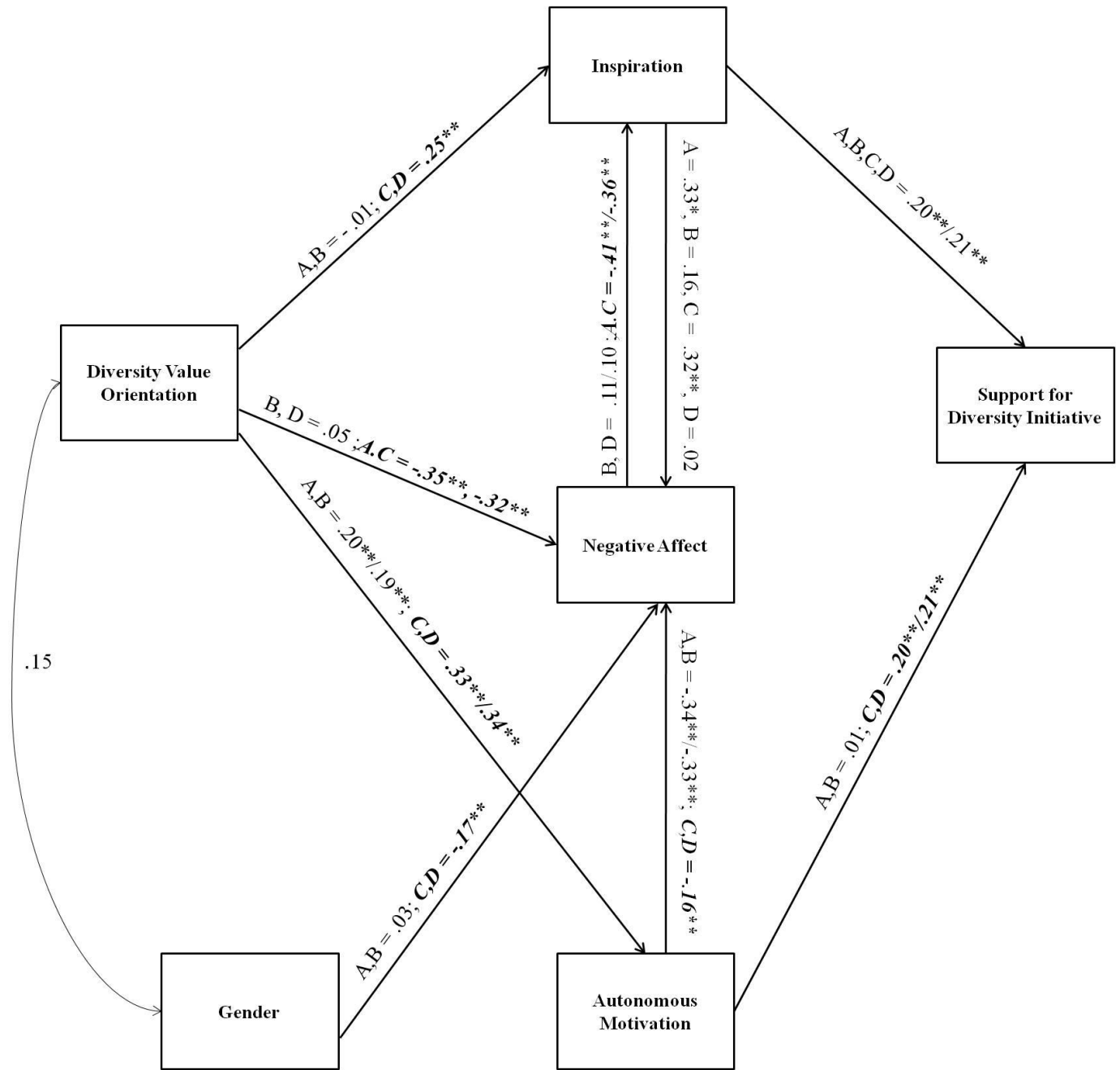


Figure 7. Path estimates and p-values for model depicting the impact of diversity value orientation, gender, autonomous motivation, inspiration, and negative affect on support for the diversity initiative. This model includes standardized path values all for model groups (A: No Vision Caucasian; B: No Vision Non Caucasian; C: Vision Caucasian; D = Vision Non Caucasian). Significant path differences among groups are marked in italics and boldface. Significant values are marked with an asterisk (* <.05, **<.01). The standardized values of the paths that are set equal across groups may be slightly different since parameter constraints are being placed on the unstandardized parameters only.

Examination of Particular Intercepts & Paths

The parameter estimates, standard errors, variable and error variances are presented in Table 9, Table 10, and Table 11.

As hypothesized in Hypothesis 5a, results reveal that the likelihood that a person would view their supportive actions to stem from autonomous rather than controlled motivational sources increases when a person cherishes the values related to the presentation content. Participants who do not hold a diversity value orientation would be motivated to help out with this cause for more controlled or external reasons such as approval from others or to reduce feelings of guilt. This effect was significantly stronger in the Vision ($\beta = .34, p < .001$) than the No Vision condition ($\beta = .20, p = .01$), thus supporting Hypothesis 5b.

Hypothesis 6 predicted that the likelihood that a person will support a proposed cause when he or she views their supportive actions to stem from autonomous rather than controlled motivational sources is greater in response to a vision than a non-visionary presentation. In support of Hypothesis 6, results reveal a significant positive relationship between Autonomous Motivation and Support for the Diversity Initiative in the Vision condition ($\beta = .21, p < .001$) but not in the No Vision condition ($\beta = .01, p = .88$). These findings show that while participants who hold a diversity value orientation feel autonomously motivated to get involved with a diversity cause regardless of condition, it is *only* autonomously motivated participants in the vision condition who actually intend to act on their motivation.

The data collected for this study confirm the hypothesis (H3) that a vision is more inspiring ($\beta = .17, p < .01$) than a no vision presentation ($\beta = -.23, p < .001$). In addition, results reveal that regardless of condition, Caucasian participants reported being less inspired than Non Caucasian participants. In particular, Non Caucasian participants in the Vision condition ($\beta = .29, p < .001$) felt most inspired, followed by Non Caucasian in the No Vision condition ($\beta = -.14, p = .08$) and Caucasian participants in the Vision condition ($\beta = -.29, p = .02$). Caucasian participants in the No Vision condition ($\beta = -.69, p < .001$) felt least inspired after viewing the presentation.

Furthermore, it was predicted (H2d) that the likelihood that a person is inspired by a vision increases when a person's values and the values promoted by the vision are congruent. Results show that the relationship between Diversity Value Orientation and Inspiration was highly significant in the Vision condition ($\beta = .25, p < .001$) but not in the No Vision condition ($\beta = -.01, p = .94$), thus supporting Hypothesis 2d. This result suggests that vision-induced inspiration depends on the degree of value-vision congruence.

Partial support was found for Hypothesis 4 predicting that the likelihood that a person will support a vision increases when a person feels inspired by the vision. Although Inspiration does significantly predict Support for the Diversity Initiative ($\beta = .21, p < .001$), no difference was found between the Vision and No Vision condition, $\Delta X^2(1, N=475) = .33, p = .57$. Regardless of presentation style, inspired participants were more willing to support the diversity initiative than non inspired participants.

Participants' responses to the diversity presentations were not affect neutral. A significant negative relationship was found between Autonomous Motivation and Negative Affect. This effect was significantly stronger in the No Vision ($\beta = -.34, p < .001$) than the Vision Condition ($\beta = -.16, p = .01$). The negative relationship between the two variables reveals that participants who would support the diversity initiative for external reasons experience greater negative affect than participants who would be internally motivated to aid with the implementation of diversity initiatives on campus.

In addition, Caucasian participants ($\beta = -.35, p < .001$) who are not diversity value oriented experienced significantly greater negative affect than Non Caucasian participants ($\beta = .05, p = .38$). An ethnicity effect was also found for the relationship between Negative Affect and Inspiration. Specifically, a significant negative relationship between Negative Affect and Inspiration was found for Caucasian participants ($\beta = -.41, p < .01$) but not for Non Caucasian participants ($\beta = .11, p = .43$). These findings suggest that negative affect experienced by Caucasian participants may be partly due to unfavourable perceptions of subsequent consequences of diversity initiatives. Furthermore, women in the Vision condition reported

significantly less negative affect than men in the same condition ($\beta = -.17, p < .01$). This effect was not found in the No Vision condition ($\beta = .03, p = .67$).

Table 9

Standardized parameter estimates, standard errors and p-values for estimated model paths in the no vision condition.

Ethnicity	Predictor	Outcome	Parameter Estimate	SE	p	
Caucasian	Diversity Value Orientation	Inspiration	-.01	.07	.94	
Non Caucasian			-.01	.07	.94	
Caucasian	Negative Affect		-.41	.13	<.01	
Non Caucasian			.11	.13	.43	
Caucasian	Diversity Value Orientation		Negative Affect	-.35	.09	<.001
Non Caucasian				.05	.06	.38
Caucasian	Gender	.03		.07	.67	
Non Caucasian		.03		.07	.67	
Caucasian	Inspiration	.33		.15	.01	
Non Caucasian		.16		.15	.26	
Caucasian	Autonomous Motivation	-.34		.07	<.001	
Non Caucasian		-.33		.07	<.001	
Caucasian	Diversity Value Orientation	Autonomous Motivation		.20	.07	.01
Non Caucasian				.19	.07	.01
Caucasian	Autonomous Motivation	Support for Diversity Initiative		.01	.07	.88
Non Caucasian				.01	.07	.88
Caucasian	Inspiration		.20	.04	<.001	
Non Caucasian			.21	.04	<.001	

Note. The standardized values of the paths that are set equal across groups may be slightly different since parameter constraints are being placed on the unstandardized parameters only.

Table 10

Standardized parameter estimates, standard errors and p-values for estimated model paths in the vision condition.

Ethnicity	Predictor	Outcome	Parameter Estimate	SE	p
Caucasian	Diversity Value Orientation	Inspiration	.25	.06	<.001
Non Caucasian			.25	.06	<.001
Caucasian	Negative Affect		-.36	.13	<.01
Non Caucasian			.10	.13	.43
Caucasian	Diversity Value Orientation	Negative Affect	-.32	.09	<.01
Non Caucasian			.05	.06	.38
Caucasian	Gender		-.17	.06	<.01
Non Caucasian			-.17	.06	<.01
Caucasian	Inspiration		.32	.16	.05
Non Caucasian			.02	.14	.90
Caucasian	Autonomous Motivation		-.16	.06	.01
Non Caucasian			-.16	.06	.01
Caucasian	Diversity Value Orientation	Autonomous Motivation	.33	.06	<.001
Non Caucasian			.34	.06	<.001
Caucasian	Autonomous Motivation	Support for Diversity Initiative	.22	.06	<.001
Non Caucasian			.22	.06	<.001
Caucasian	Inspiration		.21	.04	<.001
Non Caucasian			.21	.04	<.001

Note. The standardized values of the paths that are set equal across groups may be slightly different since parameter constraints are being placed on the unstandardized parameters only.

Table 11

Variances and standard errors of observed and unobserved exogenous variables

Condition	Variables	Variance	SE	<i>p</i>
No Vision/ Caucasian	Diversity Value Orientation	1.21	.24	<.001
	Gender	.98	.19	<.001
No Vision/ Non Caucasian	Diversity Value Orientation	1.09	.13	<.001
	Gender	1.02	.12	<.001
Vision/ Caucasian	Diversity Value Orientation	.86	.15	<.001
	Gender	.95	.17	<.001
Vision/ Non Caucasian	Diversity Value Orientation	.93	.09	<.001
	Gender	1.00	.09	<.001
All Groups	Error (Inspiration)	.86	.06	<.001
	Error (Negative Affect)	.90	.07	<.001
	Error (Autonomous Motivation)	.91	.06	<.001
	Error (Support for Diversity Initiative)	.91	.06	<.001

Conditional Indirect Effects

To examine the mediating role of Autonomous Motivation, 95% percent bias corrected bootstrap confidence intervals (CI) were obtained using a SPSS macro developed by Preacher and Hayes (2008). Results show that in the vision condition, Autonomous Motivation significantly mediates the effect of Diversity Value Orientation on Support for the Diversity Initiative with a 95% bias corrected CI of .01 to .12. Thus, Hypothesis 7b received support. Further analyses show that Autonomous Motivation significantly mediates the effect between Diversity Value Orientation and Support for the Initiative for Non Caucasian participants with a 95% bias corrected CI of .03 to .14 but does not significantly mediate this relationship for Caucasian participants with a 95% bias corrected CI of -.05 to .15.

In support of Hypothesis 8, results show that in the vision condition, Inspiration significantly mediates the effect of Diversity Value Orientation on Support for the Diversity Initiative with a 95% bias corrected CI of .02 to .10. Further analyses reveal that Inspiration mediates this relationship for Caucasian participants with a 95% bias corrected CI of .03 to .34 as well as for Non Caucasian participants with a 95% bias corrected CI of .01 to .08.

Discussion

The findings of this study provide important pieces of evidence for a key theoretical point for vision research—the way a vision motivates behaviour is by forging the link between values and a course of action. The results are consistent with previous research illustrating that people engage in actions that are aligned with their values (e.g., Eyal et al., 2009) and with research suggesting that these values are a key component of a person's self (e.g., Eyal et al., 2009; Rokeach, 1973; Schwartz, 1992; Verplanken & Holland, 2002).

The results support the hypothesis that the degree to which a person cherishes the values related to the presentation content increases the extent to which a person would view their supportive actions to stem from autonomous rather than controlled sources. This result is expected because autonomously motivated behaviour is reflective of one's values and is regulated by forces internal rather than external to the self (Ryan, 1995). However, this effect

was significantly stronger in the vision condition. One explanation for this finding is that the explicit mention of values in the vision condition more strongly activated the values within participants; the activation of values then strengthened the perception of the centrality of these values to the self resulting in stronger identification with the vision's values. This explanation is aligned with the principles of SDT suggesting that autonomously motivated individuals have a strongly intertwined self concept and value system (e.g., Legault et al., 2007) and with research revealing that for values to impact and guide actions they must be activated (e.g., Verplanken & Holland, 2002) .

Second, results show that the relationship between autonomous motivation and support for the diversity initiative is stronger in response to a vision than a no vision presentation; this relationship was significant and positive in the vision condition but non-significant in the business case presentation condition. One explanation for this finding is that autonomously motivated participants, whose values are integrated into the self and make up an important part of that person's identity, accept the overall goal portrayed by the vision (i.e., a prejudice and discrimination free world) as their own personal goal. Pursuing the vision then becomes a self-defining quest (e.g., Vallacher & Wegner, 1987; 1989) that provides an opportunity for a person to move towards becoming a desired type of person (e.g., a virtuous person) (Fowers & Davidov, 2006). As Fowres and Davidov (2006) state, "the goals that individuals espouse and pursue help to define them as one kind of person or another" (p. 584). Thus, a vision may lead autonomously motivated people to realize that the vision is coherent with their own ideal self and hence personal efforts to transform the vision into actuality are a worthwhile pursuit. Further empirical support for this explanation is clearly warranted.

Third, mediation analyses show that in the vision condition autonomous motivation is a key mechanism in explaining the relationship between value congruence and support for the diversity initiative. In particular, this relationship is mediated by autonomous motivation only for Non Caucasian participants. A plausible explanation for this finding is that Non Caucasian participants more strongly perceived the goal of the vision to be self-defining and hence were

more likely to be motivated to act in value congruent ways. The extent to which people from different ethnic backgrounds view acting on a vision of diversity as a self-defining quest should be examined in the future.

In addition, the present study used a relative autonomy index (RAI) (Connell & Ryan, 1985) to assess participants' autonomous and controlled motivation. Future research should examine in more detail how the different types of motivation proposed by SDT (Deci & Ryan, 1985; 2000)—intrinsic, identification, introjected, and external motivation—influence motivation to support a vision. For instance, examining each motivational type separately may reveal that individuals whose motivation stems from guilt (i.e., introjected motivation) may nonetheless be more likely to support a vision than individuals who are externally motivated. Specifically, this group of individuals may support a vision to reduce experienced feelings of guilt; previous research (e.g., Cunningham, Steinberg, & Grev, 1980) has shown that people engage in helping behaviours to reduce feelings of guilt. As Lewis (2000) states, “the emotion of guilt always has associated with it a corrective action that the individual can take (but does not necessarily take) to repair the failure” (p. 629). Accordingly, future research should examine how different types of visionary presentations instil feelings of guilt and social pressure within certain people that may lead them to take vision supportive actions. Although an organization can attain the goal of promoting diversity in the workplace if people support a vision for guilt reduction or compliance reasons, the organization's culture will likely remain far removed from being one that cherishes and celebrates diversity and inclusion.

Furthermore, this study adds and expands the existing evidence base (e.g., Baum, Locke, & Kirkpatrick, 1998; Berson et al., 2001; Gill, 2003; Larwood, Kriger, & Falbe, 1993 ; Levin, 2000; Nanus, 1992; Sashkin, 1988; Senge, 1990; Sosik & Dinger, 2007) suggesting that an effective vision is one that inspires the audience. First, the vision presentation on diversity was more inspiring than the business case presentation. Second, Non Caucasian participants felt more inspired than Caucasian participants and this was especially true in the Vision condition. One explanation for this finding is that in both conditions the presentations provide a picture of

workplaces without barriers for visible minorities; this picture may provide individuals, especially individuals from historically disadvantaged groups, with a feeling of hope that change has and will continue to occur (e.g., Hart, 1998). Third, the mediation analysis results support the hypothesis that inspiration is an important mechanism in explaining the relationship between a person's values and motivation to support the vision.

Overall the results of this study illustrate the imperative role of values in a vision. However, it remains unknown from these results whether the participants were directing their motivation to move towards an ideal self or to engage in collective action to create an inclusive society. It is reasoned that the ideal self is believed to be an important mechanism that impacts motivation, however from the current research the role of the ideal self can only be inferred from the results pertaining to autonomous motivation. Hence, future research that examines the role of the ideal self is warranted.

The findings pertaining to negative affect suggest that a person's diversity value orientation, ethnicity and gender impact the extent to which a person experiences negative affect as a result of viewing a vision of diversity. More research that examines the role of negative affect in impacting people's motivation to support diversity initiatives is necessary before any sound conclusions about the role of negative affect as it functions in response to a vision can be made.

On a different note, some comments regarding the behavioural outcome measure are warranted. As previously mentioned, the behaviour composite assessing participants' intentions to volunteer their *time* to implement the vision of diversity was not impacted by any of the hypothesized variables; the *monetary* contribution composite on the other hand was significantly related to the anticipated model variables. One plausible explanation for the ineffectiveness of the behavioural intention measure may be that students were likely to state that they would like to get involved with promoting diversity on campus for impression and social desirability reasons. For example, a large number of participants agreed to join a committee and attend bi-

weekly meetings to discuss diversity issues; it is perceivable that if participants were asked to make a concrete commitment to join the committee that less people would be willing to do so.

Another possible limitation of the current research is the short time frame over which these two studies occurred; future research should consider how a vision of diversity impacts people over a longer period of time. Specifically, a shift or a change in an organization's culture does not happen from one day to the next but rather it is an ongoing process that may take years. The increased importance being placed on diversity within Canadian organizations increases the number of potential settings in which the impact of a vision of diversity can be studied in the future.

The present research compared a vision to a no-vision presentation and accordingly the impact of specific aspects of a vision cannot be validly compared. Further research in which participants are presented with vision presentations that differ on key elements and in which the individual effects of personal values on participants' actions are assessed is necessary to better understand what makes a vision effective. In addition, it is reasoned here that the business case presentation is a no-vision presentation because it did not include the elements that are believed to make a presentation visionary. That said, it is acknowledged that future research that examines whether the business case is in fact a valid no-vision presentation is warranted. In particular, adding a condition to the study design that incorporates vision elements within the business case presentation can shed light on whether the business case is a valid no-vision presentation.

GENERAL DISCUSSION

The available vision literature offers various suggestions as to what makes a vision effective but frequently fails to provide sufficient explanation about the underlying mechanisms that determine a vision's effectiveness. Consequently, the present research contributes to the vision research literature because it explores the underlying mechanisms that are tied to the construct of vision at an individual level. Hence, this research went beyond describing what a vision is and attempted to examine the processes that unfold when people respond to a vision.

Overall this research was not successful in showing that a vision of diversity is more effective in motivating action than other forms of presentations are (i.e. Business case of diversity). However, the present study results do suggest that it can be beneficial for an organization to include a visionary component when communicating a diversity message to its employees because it motivates the *right* people to act—the people who personally care about the cause. Study 1 results show that people whose values are congruent with those of the vision can be willing to support the diversity initiative, even when doing so is not in the person's self interest. Study 2 results show that a vision but not a business case presentation of diversity was effective in motivating autonomously oriented people to support the diversity initiative. A vision does not motivate everyone, however, by forging a link between values and actions, a vision may be an effective way to gain enough support to move an organization away from the status quo; despite resistance from some, a vision can serve as a tool to initiate a change process. In accordance with this idea, it has been argued (e.g., Zaccaro & Banks, 2004), that the successful communication of a vision can strengthen an organization's ability to manage the change process effectively.

Hence, it is conceivable that a vision can serve as a tool to create awareness among some employees that they should take initiative to become active *agents of change* within the organization. As suggested in the change management literature, *change agents* play a vital role in the change process by communicating to others the necessity to change, eliciting buy-in and in turn reducing potential resistance to change (e.g., Miller, 2001; Weick & Quinn, 1999). Hence, a

vision may be an effective change or organizational transformation tool that can enhance organizational performance and foster individual development (Baum, Locke, & Kirkpatrick, 1991; Porras & Silvers, 1991).

Furthermore, the results of this research show that a vision can motivate support for diversity initiatives but more research is needed to examine how a vision is best implemented to ensure that employees will 'live out' the vision on a daily basis. The field of vision research could greatly benefit from future longitudinal research that examines the impact a vision can have on daily thinking and behaviours at work. Such research could provide an answer to a question of great interest to researchers and diversity consultants alike: "How do you get [employees] to put on the diversity lens" (Litvin, 2002, p. 176) on a daily basis at work?

It may be that one important component of implementing an effective vision is to move diversity training programs beyond creating awareness to provide employees with concrete principles and strategies that can be used to 'live out' the vision of a prejudice and discrimination free workplace work (e.g., Latham & Locke, 1991). For example, improving employees' understanding and ability to use strategies such as self-set goals, and self-monitoring to evaluate their behaviour at work may enhance the likelihood that a vision of diversity is implemented throughout an organization (Latham & Locke, 1991).

As previously mentioned, the results suggest that an effective diversity change message is one that does not solely focus on a business case for diversity. It has been argued (e.g., Kochan et al., 2003; Noon, 2007) that using a business case to convince employees, leaders, and shareholders of the value of diversity in the workplace is a flawed, ineffective strategy. One reason is that a business case approach suggests that "[the] universal principle of equality (the right to fair treatment) is supported by a contingent argument (provided it is good for business and depending on the circumstances of the organization)" (Noon, 2007, p. 780). Accordingly, the demand for diversity in the workplace is influenced by consistently fluctuating economic conditions. This approach may send a signal that employees are valued for their differences but that those differences may not necessarily be truly valued (e.g., Carter, 1991). These diversity

cues can be threatening to some individuals' identity and create a distrusting organizational climate (e.g., Purdie-Vaughns et al., 2008).

On the other hand, a vision of diversity is not contingent upon economic conditions because a defining characteristic of a vision is that it is stable and does not change as a result of short-term external or internal organizational forces (e.g., Collins & Porras, 2000). Despite changes in the economic environment, an organization that is driven by a vision of diversity will continue to ensure that people have equal opportunities to fully participate at work.

In conclusion, a vision on its own will not rid the world of prejudice and discrimination but if it is effectively incorporated into an organization's culture, a vision is believed to serve as a "powerful unifying force" (Denton, 1997, p. 175) that can inspire a culture change in which tolerance, equality, and inclusion become the norm and hostility, prejudice and exclusion are no longer accepted.

REFERENCES

- Adams, M., Bell, L.A., & Griffin, P. (1997). *Teaching for diversity and social justice: A sourcebook*. New York, NY: Routledge.
- Arbuckle, J. (2009). *Amos 18.0.0 (Build 992). NET Framework Version 2*. Crawfordville, FL: Amos Development Corporation.
- Ashforth, B.E., Harrison, S.H., & Corley, K.G. (2008). Identification in organizations: An examination of four fundamental questions. *Journal of Management*, 34, 325-374.
- Bardi, A., & Schwartz, S.H. (2003). Values and behavior: Strength and structure of relations. *Personality and Social Psychology Bulletin*, 29, 1207-1220.
- Baron, J. (2001). Confusion of group interest and self-interest in parochial co-operation on behalf of a group. *Journal of Conflict Resolution*, 45, 3, 283-296.
- Batson, C. D. (1990). How social an animal? The human capacity for caring. *American Psychologist* 45, 336-346.
- Batson, C. D., & Shaw, L. L. (1991). Evidence for altruism: Toward a pluralism of prosocial motives. *Psychological Inquiry* 2, 107-122.
- Baum, J. R., Locke, E. A., & Kirkpatrick, S. A. (1998). A longitudinal study of the relation of vision and vision communication to venture growth in entrepreneurial firms. *Journal of Applied Psychology*, 83, 43-54.
- Bazerman, M.H., Blount White, S., Loewenstein, G.F. (1994). Perceptions of fairness in interpersonal and individual choice situations. *Current Directions in Psychological Science*, 4, 39-43.
- Bennis, W.G., & Nanus, B. (1985). *Leaders: The strategies for taking charge*. New York: Harper Collins.
- Bennis, W. G., and B. Nanus. (1997). *Leaders: The Strategies for Taking Charge*. New York: Harper and Row.
- Berson, Y., Shamir, B., Avolio, B. J., & Popper, M. (2001). The relationship between vision strength, leadership style, and context. *The Leadership Quarterly*, 12, 53-74.
- Bezrukova, K., & Jehn, K.A. (2001). The effects of diversity training programs. Unpublished manuscript. Philadelphia, PA: The Wharton School, University of Pennsylvania. In Kochan, T., Bezrukova, K., Ely, R., Jackson, S., Joshi, A., Jehn, K., Leonard, J., Levine, D., & Thomas, D. (2003). The effects of diversity on business performance: Report of the diversity research network. *Human Resource Management*, 42, 3-21.

- Bollen, K. A., & Long, J. S. (Eds.). (1993). *Testing structural equation models*. Newbury Park, CA: Sage.
- Boverie, P.E. & Kroth, M. (2001). *Transforming work. The five keys to achieving trust, commitment, and passion in the workplace*. Cambridge, MA: Perseus Books Group.
- Boxx, W.R., Odom, R.Y., & Dunn, M.G. (1991). Organizational values and value congruency and their impact on satisfaction, commitment, and cohesion: An empirical examination within the public sector. *Public Personnel Management*, 20, 195-205.
- Boyatzis, R.E., & Akrivou, K. (2006). The ideal self as the driver of intentional change. *Journal of Management Development*, 25, 624-642.
- Brug, P., & Verkuyten, M. (2007). Dealing with cultural diversity. The endorsement of societal models among ethnic minority and majority youth in the Netherlands. *Youth & Society*, 39, 112-131.
- Burke, R.J., & Ng E. (2006). The changing nature of work and organizations: Implications for human resource management. *Human Resources Management Review*, 16, 86-94.
- Canadian Centre for Diversity (CCD)(2009). Our vision. Retrieved January 6th, 2010 from: <http://www.centrefordiversity.ca>
- Canadian Centre for Diversity (CCD) (2009). Stand up. Speak out. Retrieved September 1, 2010 from: <http://www.centrefordiversity.ca/suso-FAQ.html>
- Carter, S. (1991). Reflections of an affirmative action baby. New York, NY: Basic Books. In Purdie-Vaughns, V., Steele, C.M., Davies, P.G., Dittmann, R., & Crosby, J.R. (2008). Social identity contingencies: How diversity cues signal threat or safety for African Americans in mainstream institutions. *Journal of Personality and Social Psychology*, 94, 615-630.
- Chernick, M. R. (1999). *Bootstrap methods: A practitioner guide*. New York, NY: John Wiley & Sons Inc.
- CIBC (2010). Fast and easy banking – in your language. Canadian Imperial Bank of Commerce Website. Retrieved September 1, 2010 from: <http://www.cibc.com/ca/features/chinese-abm.html>
- Collins, J.C., & Porras, J.I. (1996). Building your company's vision. *Harvard Business Review*, September-October, 65-77.
- Collins, J.C., & Porras, J.I. (2000). *Built to last: Successful habits of visionary companies*. London, England: Random House Business Books.
- Conger, J.A., & Kanungo, R.N. (1998). *Charismatic leadership in organizations*. London, England: SAGE Publications.

- Connell, J. P., & Ryan, R. M. (1985, April). Internalization and self regulation: From theory to assessment. Paper presented at the meeting of the Society for Research in Child Development, Toronto, Canada. In Grolnick, W.S., & Ryan, R.M. (1987). *Autonomy in children's learning: An experimental and individual difference investigation. Journal of Personality and Social Psychology*, 52, 890-898.
- Cronbach, L. J., Furby, L. (1970). How should we measure "change" - or should we? *Psychological Bulletin*, 74, 68-80.
- Cunningham, M.R., Steinberg, J., & Grev, R. (1980). Wanting to and having to help: Separate motivations for positive mood and guilt-induced helping. *Journal of Personality and Social Psychology*, 38, 181-192.
- Davidson, M.N. (1999). The value of being included: An examination of diversity change initiatives in organizations. *Performance Improvement Quarterly*, 12, 164-180.
- Dawes, R. M., van de Kragt, A. J. C., & Orbell, J. M. (1990). Co-operation for the benefit of us—not me, or my conscience. In Mansbridge, J.J. (Ed.), *Beyond self-interest*. Chicago, IL: Univ. of Chicago Press.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self determination in human behavior*. New York: Plenum.
- Deci, E.L., & Ryan, R.M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behaviour. *Psychological Inquiry*, 11, 227-268.
- Deci, E. L., Koestner, R., & Ryan, R. M. (2001). Extrinsic rewards and intrinsic motivation in education: Reconsidered once again. *Review of Educational Research*, 71, 1-27.
- De Cremer, D. (2000). Leadership selection in social dilemmas – not all prefer it: The moderating effect of social value orientation. *Group Dynamics: Theory, Research, and Practice*, 4, 330-337.
- Denton, K.D. (1997). Down with diversity (at least some of it): A case for cultural identity. *Empowerment in Organizations*, 5, 170 – 175.
- Deutsch, M. (1975). Equity, equality, and need: What determines which value will be used as the basis of distributive justice. *Journal of Social Issues*, 31, 137-149.
- Dessler, G., & Cole, N.D. (2008). *Human resources management in Canada* (10th Ed.). Toronto, ON: Pearson Prentice Hall.
- Dvir, T., Kass, N., & Shamir, B. (2004). The emotional bond: vision and organizational commitment among high-tech employees. *Journal of Organizational Change*, 17, 126-143.

- Eagly, A.H., & Chaiken, S. (1993). *The psychology of attitudes*. Orlando, FL: Harcourt Brace Jovanovich, Inc.
- Edwards, J. R., & Lambert, L. S. (2007). Methods for integrating moderation and mediation: A general analytical framework using moderated path analysis. *Psychological Methods*, 12, 1–22.
- Efron, B. (1982). The jackknife, the bootstrap and other resampling plans. Philadelphia, PA: SIAM,. In Chernick, M. R. (1999). *Bootstrap methods: A practitioner guide*. New York, NY: John Wiley & Sons Inc.
- Elster, J. (1990). Selfishness and altruism. In Mansbridge, J.J. (1990). *Beyond self-interest* (pp. 44-52). Chicago, IL: University of Chicago Press.
- Eyal, T., Sagristano, M.D., Trope, Y., Liberman, N., & Chaiken, S. (2009). When values matter: Expressing values in behavioural intentions for the near vs. distant future. *Journal of Experimental Social Psychology*, 45, 35-43.
- Feather, N.T. (1992). Values, valences, expectations, and actions. *Journal of Social Issues*, 48, 109-124.
- Feather, N.T. (1995). Values, valences, and choice: The influence of values on the perceived attractiveness and choice of alternatives. *Journal of Personality and Social Psychology*, 68, 1135-1151.
- Feather, N.T. (1999). *Values, achievement, and justice. Studies in the psychology of deservingness*. New York, NY: Kluwer Academic/Plenum Publishers.
- Fishbein, M., & Ajzen, I. (1975). *Belief, Attitude, Intention, and Behavior: An Introduction to Theory and Research*. Reading, MA: Addison-Wesley.
- Fowers, B.J., Davidov, B.J. (2006). The virtue of multiculturalism: Personal transformation, character, and openness to the other. *American Psychologist*, 61, 581-594.
- Funk, C.L. (2000). The dual influence of self-interest and societal interest in public opinion. *Political Research Quarterly*, 53, 37-62.
- Gagne, M., & Deci, E. (2005). Self-determination theory and work motivation. *Journal of Organizational Behaviour*, 26, 331-362.
- Gamliel, E. (2007). To accept or to reject: The effect of framing on attitudes toward affirmative action. *Journal of Applied Social Psychology*, 37, 683-702.
- Gandz, J. (2007). A business case for diversity. Human Resources and Skills Development Canada. Retrieved March 24, 2010 from: http://www.hrsdc.gc.ca/eng/lp/lo/lsw/we/special_projects/RacismFreeInitiative/BusinessCase-e.shtml

- Gandz, J. (2001). A business case for diversity. Gateway to diversity (equalopportunity.on.ca). Queen's Printer of Ontario, 2001. Retrieved September 1, 2010 from: <http://www.hrsdc.gc.ca/eng/labour/equality/racism/docs/BusinessCase-e.pdf>
- Gill, R. (2003). Change management – or change leadership? *Journal of Change Management*, 3,307-318.
- Goodman, D.J. (2006). Motivating people from privileged groups to support social justice. *Teacher's College Record*, 102, 1061-1085.
- Green, D. P., & Cowden, J.A. (1992). Who protests: self-interest and white opposition to busing. *Journal of Politics*, 54, 471-496.
- Hart, T. (1998). Inspiration: Exploring the experience and its meaning. *Journal of Humanistic Psychology*, 38, 7-35.
- Harrison, D.A., Kravitz, D.A., Mayer, D.M., Leslise, L.M., & Lev-Arey, D. (2006). Understanding attitudes towards affirmative action programs in employment: Summary and meta-analysis of 35 years of research. *Journal of Applied Psychology*, 91, 1013-1036.
- Hayes, A.F. (2009). Beyond Baron and Kenny: Statistical mediation analysis in the new millennium. *Communication Monographs*, 76, 408-420.
- Higgins, E.T. (1987). Self discrepancy: A theory relating self and affect. *Psychological Review*, 94, 319-340.
- Hitlin, S. (2003). Values as the core of personal identity: Drawing links between two theories of self. *Social Psychology Quarterly*, 66, 118-137.
- Hitlin, S., & Piliavin, J.A. (2004). Values: Reviving a dormant concept. *Annual Review of Sociology*, 30, 359-393.
- House, R.J. (1995). Leadership in the twenty-first century. In Howard, A. (Ed.). *The Changing Nature of Work* (pp. 411-450). San Francisco, CA: Jossey-Bass.
- Hoyle, R.H (1995). *Structural equation modeling: Concepts, issues and applications* (pp. 76–99). Thousand Oaks, CA: Sage.
- Hu, L., & Bentler, P.M. (1995). Evaluating model fit. In R. H. Hoyle (Ed.), *Structural equation modeling: Concepts, issues and applications* (pp. 76–99). Thousand Oaks, CA: Sage.
- Hu, L., & Bentler, P.M. (1998). Fit indices in covariance structure modeling. Sensitivity to unparameterized model misspecification. *Psychological Methods*, 3, 424-453.
- Hu, L. & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling*, 6, 1-55.

- Human Resources and Skills Development Canada (HRSDC)(2010). Canadians in context – immigration. Retrieved from HRSDC: <http://www4.hrsdc.gc.ca/3ndic.1t.4r@-eng.jsp?iid=38>
- Human Rights Office, Queen’s University (2010). Trans accessibility project: Transphobia and discrimination. Retrieved September 1, 2010 from: <http://www.queensu.ca/humanrights/tap/3discrimination.htm>
- Ibarra, H. & Obodaru, O. (2009). Women and the vision thing. *Harvard Business Review*, January, 62-70.
- Judge, T.A., & Piccolo, R.F. (2004). Transformational and transactional leadership: A meta-analytic test of their relative validity. *Journal of Applied Psychology*, 89, 755-768.
- Jung, D.I., & Avolio, B.J. (2000). Opening the black box: An experimental investigation of the mediating effects of trust and value congruence on transformational and transactional leadership. *Journal of Organizational Behaviour*, 21, 949-964.
- Kalliath, T.J., Bluedorn, A.C., & Strube, M.J. (1999). A test of value congruence effects. *Journal of Organizational Behaviour*, 20, 1175-1198.
- Kaplan, R. S., & Norton, D.P. (2008). Mastering the management system. *Harvard Business Review*, January, 63-77.
- Kasser, T., & Ryan, R.M. (1993). A dark side of the American dream: Correlates of financial success as a central life aspiration. *Journal of Personality and Social Psychology*, 65, 410-422.
- Katz, D. (1960). The functional approach to the study of attitudes. *Public Opinion Quarterly*, 24, 163-204.
- Kenny, D.A., & McCoach, D.B. (2003). Effect of the number of variables on measures of fit in structural equation modeling. *Structural Equation Modeling: A Multidisciplinary Journal*, 10, 333-351.
- Kenny, D.A., Kashy, D.A., & Cook, W.L. (2006). *Dyadic data analysis*. New York, NY, The Guilford Press.
- Kirkpatrick, S. A., & Locke, E. A. (1996). Direct and indirect effects of three core charismatic leadership components on performance and attitudes. *Journal of Applied Psychology*, 81, 36-51.
- Kline, R. B. (2005). *Principles and practice of structural equation modeling*. New York, NY: Guilford Press.

- Kochan, T., Bezrukova, K., Ely, R., Jackson, S., Joshi, A., Jehn, K., Leonard, J., Levine, D., & Thomas, D. (2003). The effects of diversity on business performance: Report of the diversity research network. *Human Resource Management*, 42, 3-21.
- Korsgaard, M.A., Meglino, B.M., & Lester, S.W. (1996). The effect of other-oriented values on decision making: A test of propositions of a theory of concerns for others in organizations. *Organizational Behavior and Human Decision Processes*, 68, 234-245.
- Kotter, J.P. (1990). *A force for change: How leadership differs from management*. New York: Free Press.
- Kouzes, J.M. & Posner, B.Z. (1987). *The leadership challenge: How to get extraordinary things done in organizations*. San Francisco, CA: Jossey-Bass.
- Lane, R.E. (2003). Rescuing political science from itself. In Sears, D.O., Huddy, L., & Jervis, R. (Eds.). *Oxford Handbook of Political Psychology* (pp. 755-782). New York, NY: Oxford University Press.
- Larwood, L., Kriger, M., & Falbe, C. M. (1993). Organizational vision: An investigation of the vision construct-in-use of AACSB business school deans. *Group and Organization Management*, 18, 214-236.
- Latham, G.P., & Locke, E.A. (1991). Self-regulation through goal setting. *Organizational Behavior and Human Decision Processes*, 50, 212-247.
- Legault, L., Green-Demers, I., Grant, P., & Chung, J. (2007). On the self-regulation of implicit and explicit prejudice: A self-determination theory perspective. *Personality and Social Psychology Bulletin*, 33, 732-749.
- Levin, I.M. (2000). Vision revisited. Telling the story of the future. *The Journal of Applied Behavioural Sciences*, 36, 91-107.
- Lewis, M. (2000). Self-conscious emotions: Embarrassment, pride, shame, and guilt. In Lewis, M. & Haviland, J. (Eds.). *Handbook of emotions* (pp. 623-637). New York, NY: Guilford Press.
- Lind, E.A. (1992, March 28). The fairness heuristic: Rationality and “relationality” in procedural evaluation. Paper presented at the Fourth International Conference of the Society for Advancement of Socio-Economics, Irvine, CA. In Peterson, R.S. (1994). The role of values in predicting fairness judgments and support of affirmative action. *Journal of Social Issues*, 50, 95-115.
- Lynn, G.S., Akgun, A.E. (2001). Project visioning: Its components and impact on new product success. *Journal of Product Innovation Management*, 18, 374-387.

- Long, K. J. (2004). Spearman-Brown Formula. In Lewis-Beck, M.S., Bryman, A., & Liao, T.F. (2004). *The SAGE encyclopedia of social science research methods* (pp. 1053-1055). Thousand Oaks, CA: SAGE Publications.
- Lord, R.G., & Brown, D.J. (2001). Leadership, values, and subordinate self-concepts. *The Leadership Quarterly*, 12, 133-152.
- Lord, R.G., & Brown, D.J. (2004). *Leadership processes and follower identity*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Litvin, D.R. (2002). The business case for diversity and the 'Iron Cage'. In Czarniawska, B., & Hoepfli, H. (Eds.). *Casting the other: The production and maintenance of inequalities in work organizations* (pp. 160-184). New York, NY: Routledge.
- MacCallum, R. C., & Austin, J. T. (2000). Applications of structural equation modeling in psychological research. *Annual Review of Psychology*, 51, 201-226.
- Maio, G.R. & Olson, J.M (2000). What is a "value-expressive" attitude? In Maio, G.R. & Olson, J.M. (2000). *Why we evaluate. Functions of attitudes*, p.249-269. Mahwah, NJ: Lawrence Erlbaum.
- MacKinnon, D. P., Lockwood, C. M., & Williams, J. (2004). Confidence limits for the indirect effect: Distribution of the produce and resampling methods. *Multivariate Behavioral Research*, 39, 99–128.
- Margolis, S.L., & Hansen, C.D. (2003). Visions to guide performance: A typology of multiple future organizational images. *Performance Improvement Quarterly*, 16, 40-58.
- Markus, H. (1977). Self-schemata and processing information about the self. *Journal of Personality and Social Psychology*, 35, 63-78.
- Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41, 954-969.
- Markus, H., & Wurf, E. (1987). The dynamic self-concept: A social psychological perspective. *Annual Review of Psychology*, 38, 299-337.
- Matheson, K., Echenberg, A., Taylor, D.M., Rivrs, D., & Chow, I. (1994). Women's attitudes towards affirmative action: Putting actions into context. *Journal of Applied Social Psychology*, 24, 2075-2096.
- McClelland, D.C. (1985). *Human motivation*. Glenview, IL: Scott, Foresman.
- Meglino, B.M., Ravlin, E.C., & Adkins, C.L. (1989). A work values approach to corporate culture: A field test of the value congruence process and its relationship to individual outcomes. *Journal of Applied Psychology*, 74, 424-432.

- Meglino, B.M. & Korsgaard, M.A. (2006). Considering situational and dispositional approaches to rational self interest: An extension and response to De Dreu (2006). *Journal of Applied Psychology*, 91, 1253-1259.
- Mediacorp Canada Inc. (2009). Canada`s best diversity employers. Retrieved January 6, 2010 from: <http://www.canadastop100.com/diversity>
- Miller, D. (2001). Successful change leaders: What makes them? What do they do that is different? *Journal of Change Management*, 2, 359- 368.
- Millette, V., & Gagné, M. (2008). Designing volunteers' tasks to maximize motivation, satisfaction and performance: The impact of job characteristics on volunteer engagement. *Motivation and Emotion*, 32, 11-22.
- Murray, S.L., Haddock, G., & Zanna, M.P. (1996). On creating value-expressive attitudes: An experimental approach. In Seligman, C., Olson, J.M., & Zanna, M.P. (Eds.). *The psychology of values: The Ontario symposium, volume 8* (pp. 107-133). Mahwah, NJ: Lawrence Erlbaum Associates.
- Nanus, B. (1992). *Visionary leadership*. San Francisco, CA: Jossey-Bass.
- Nelissen, R. M., Dijker, A. J., & de Vries, N. K. (2007). Emotions and goals: Assessing relations between values and emotions, *Cognition & Emotion*, 21, 902- 911.
- Noon, M. (2007). The fatal flaws of diversity and the business case for ethnic minorities. *Work, Employment & Society*, 21, 773-784.
- Organization for Economic Co-operation and Development (OECD) (2005). Trends in International Migration: SOPEMI (Continuous Reporting System on Migration), OECD, Paris, 2005. Retrieved from Statlink: <http://dx.doi.org/10.1787/658705374836>
- Parkin, A., & Mendelsohn, M. (2003). A new Canada: An identity shaped by diversity. The Cric Papers. Centre for Research and Information on Canada. Retrieved September 1, 2010 from: <http://www.arts.yorku.ca/soci/anisef/research/documents/ANewCanadaIdentityShapedbyDiversity.pdf>
- Pelletier, L. G., & Sharp, E. (2008). Persuasive communication and proenvironmental behaviours: How message tailoring and message framing can improve integration of behaviors through self-determined motivation. *Canadian Psychology*, 49, 210-217.
- Porras, J.I., & Silvers, R.C. (1991). Organizational development and transformation. *Annual Review of Psychology*, 42, 51-78.
- Posner, B.Z. (1992). Person-organization values congruence: No support for individual differences as a moderating influence. *Human Relations*, 45, 351-361.

- Posner, B.Z. (2010). Another look at the impact of personal and organizational values congruency. *Journal of Business Ethics*, DOI: 10.1007/s10551-010-0530-1. Retrieved August 18, 2010 from: <http://www.springerlink.com/content/7749846337145130/>
- Preacher, K. J., & Hayes, A. F. (2004). SPSS and SAS procedures for estimating indirect effects in simple mediation models. *Behavior Research Methods, Instruments, & Computers*, 36, 717–731.
- Preacher, K. J., Rucker, D. D., & Hayes, A. F. (2007). Assessing moderated mediation hypotheses: Theory, methods, and prescriptions. *Multivariate Behavioral Research*, 42, 185-227.
- Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods*, 40, 879-891.
- Purdie-Vaughns, V., Steele, C.M., Davies, P.G., Dittmann, R., & Crosby, J.R. (2008). Social identity contingencies: How diversity cues signal threat or safety for African Americans in mainstream institutions. *Journal of Personality and Social Psychology*, 94, 615-630.
- Ratner, R.K., & Miller, D.T. (2001). The norm of self-interest and its effects on social action. *Journal of Personality and Social Psychology*, 81, 5-16.
- Rokeach, M. (1973). *The nature of human values*. New York, NY: The Free Press.
- Royal Bank of Canada (RBC) (2009). Vision & priorities for diversity. Retrieved January 6, 2010 from: <http://www.rbc.com/diversity/vision-priorities.html>
- Ryan, R. (1995). Psychological needs and the facilitation of integrative processes. *Journal of Personality*, 63, 397- 427.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.
- Sashkin, M. (1988). The visionary leader. In Conger, J.A., & Kanungo, R.N. (Eds.). *Charismatic leadership: The elusive factor in organizational effectiveness* (pp. 122-160). San Francisco, CA: Jossey-Bass.
- Schwartz, S.H. (1992). Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries. In Zanna, M.P. (Ed.), *Advances in experimental social psychology*, vol. 25, (pp. 1-65). San Diego, CA: Academic Press.
- Schwartz, S. (1996). Values priorities and behaviour: applying a theory of integrated value systems. In Seligman, C., Olson, J.M., & Zanna, M.P. (1996). *The psychology of values: The Ontario Symposium. Volume 8* (pp. 1-25). Mahwah, NJ: Lawrence Erlbaum Associates.

- Sears, D.O., Lau, R.R., Tyler, T.R., Allen, Jr.H.M. (1980). Self-interest vs. symbolic politics in policy attitudes and presidential voting. *The American Political Science Review*, 74, 670-684.
- Sears, D. O., & Funk, C. L. (1990). Self-interest in Americans' political opinions. In J. J. Mansbridge (Ed.), *Beyond self-interest* (pp. 147-170). Chicago: University of Chicago Press.
- Senge, P.M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York, NY: Doubleday.
- Seo, M., Barrett, L.F., & Bartunek, J.M. (2004). The role of affective experience in work motivation. *Academy of Management Review*, 29, 423-439.
- Shamir, B., House, R.J., & Arthur, M.B. (1993). The motivational effects of charismatic leadership: A self concept based theory. *Organization Studies*, 4, 577-594.
- Shipley, R., & Michela, J. (2006). Can vision motivate planning? *Planning Practice & Research*, 21, 223-243.
- Sosik, J. J., & Dinger, S. L. (2007). Relationships between leadership style and vision content: The moderating role of need for social approval, self-monitoring, and need for social power. *Leadership Quarterly*, 18(2), 134-153.
- Statistics Canada (2009). Population by sex and age. Retrieved March 3, 2010 from: <http://www40.statcan.gc.ca/101/cst01/demo10a-eng.htm>
- Stine, R. (1989). An introduction to bootstrap methods. *Sociological Methods & Research*, 18, 243-291.
- Strange, J. M., & Mumford, M. D. (2002). The origins of vision: Charismatic versus ideological leadership. *Leadership Quarterly*, 13, 343-377.
- Strange, J. M., & Mumford, M.D. (2005). The origins of vision: Effects of reflection, models, and analysis. *Leadership Quarterly*, 16, 121-148.
- Taasoobshirazi, G., & Carr, M. (2009). A structural equation model of expertise in college physics. *Journal of Educational Psychology*, 101, 3, 630-643.
- Taber, C.S. (2003). Information processing and public opinion. In Sears, D.O., Huddy, L., & Jervis, R. (Eds.). *Oxford Handbook of Political Psychology* (pp. 433-476). New York, NY: Oxford University Press.
- Thomas, K. M. (2005). *Diversity dynamics in the workplace*. Toronto ON: Thomson Learning Watsworth.

- Thomas, K.M., & Plaut, V.C. (2008). The many faces of diversity resistance in the workplace. In Thomas, K.M. (Ed). *Diversity resistance in organizations* (pp. 1-23). New York, NY: Lawrence Erlbaum Associates.
- Thrash, T.M., & Elliot, A.J. (2004). Inspiration: Core characteristics, component processes, antecedents, and function. *Journal of Personality and Social Psychology*, 87, 957-973.
- Thrash, T.M., & Elliot, A.J. (2003). Inspiration as a psychological construct. *Journal of Personality and Social Psychology*, 84, 871-889.
- UNA-Canada (2002). Action guide: A human rights resource manual for secondary schools. Canada and human rights chapter. Retrieved September 1, 2010 from: <http://www.unac.org/rights/actguide/canada.html>
- Vallacher, R.R., & Wegner, D. M. (1987). What do people think they're doing? Action identification and human behavior. *Psychological Review*, 94, 3-15.
- Vallacher, R. R. & Wegner, D.M. (1989). Levels of personal agency: Individual variation in action identification. *Journal of Personality and Social Psychology*, 57, 660-671.
- Van den Broek, A., Vansteenkiste, M., De Witte, H., & Lens, W. (2008). Explaining the relationships between job characteristics, burnout and engagement: The role of basic psychological need satisfaction. *Work & Stress*, 22, 277-294.
- van Knippenberg, D., van Knippenberg, B., De Cremer, D., & Hogg, M.A. (2004). Leadership, self, and identity: A review and research agenda. *The Leadership Quarterly*, 15, 825-856.
- Verplanken, B., & Holland, R.W. (2002). Motivated decision making: Effects of activation and self-centrality of values on choices and behavior. *Journal of Personality and Social Psychology*, 3, 434-447.
- Waples, E.P., & Connelly, S. (2008). Leader emotions and vision implementation: Effects of activation potential and valence. In Humphrey, R.H. (2008). *Affect and emotion: New directions in management theory and research*, (pp. 67-96). Charlotte, NC: Information Age Publishing.
- Watson, B., Clark, L.A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect. The PANAS scales. *Journal of Personality and Social Psychology*, 54, 1063-1070.
- Weick, K.E., & Quinn, R.E. (1999). Organizational change and development. *Annual Review of Psychology*, 50, 361-386.
- Williams, G. C., Gagné, M., Ryan, R. M., & Deci, E. L. (2002). Facilitating autonomous motivation for smoking cessation. *Health Psychology*, 21, 40-50.

Yukl, G. (2002). *Leadership in organizations*. 5th Ed. Upper Saddle River, NJ: Pearson/Prentice Hall.

Zaccaro, S.J., & Banks, D.J. (2001). Leadership, vision and organizational effectiveness. In Zaccaro, S.J., & Klimoski, R.J. (2001). *The nature of organizational leadership: Understanding the performance imperatives confronting today's leaders* (pp. 181-218). San Francisco, CA: Jossey-Bass.

Zaccaro, S.J., & Banks, D. (2004). Leader visioning and adaptability: Bridging the gap between research and practice on developing the ability to manage change. *Human Resource Management*, 43, 367-380.

APPENDIX A

Participant Information Letter

Title of Study: Responses to Presentations about Policy Issues at UW

Faculty Supervisor: Professor John Michela

Department of Psychology
(519) 884-4567 Ext. 32164

Student Researcher: Beatrice Moos

Department of Psychology
moos.beatrice@gmail.com

This study is being conducted by Beatrice Moos under the supervision of Professor John Michela of the Department of Psychology at the University of Waterloo. The purpose of this research project is to investigate responses to presentations about policy issues at UW. Specifically, the study aims to examine students' reactions to a proposed employment equity program policy at UW. If you decide to volunteer, you will be asked to listen to a PowerPoint presentation about a proposed employment equity program policy presented by a graduate student in Psychology. You will then be asked to answer some questions pertaining to this presentation. The type of questions you will be asked will be similar to the following: What is your overall opinion of this policy for UW?

Participation in this study is expected to take 60 minutes of your time. In appreciation for the time you have given to this study, you will receive one participation credit that will count towards your final psych 101 grade. In the event that you prefer to discontinue the study at any point during the session, you will nonetheless receive your participation credit. The data, with identifying information removed, will be kept for an indefinite period of years and will be securely stored in Professor Michela's lab area in the PAS building. All information collected from participants in this study will be aggregated. Thus, your name will not appear in any report, publication, or presentation resulting from this session.

You may withdraw from this study at any time by advising the researcher of this decision. You may leave any questions on the questionnaire unanswered if you do not wish to answer them. In either case, you will still receive your full participation credit. If you have any questions about participation in this study, please feel free to ask the researchers. You may not benefit personally from your participation in this study. However, the information obtained from this session will be valuable to the investigation of responses to communications about policy issues. There are no anticipated risks, discomforts and/or inconveniences associated with this session.

If you have additional questions at a later date, please contact Dr. John Michela at (519) 888-4567 ext. 32164 or by email at jmichela@watarts.uwaterloo.ca This project has been reviewed by, and received ethics clearance through, the Office of Research Ethics. In the event you have any comments or concerns resulting from your participation in this study, please contact Dr. Susan Sykes at 1-519-888-4567 Ext. 36005 or by email at ssykes@uwaterloo.ca

APPENDIX B

Presentation Text and Slides

Small employment increase condition:

Slide 1: The first question that might come to your mind when you hear the term Employment Equity for women may be: Why should I care?

Slide 2: The following graph illustrates that even though the Canadian government has created Employment Equity programs to attempt to remove systematic barriers that limit women's job opportunities, women today still face significant disadvantages in employment. A survey done by Statistics Canada in 2007 showed that while women make up more than half of the total Canadian Workforce, they tend to be concentrated in occupations of lower status and pay. As this graph illustrates, the largest percentage of women are currently employed in sales/services and only a small percentage is working in management, professional, or supervisory positions. This uneven distribution of females across certain positions can be mostly attributed to past discrimination against women in employment systems. These systematic barriers have over the years hindered women's chances of getting hired for certain jobs.

Slide 3: The consequences of these discriminatory behaviours have resulted in higher female unemployment rates, and limited opportunities for career progress. These findings lead to an important question. That is, we have to ask ourselves: What can be done to remove these discriminatory barriers in the workplace?

Slide 4: The answer to this question may be the implementation of Employment Equity programs by all employers. To give you a better idea of what Employment equity actually means I will now briefly talk about the concept in more detail.

Employment Equity refers to

- 1) the elimination of discriminatory practices that prevent the entry or retention of women in the workplace
- 2) the elimination of discriminatory treatment towards women in the workplace

Basically the main goal of all EE programs is to ensure that the proportion of women in the workforce adequately reflects that of the community.

Employment equity programs in Canada have mainly evolved as a response to pressures within our society to increase workforce diversity. As a result, the Canadian government passed the Employment Equity Act in 1986. As a result of this act, EE programs are frequently set up by many organizations because federal, provincial or municipal government legislation requires organizations that come under their jurisdiction to do so. However, even though EE is the law, it is controversial. Depending on who is in charge of the government, EE legislation may be strengthened or weakened, or may even be discontinued altogether.

Slide 5: As mentioned before, the main goal of all EE programs is to ensure that the proportion of women in the workforce adequately reflects that of the community. Many people who oppose EE are not aware that these programs can take different forms and that some programs may avoid many of the controversial aspects of the programs. Given what I have just said about Employment equity, let's look at what the proportion of males and females should be in the Waterloo region.

Although exact numbers are hard to come by, by using data from Industrial/Organizational surveys we estimate the current hiring rate for managerial and professional positions to be 65% for males and 35% for females. This situation is illustrated in the left pie graph. However, with this hiring rate women are underrepresented in these occupations. In other words, the proportion of women in managerial and professional positions does not adequately reflect that of the qualified women in the community. In order to achieve this balance, the percentage of women hired for these positions must go up. The implementation of an EE program would result in an increase in the percentage of women employed in these positions.

In this situation, the implementation of the proposed EE program would increase the percentage of females hired for managerial and professional positions from 35 to 45 percent. This hiring situation is illustrated in the right pie graph. While this would slightly decrease the hiring chances for males (from 65 to 55%), it would lead to the removal of the systematic barriers that have kept women out of these positions until now.

Slide 6: I will now give you an example of how this program would work in a situation that is more relevant to you. That is, I will go over how this program would affect the coop hiring procedures.

Slide 7: The way this proposed EE program is structured is that it would ensure that the most qualified individual would be hired for a position. In other words, this program would allow employers to still select the best individual for the job but at the same time it would ensure that women would get the same chances as males to be considered for a particular position.

In addition, unlike other EE programs that are in place throughout Canada, the proposed EE program that would apply to coop employers would not involve any preferential treatment of women in the sense that an employer could not hire a female student solely based on the fact that she is female and ignore her actual job qualifications. Rather, in order to be considered for the position the female student must meet all of the job requirements. Then if women are currently underrepresented in a particular area of work and if a female and male student have the same qualifications, then the employer could select the female over the male in order to increase the percentage of women employed in an occupation.

This implies that with this proposed program, in order for a male student to be selected, he would have to be superior to the female applicant. So even though the female applicant must exhibit the same qualifications as the male applicant in order to be considered for the position, this EE

program would give women an advantage in the selection process. Now that you are aware of how the selection process of employees would work with this proposed employment equity program let's look at how it would affect the hiring rates of male and female students in more detail.

Slide 8: Even though exact numbers are hard to come by, research in Industrial/Organizational Psychology involving coop students estimates the hiring rate of female engineering students for certain coop jobs to be 35% and the hiring rate for males to be 65%. In other words, the proportion of female engineering students hired for certain jobs does not reflect the proportion of female students in the engineering program. The female students' enrolment in engineering at UW clearly demonstrates that they are qualified for jobs in the field, however certain systematic barriers may be preventing female engineering students from getting these jobs.

If the proposed EE program would go through, we expect that the percentage of female students hired by a coop employer would increase from the current 35% to 45%. This would mean that the hiring rate for females would go up for positions in which women are currently underrepresented.

Slide 9: As can be seen from these two graphs, the implementation of the EE program would slightly decrease the hiring rate for the males and increase the female hiring rate.

Slide 10: Now the proposed EE program would not be in place indefinitely but would only be used until the increase in the percentage of females employed is achieved. After achieving this goal, coop employers would not have to select the female over the male if they have equal qualifications but rather they could select either one for the position.

Slide 11: Given these outcomes of the proposed program, the implementation of this program could also benefit other UW employment services. Therefore this proposed EE policy could be extended beyond coop to include other career services such as JobMine (an online graduate employment search system), the yearly Career Fair held at RIM Park as well as any other job advertisements promoted on the UW campus. Expanding the policy to include all UW job employers and job advertisements would assure that female students would get opportunities to work in jobs that reflect their qualifications.

Slide 12: This concludes the presentation on the proposed Employment Equity program. You are now asked to complete a questionnaire that will ask for your opinions about the program.

Large employment increase condition:

Slide 1: The first question that might come to your mind when you hear the term Employment Equity for women may be: Why should I care?

Slide 2: The following graph illustrates that even though the Canadian government has created Employment Equity programs to attempt to remove systematic barriers that limit women's job opportunities, women today still face significant disadvantages in employment. A survey done by Statistics Canada in 2007 showed that while women make up more than half of the total Canadian Workforce, they tend to be concentrated in occupations of lower status and pay. As this graph illustrates, the largest percentage of women are currently employed in sales/services and only a small percentage is working in management, professional, or supervisory positions. This uneven distribution of females across certain positions can be mostly attributed to past discrimination against women in employment systems. These systematic barriers have over the years hindered women's chances of getting hired for certain jobs.

Slide 3: The consequences of these discriminatory behaviours have resulted in higher female unemployment rates, and limited opportunities for career progress. These findings lead to an important question. That is, we have to ask ourselves: What can be done to remove these discriminatory barriers in the workplace?

Slide 4: The answer to this question may be the implementation of Employment Equity programs by all employers. To give you a better idea of what Employment equity actually means I will now briefly talk about the concept in more detail.

Employment Equity refers to

- 1) the elimination of discriminatory practices that prevent the entry or retention of women in the workplace
- 2) the elimination of discriminatory treatment towards women in the workplace

Basically the main goal of all EE programs is to ensure that the proportion of women in the workforce adequately reflects that of the community.

Employment equity programs in Canada have mainly evolved as a response to pressures within our society to increase workforce diversity. As a result, the Canadian government passed the Employment Equity Act in 1986. As a result of this act, EE programs are frequently set up by many organizations because federal, provincial or municipal government legislation requires organizations that come under their jurisdiction to do so. However, even though EE is the law, it is controversial. Depending on who is in charge of the government, EE legislation may be strengthened or weakened, or may even be discontinued altogether.

Slide 5: As mentioned before, the main goal of all EE programs is to ensure that the proportion of women in the workforce adequately reflects that of the community. Many people who oppose EE are not aware that these programs can take different forms and that some programs may

avoid many of the controversial aspects of the programs. Given what I have just said about Employment equity, let's look at what the proportion of males and females should be in the Waterloo region.

Although exact numbers are hard to come by, by using data from Industrial/Organizational surveys we estimate the current hiring rate for managerial and professional positions to be 65% for males and 35% for females. This situation is illustrated in the left pie graph. However, with this hiring rate women are underrepresented in these occupations. In other words, the proportion of women in managerial and professional positions does not adequately reflect that of the qualified women in the community. In order to achieve this balance, the percentage of women hired for these positions must go up. The implementation of an EE program would result in an increase in the percentage of women employed in these positions.

In this situation, the implementation of the proposed EE program would increase the percentage of females hired for managerial and professional positions from 35 to 60 percent . This is illustrated in the pie graph on the right. At this point you might be wondering how a 60% female hiring rate would create a balance between women in the workforce and the community. It is evident that more women than men are enrolled in many universities. This education will prepare women for managerial and professional positions. The current hiring rate, however, illustrates that a large number of qualified women are not employed in jobs that reflect their qualifications. In order to give qualified women more opportunities to seek out jobs that meet their actual qualifications the percentage of women hired for managerial and professional positions needs to go up. The implementation of the proposed EE program would attempt to do such. While this would decrease the hiring chances for males from 65 to 40%, it would lead to the removal of the systematic barriers that have kept women out of these positions until now.

Slide 6: I will now give you an example of how this program would work in a situation that is more relevant to you. That is, I will go over how this program would affect the coop hiring procedures.

Slide 7: The way this proposed EE program is structured is that it would ensure that the most qualified individual would be hired for a position. In other words, this program would allow employers to still select the best individual for the job but at the same time it would ensure that women would get the same chances as males to be considered for a particular position.

In addition, unlike other EE programs that are in place throughout Canada, the proposed EE program that would apply to coop employers would not involve any preferential treatment of women in the sense that an employer could not hire a female student solely based on the fact that she is female and ignore her actual job qualifications. Rather, in order to be considered for the position the female student must meet all of the job requirements. Then if women are currently underrepresented in a particular area of work and if a female and male student have the same qualifications, then the employer could select the female over the male in order to increase the

percentage of women employed in an occupation. This implies that with this proposed program, in order for a male student to be selected, he would have to be superior to the female applicant. So even though the female applicant must exhibit the same qualifications as the male applicant in order to be considered for the position, this EE program would give women an advantage in the selection process.

Now that you are aware of how the selection process of employees would work with this proposed employment equity program let's look at how it would affect the hiring rates of male and female students in more detail.

Slide 8: Even though exact numbers are hard to come by, research in Industrial/Organizational Psychology involving coop students estimates the hiring rate of female engineering students for certain coop jobs to be 35% and the hiring rate for males to be 65% . In other words, the proportion of female engineering students hired for certain jobs does not reflect the proportion of female students in the engineering program. The female students' enrolment in engineering at UW clearly demonstrates that they are qualified for jobs in the field, however certain systematic barriers may be preventing female engineering students from getting these jobs.

If the proposed EE program would go through, we expect that the percentage of female students hired by a coop employer would increase from the current 35% to 60%. This would mean that the hiring rate for females would go up for positions in which women are currently underrepresented.

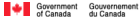
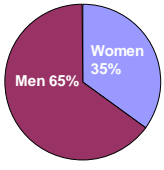
Slide 9: As can be seen from these two graphs, the implementation of the EE program would decrease the hiring rate for the males and increase the female hiring rate.

Slide 10: Now the proposed EE program would not be in place indefinitely but would only be used until the increase in the percentage of females employed is achieved. After achieving this goal, coop employers would not have to select the female over the male if they have equal qualifications but rather they could select either one for the position.

Slide 11: Given these outcomes of the proposed program, the implementation of this program could also benefit other UW employment services. Therefore this proposed EE policy could be extended beyond coop to include other career services such as JobMine (an online graduate employment search system), the yearly Career Fair held at RIM Park as well as any other job advertisements promoted on the UW campus. Expanding the policy to include all UW job employers and job advertisements would assure that female students would get opportunities to work in jobs that reflect their qualifications.

Slide 12: This concludes the presentation on the proposed Employment Equity program. You are now asked to complete a questionnaire that will ask for your opinions about the program.

Small employment increase for women presentation slides:

<p style="text-align: center;">Employment Equity for WOMEN</p> 	<p style="text-align: center;">Employment Equity for WOMEN</p> <p style="text-align: center;">Why should we care?</p> <ul style="list-style-type: none"> • Women face significant disadvantages in employment • Women tend to be concentrated in occupations of lower status and pay  <p style="text-align: right;">Statistics Canada, 2007</p>
<p>Consequences of discriminatory barriers</p> <ul style="list-style-type: none"> • higher female unemployment rates • limited opportunities for career progress <p>What can be done to remove these discriminatory barriers in the workplace?</p> <p style="text-align: center; font-size: 2em; color: red;">?</p>	<p>Employment Equity (EE) Program</p> <p>Employment equity refers to</p> <ul style="list-style-type: none"> - the elimination of discriminatory practices that prevent the entry or retention of women in the workplace - the elimination of discriminatory treatment towards women in the workplace <p>Main goal: ensure that proportion of women in the workforce reflects that of the community</p> <p>Employment Equity Act was passed in 1986 by the Canadian Government</p> <p>Employment Equity legislation:</p> <ul style="list-style-type: none"> → Federal → Provincial → Municipal 
<p>Goal of Employment Equity (EE) Programs</p> <p>To ensure that the proportion of women in the workforce adequately reflects that of the community</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Actual Situation</p>  </div> <div style="text-align: center;"> <p>→ EE program →</p> </div> <div style="text-align: center;"> <p>Potential Situation</p>  </div> </div> <p>EE program would increase the percentage of females hired from 35% to 60%</p>	<p>Example: Coop Hiring Process</p> <p style="text-align: center;">How would this program affect coop hiring procedures</p> <p style="text-align: center; font-size: 2em; color: red;">?</p> 

Features of the EE program:

- hire the **best, most qualified** individual for a position
- provide males and females with same job opportunities
- EE program allows employers to select a female over a male applicant if they have the same qualifications

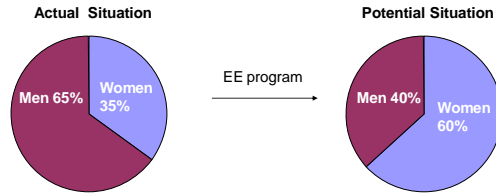
→ In order for the male student to be selected he would have to be **superior** to the female applicant

- gives **qualified** female students an opportunity to achieve their career goals and not be hindered by systematic barriers

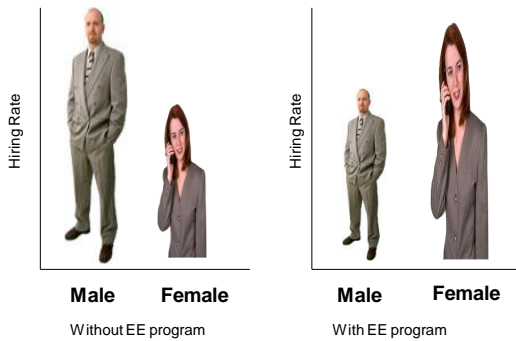
The EE program gives women an **advantage** in the selection process

Expected Results of EE program

- current hiring rate → 35% of hired applicants are females
- With EE program → rate would increase from 35% to 60%



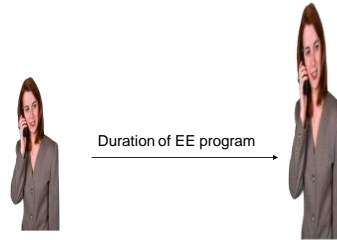
Expected EE program results for males and females:



- Percentage of females employed would increase from 35 to 60 %
- Decrease in the hiring rate of males

Duration of EE program:

- program would be in place until the increase in female hiring rate is achieved
- employers can go back to selecting either male or female for a position if they both have the same qualifications



Who would be included in EE program?

- Coop employers
- JobMine (online graduate employment system)
- Career fair employers
- Any other job advertisements promoted on the UW campus

WHY ?

- Implementation of EE program would assure that female students would get opportunities to work in jobs that reflect their true qualifications.

Employment Equity for WOMEN

Aim of program: to increase the percentage of women employed from 35% to 60%



How: by implementing an Employment Equity program

Large employment increase for women presentation slides (Only slides that differ from the one in the other condition are included):

<p>Goal of Employment Equity (EE) Programs</p> <p>To ensure that the proportion of women in the workforce adequately reflects that of the community</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Actual Situation</p> </div> <div style="text-align: center;"> <p>EE program →</p> </div> <div style="text-align: center;"> <p>Potential Situation</p> </div> </div> <p>EE program would increase the percentage of females hired from 35% to 60%</p>	<p>Expected Results of EE program</p> <ul style="list-style-type: none"> • current hiring rate → 35% of hired applicants are females • With EE program → rate would increase from 35% to 60% <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Actual Situation</p> </div> <div style="text-align: center;"> <p>EE program →</p> </div> <div style="text-align: center;"> <p>Potential Situation</p> </div> </div>
<p>Expected EE program results for males and females:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Hiring Rate</p> <p>Male</p> </div> <div style="text-align: center;"> <p>Hiring Rate</p> <p>Female</p> </div> </div> <p>Without EE program</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Hiring Rate</p> <p>Male</p> </div> <div style="text-align: center;"> <p>Hiring Rate</p> <p>Female</p> </div> </div> <p>With EE program</p> <ul style="list-style-type: none"> • Percentage of females employed would increase from 35 to 60 % • Decrease in the hiring rate of males 	<p>Duration of EE program:</p> <ul style="list-style-type: none"> • program would be in place until the increase in female hiring rate is achieved • employers can go back to selecting either male or female for a position if they both have the same qualifications <div style="text-align: center;"> <p>Duration of EE program →</p> </div>

APPENDIX C

Participant Feedback Letter

Title of Study: Responses to Presentations about Policy Issues at UW

Faculty Supervisor: Professor John Michela

Department of Psychology
(519) 884-4567 Ext. 32164

Student Researcher: Beatrice Moos

Department of Psychology
moos.beatrice@gmail.com

We appreciate your participation in our study, and thank you for spending the time helping us with our research. When you arrived here today, you were told that the purpose of this session was to examine students' responses to a proposed employment equity (EE) program policy at UW.

Although we were indeed investigating your responses to the EE program, the study was more complicated than we explained to you when you arrived. We could not give you complete information about the study at that time because it may have influenced your behaviour during the study in a way that would make investigations of the research question invalid. We apologize for the omissions, and hope that you understand the need for it once the purpose of the study has been fully explained to you.

The title of the research project is Values, or valuation: The effects of message content on individuals' willingness to promote a vision. As a reminder, the purpose of this research project is to investigate students' responses to a proposed Employment Equity (EE) program for women. More specifically, we are interested in determining how the message content of a visionary presentation about a proposed EE program influences participants' willingness to support or promote the proposed program. Employment equity was used as the content of the presentation because it is assumed that students have a great interest in and want to understand how students are selected for jobs. In addition, we specifically framed it as an EE program for women since this captures both males' and females' interests in the proposed initiative.

In this session, you were asked to fill out a questionnaire that consisted of items pertaining to the EE program. You were invited to participate in this study because you ranked social justice as being of high importance to you during mass testing or because you ranked this value as being of low importance to you.

Altogether there are four different EE program presentations. All of the presentations feature the same technical aspects of the EE program, however they differ with regards to two important factors: value appeal and self-interest. In two of the presentations the values associated with an EE program (e.g. justice, fairness, social harmony) are made salient whereas in the other two there is no mention of values throughout the session. We expect that when the values are stated explicitly, it will result in the activation of those values, which would in turn lead to a change in how the message is evaluated. We thus predict that individuals in the sessions in which values were made salient would be more motivated to promote the proposed program. You were in the (explicit, implicit value) condition.

As mentioned to you, the reason that we needed to use deception in this study was because we wanted to determine how a visionary statement - - one that states values explicitly - - affects a person's evaluation of that message. We could not tell you that we are interested in investigating the role of values in message evaluation because we expected people may respond differently if they were aware of the values that are involved with the program. In other words, in order to investigate participants' true feelings, beliefs, and opinions - which are connected to their values - about the EE program, it was necessary to use deception in this study. We apologize for this, but we hope you can understand why it was necessary. As you can see, we would not have been able to investigate this research question without the use of deception.

In addition, the presentations also differed with regards to the percentage change in the female hiring rate. In two conditions the change was small (35%-45%) whereas in the other two conditions the change in the female hiring rate was large (35%-60%). As a reminder, the changes in the female hiring rate are not exact numbers however they are realistic estimations based on previous research carried out in Industrial/Organizational Psychology. The reason why we didn't use exact numbers was that this allowed us to create a small and a large increase in the women hiring rate which we predict will influence participants' self-interest to a different degree. We expect that if individuals find that this increase in the female hiring rate would go against their self-interest that they would be less likely to support the program. The combination of this percentage change as well as the salience of values will allow us to investigate the effects of both values, and self-interest on an individual's level of motivation to support a visionary message.

As was explained to you by the researcher at the end of the presentation, the proposed employment equity program for women at UW including any reference to the UW Coop Program and the Federation of Students' (FEDS) were developed solely for the purpose of this study and do not reflect a real university policy initiative.

Because the study involves some aspects that you're not told about before starting, it's very important that you do not discuss your experiences with any other students who potentially could be in this study until after the end of the term. If people come into the study knowing about our specific predictions, as you can imagine, it would influence their results, and the data we collect would not be usable. Also, since you will be given a copy of this feedback letter to take home

with you, please do not make this available to other students. If you do not keep the feedback, please dispose of it rather than leaving it somewhere where other students might read it.

The data collected during this session will contribute to a better understanding of what characteristics make a vision statement influential and therefore visionary, as well as how these visionary communications influence individuals' level of motivation to support the vision.

Please remember that any data pertaining to yourself as an individual participant will be kept confidential. Once all the data are collected and analyzed for this project, I plan on sharing this information with the research community. If you are interested in receiving more information regarding the results of this study, or if you have any questions or concerns, please contact me at the email address listed at the bottom of the page. If you would like a summary of the results, please provide me with an email address to which I can send the summary.

Because some elements of the study are different from what was originally explained, we have another consent form for you to read and sign if you are willing to allow us to use the information that you have provided. This form is a record that the purpose of the study has been explained to you, and that you are willing to allow your information to be included in the study.

If you have additional questions at a later date, please contact Dr. John Michela at (519) 888-4567 ext. 32164 or by email at jmichela@watarts.uwaterloo.ca This project has been reviewed by, and received ethics clearance through, the Office of Research Ethics. In the event you have any comments or concerns resulting from your participation in this study, please contact Dr. Susan Sykes at 1-519-888-4567 Ext. 36005 or by email at ssykes@uwaterloo.ca

Sincerely,

Beatrice Moos

Previous research has examined how values in a visionary presentation can motivate individuals to act. The following two references provide insight into some of the underlying principles that we are interested in investigating in this study. If you are interested in finding out more about this area of research, these are two great articles to start with. They are both available online through the UW library system.

Verplanken, B., & Holland R. (2002). Motivated decision making: effects of activation and self-centrality of values on choices on behavior. *Journal of Personality and Social Psychology*, 82, 434-447.

Jung, D. & Avolio, B. (2000). Opening the black box: an experimental investigation of the mediating effects of trust and value congruence on transformational and transactional leadership. *Journal of Organizational Behaviour*, 21, 949-964.

APPENDIX D

Value Survey

Below is a list of 8 values arranged in random order. Your task is to assign a number to each one in order of their importance to YOU (from highest to lowest importance), as your guiding principles in YOUR life.

For your number 1 most important value place a 1 in the box beside it. For your number 2 most important value place a 2 in the box beside it. Continue doing this until each value has a number between 1 and 8 in the box below it.

It is okay to go back and make changes but make sure that one value has a 1 for your top choice, one a 2 for your second choice and so on until you have assigned a different number to each value.

Work slowly and think carefully. The end result should truly show how you really feel.

1	AMBITION
2	OPEN-MINDEDNESS
3	EQUALITY
4	SOCIAL JUSTICE
5	HELPFULNESS
6	FREEDOM
7	SUCCESS
8	WEALTH

APPENDIX E

Outcome Measure: Support for the Diversity Initiative

If there were an opportunity for UW students to assist with the promotion of this proposed Employment Equity program, do you think you would be willing to...

1. Join a student committee and attend bi-weekly forum sessions for one school term to get involved in the implementation process of the Employment Equity program

YES

NO

2. Volunteer one day at an information booth to create public awareness about the Employment Equity program

YES

NO

3. Distribute and post flyers on the UW campus regarding the Employment Equity program

YES

NO

4. Ask students in my classes to sign a petition to support the implementation of the Employment Equity program

YES

NO

5. Fill out a survey about Employment Equity programs that is given to me on campus

YES

NO

6. Sign a petition to promote the implementation of the Employment Equity program

YES

NO

7. Add my email address to a mailing list to receive recent updates about the Employment Equity program

YES

NO

1. Each term UW undergraduate students pay a \$5 fee to the Federation of Students (FEDS).

FEDS is able to use part of their budget to support other UW organizations. If this proposed Employment Equity program would go through then the FEDS could potentially use a portion of their budget to support this program. In your opinion, how much of FEDS' budget should they allocate to help finance the costs of creating public awareness about the Employment Equity program (i.e. cost of newsletter, flyers, posters, information booth etc.)?

1	2	3	4
None at all	A little but less than that for other organizations	Some (same amount as that for other organizations)	More than what they give to other organizations

2. Would you favor a 20% increase in the Federation of Students' term fee from \$5 to \$6 if it were earmarked specifically to promote the proposed Employment Equity program?

YES

NO

APPENDIX F

Positive and Negative Affect Scale (PANAS)

This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer in the space next to that word. Indicate to what extent you feel this way right now, that is, at the present moment. Use the following scale to record your answers.

1	2	3	4	5
Very slightly or not at all	A little	Moderately	Quite a bit	Extremely

<input type="checkbox"/> interested	<input type="checkbox"/> alert
<input type="checkbox"/> distressed	<input type="checkbox"/> ashamed
<input type="checkbox"/> excited	<input type="checkbox"/> inspired
<input type="checkbox"/> upset	<input type="checkbox"/> nervous
<input type="checkbox"/> strong	<input type="checkbox"/> determined
<input type="checkbox"/> guilty	<input type="checkbox"/> attentive
<input type="checkbox"/> scared	<input type="checkbox"/> jittery
<input type="checkbox"/> hostile	<input type="checkbox"/> active
<input type="checkbox"/> enthusiastic	<input type="checkbox"/> afraid
<input type="checkbox"/> proud	<input type="checkbox"/> angry
<input type="checkbox"/> irritable	<input type="checkbox"/> bored

APPENDIX G

Manipulation Check Item and Demographic Survey

Manipulation Check Item:

Increasing the percentage of women employed in managerial and professional positions from 35 to 45 (60) percent would decrease my chances of career advancement

1 2 3 4 5 6 7
Strongly Neutral Strongly
disagree agree

Demographic Information:

Please circle the appropriate response

The following demographic information is valuable to this research to examine different response patterns across participants. This information will be kept confidential and will be aggregated across participants. You may leave any of the following 4 statements unanswered if you do not wish to answer them:

Are you currently enrolled in the coop program? **YES** **NO**

If no, do you intend to get into coop? **YES** **NO**

How important is it for you to get a desirable job through coop?

1 2 3 4 5 6 7
Not at all Neutral Very
important important

Gender: **Male** **Female**

APPENDIX H

Presentation Text for the Vision and No-Vision Condition

Vision condition presentation text:

Slide 1: Diversity issues in the workplace and beyond

Slide 2: When we speak about diversity in the workplace we often think about employee policies such as discrimination lawsuits, reasonable accommodation or employment equity programs. This presentation is not about those things! Within the next ten minutes I would like to show you that diversity is about a lot more than policies and the law. It is about having a vision about what our world at work and beyond will look and feel like if we value and celebrate diversity and become a truly inclusive society. Diversity policies and programs are important, however, they are not enough. What I mean by that is that truly inclusive workplaces can't become reality unless you and I share a vision of eliminating discrimination at work and beyond. To envision a truly inclusive society, we have to open our minds to the possibilities of the future. But just before we embrace the future let's very briefly look at the structures that have been established in the past in an attempt to eliminate discrimination at work and beyond. Let's get started!

Slide 3: Over the past forty years, Canada's legal framework has served to promote the rights of citizens and protect them from discrimination in and outside of the workplace (Dressler & Cole, 2008).

Slide 3: In 1982 the Canadian Charter of Rights and Freedoms was signed into law to promote and guarantee that all citizens have fundamental freedoms, democratic, mobility, legal, language and equality rights (Dessler & Cole, 2008; UNA-Canada, 2002).

Slide 4: The Canadian Human rights act, which is based on the Charter is the most important human rights legislation at the federal level. "It outlaws discrimination in both employment and in the delivery of goods and services" (UNA-Canada, 2002). In Ontario, the Ontario Human Rights Code legally protects people from discrimination. According to the code there shall be no discrimination of any individual by another, based on any of the prohibited grounds set out in the Code (Dessler & Cole, 2008).

Slide 5: The prohibited grounds which differ across jurisdictions include: race, ancestry, place of origin, colour, ethnic origin, citizenship, creed(religion), sex, sexual orientation, age, records of offences, marital and family status, handicap, or membership or non-membership in a Union (Dessler & Cole, 2008).

Slide 6: Human rights legislation protects individuals from discrimination. But what exactly does discrimination mean?

Slide 7: To understand discrimination we must understand prejudice. Prejudice means having a negative opinion or attitude toward a person or group of people because they are somehow different (CCD, 2009). While prejudice is a negative attitude towards someone; discrimination is negative behaviour. It's any action that limits the opportunities of a person or group based on for

example their age, gender, disability and so on (CCD., 2009). Despite legal protections too many Canadians experience firsthand what it feels like to be discriminated against.

Slide 8: A recent public-opinion survey reports that 74 percent of Canadians polled believe that prejudice and discrimination continue to exist in Canada (Parkin & Mendelsohn, 2003). The impact of sustained discrimination is profound. Discrimination can result in people “feeling isolated and acutely aware of being different” (Human Rights Office, Queen’s University, 2010).

Slide 9: The law that protects us against discrimination is necessary, but it is not enough; we will never live in a truly inclusive community if we don’t pursue a vision of a future in which discrimination is eliminated. In other words, the law is a reactive system that imposes sanctions on those who discriminate, however we need a vision of a future in which discrimination is eliminated because this will allow us to proactively build a community in which such sanctions won’t be necessary. Such a vision will allow us to take action and break through the misunderstanding and fear that lead to prejudice, discrimination and hate in the workplace and beyond (CCD, 2009). This means you and I must become involved and act to eliminate discrimination. If we don’t take action, discrimination and prejudice will continue to erode people’s dignity, their ability to participate in society as equals, and their ability to experience themselves as fully human (Human Rights Office, Queen’s University, 2010). If we don’t imagine a change, discrimination will continue to rob people of their dreams and hopes. Simply put, to end prejudice and discrimination we need to imagine a future in which every person regardless of gender, age, race, and any other characteristics that make us different can live the life they aspire to live without worrying about being unjustifiably held back by others.

Slide 10: This means we all have to envision a future in which we live in a prejudice and discrimination-free world. Just take a moment to imagine such a world: What do you see? This vision is big and daring but then again no one said that changing the world would be easy. Our vision can become a reality if we can imagine that a small group of committed people like us can change the world.

Slide 11: A prejudice and discrimination free world is a world at peace; it is a world defined by: Tolerance, Broadmindedness, Equality, and Social Harmony (Rokeach, 1973; Schwartz, 1996).

Slide 12: A prejudice and discrimination free world starts with you and me and it starts right here at UW. UW students including yourself can start to live out this vision each and every day on campus.

Slide 13: How? On a prejudice and discrimination free UW campus: (1) You treat everyone more equally. You don’t pass judgement or make anyone feel inferior because they are different from you; (2) You stand up and contest any form and type of prejudice and discrimination on campus. You do this because you understand, respect, and accept that there is no “ONE right way” to live life but that everybody has the right to create their own way: and (3) You won’t fight prejudice with prejudice; you help others to widen their understanding, appreciation and tolerance for the welfare of all people (CCD, 2009; Schwartz, 1996).

Slide 14: A world where there is no prejudice or discrimination is a world in which you are the person you always desired to be. It is a world in which your thinking, feelings, and actions are guided by: Tolerance (willingness to recognize and respect the beliefs or practices of others), Broadmindedness (Having an open mind about diversity), And Equality (equal treatment of people irrespective of social or cultural differences). It is a world in which (1) you work for the betterment of society (2) you help others improve their lives, and (3) you are passionate about motivating others to make prejudice and discrimination history (Kasser & Ryan, 1993; Schwartz, 1996). It is a world in which you look at your life as being meaningful and complete (Kasser & Ryan, 1993).

Slide 15: Some people will disagree with this vision and will be resistant to change their ways. They will continue to discriminate and be prejudiced against others who are different from them. Don't let them discourage you from transforming the vision of a prejudice and discrimination free world into reality. Obstacles and challenges can be overcome if you and I envision change despite resistance. This means you have to see yourself as a catalyst for change; inspiring others to see the world the way you see it: a world of beauty: a world in which there is no prejudice and discrimination. If you can truly see and believe in such a world then your devotion, passion and determination to pursue this vision will eventually lead to a world in which prejudice and discrimination are intolerable.

Slide 16: Prejudice and discrimination are the worst things that can happen to anyone. To end it you and I must imagine being bold, courageous and passionate about going where we haven't gone before and leaving behind a legacy of creating a better world; a world free of prejudice and discrimination.

No Vision Condition Presentation Text:

Slide 1 HR Policy issues in the workplace

Slide 2: "Over the last few years it has become clear that organizations must pursue workplace diversity as a competitive necessity" (Gandz, 2001, p.5). Organizations have realized that it is only through "pursuing workplace diversity and managing it well that organizations can attract, retain and encourage contributions from the people they need, to delight customers, work effectively with partners and suppliers, and satisfy shareholders" (Gandz, 2001, p.5).

Slide 3: Canadian law promotes diversity by legally protecting Canadians from discrimination. In 1982 the Canadian Charter of Rights and Freedoms was signed into law to promote and guarantee that all citizens have fundamental freedoms, democratic, mobility, legal, language and equality rights (Dessler & Cole, 2008; UNA-Canada, 2002).

Slide 4: The Canadian Human rights act, which is based on the Charter is the most important human rights legislation at the federal level. "It outlaws discrimination in both employment and in the delivery of goods and services" (UNA-Canada, 2002). In Ontario, the Ontario Human Rights Code legally protects people from discrimination (Dessler & Cole, 2008).

Slide 5: According to the code there shall be no discrimination of any individual by another, based on any of the prohibited grounds set out in the Code. The prohibited grounds which vary across jurisdictions are as follows: race, ancestry, place of origin, colour, ethnic origin, citizenship, creed (religion), sex, sexual orientation, age, records of offences, marital status, family status, handicap or membership or non-membership in a Union (Dessler & Cole, 2008).

Slide 6: In the workplace the remedies for human rights violations include compensation for lost wages, general damages and expenses, pain and humiliation; restoration of rights denied; a letter of apology; or mandatory training (Dessler & Cole, 2008).

Slide 7: Employers across Canada are required to provide reasonable accommodations to meet the needs of its employees. Employers are required to adjust employment policies and practices so that no individual is denied benefits, disadvantaged in employment or, prevented from carrying out a job based on prohibited grounds (Dessler & Cole, 2008). For example, an employer may have to redesign a work station to accommodate an employee in a wheelchair (Dessler & Cole, 2008).

Slide 8: Employers must accommodate employees to the point of 'undue hardship'. Undue hardship is the point where the cost or health and safety risks make accommodations impossible (Dessler & Cole, 2008).

Slide 9: Such policies and programs are a worthwhile investment for any organization. Although "the business case for diversity will be different for each enterprise there is a compelling generic business case for achieving and managing diversity in the workplace" (Gandz, 2001, p.3). "As research and experience tell us....there is increasing evidence that an emphasis on diversity pays off on "the bottom line" [visible through] enhanced corporate profits [and/]or increased taxpayer satisfaction with government services" (Gandz, 2001, p. 4).

Slide 10: There are many benefits of diversity. One is that it helps organizations avoid legal costs. "In many jurisdictions, including the Province of Ontario", legal sanctions for discriminatory employment practices have provided organizations with encouragement to incorporate diversity into their business strategy (Gandz, 2001, p.13). "Resolving a single harassment complaint taken through the courts or the human rights commission could cost the organization more than \$50,000" (Gandz, 2001, p. 14) and consume numerous hours of the organization's legal team.

Slide 10: Diversity also allows organizations to become and remain globally competitive. "Domestic and foreign firms are increasingly interdependent on markets, sourcing and manufacturing, and customers" (Gandz, 2001, p.12). "Management and leadership teams which lack diversity cannot possibly comprehend and respond to the issues that organizations must deal with in [today's] world" (Gandz, 2001, p.11). A diverse workforce is "critical to organizational leadership, strategic responsiveness and management effectiveness" (Gandz, 2001, p.11).

Slide 11: "On [the] service level - organizations have concluded that they need employees drawn from different backgrounds within their customer base in order to understand and serve their customer needs better" (Gandz, 2001, p.6). For example this may mean that an organization hires

Mandarin speaking customer service representatives to serve Chinese speaking customer across Canada. CIBC does just that. CIBC provides banking options in different languages. For example, CIBC provides Chinese services at CIBC ABM machines across the country, in select branches, and through telephone banking (CIBC, 2010). “While customers are often the primary focus of diversity competitiveness, it is no less important for an organization to maintain excellent relationships with suppliers. Whether buying fashions in China, beef in Argentina, or machine tools in Germany, the ability to deal with suppliers in their own language, in appropriate behavioral manners, and to conduct successful negotiations may be critical dimensions of competitive advantage (Gandz, 2001, p.9).

Slide 12: At the design level, organizations have discovered that employees from different backgrounds “can help them design and deliver products in ways which appeal to diverse customer segments” (Gandz, 2001, p.8). “Design may be as vital as the name on the product. [For example] when Chevrolet launched the Nova into Latin America, perhaps Hispanic managers might have pointed out that "No va" in Spanish means "doesn't go!"”(Gandz, 2001, p. 8). This is clearly a phrase you don’t want to use to promote your new car model.

Slide 13: In addition, “in an era of critical skills shortages, organizations are finding that they must attract, retain, motivate and utilize their valuable human assets effectively if they are to be competitive. Diversity management can reduce unwelcome[d] turnover, reduce absenteeism and be a powerful magnet in recruitment” (Gandz, 2001, p.9). There are several Canadian organizations that are taking a lead in offering diversity programs. “The *Canada's Best Diversity Employers* competition recognizes employers across Canada that have exceptional workplace programs” (Mediacorp Canada Inc., 2009).

Slide 14: Here are a few examples of companies who were recognized as Canada’s best diversity employers in 2009: HP Canada, Ernst & Young, Proctor and Gamble, Canada Post, Telus, RBC, KPMG, L’Oreal Canada. The complete list of recognized organizations can be found at the website presented in the bottom right hand corner (Mediacorp Canada Inc., 2009).

Slide 15: HR plays an important role in reviewing current management practices and developing and implementing diversity programs to accommodate employees. Recruitment strategies, selection methods and training and development programs that are developed with a diversity perspective can help and organization to improve its national and international performance.

APPENDIX I

In-Class Recruitment Script

My name is Beatrice Moos and I am a PhD student in Industrial/Organizational Psychology at the University of Waterloo working under the supervision of Professor John Michela. The purpose of the research study that I am here to talk to you about is to investigate responses to presentations about prejudice and discrimination issues in Canada. Specifically, the study aims to examine students' reactions and opinions about prejudice and discrimination.

If you decide to volunteer, you will be asked to complete a short measure that will ask about how you are currently feeling (e.g., enthusiastic, alert) and then listen to a PowerPoint presentation about prejudice and discrimination presented by a graduate student in Psychology. You will then be asked to answer some questions pertaining to this presentation. This questionnaire will include questions about your thoughts and feelings towards the presentation. The type of questions you will be asked will be similar to the following: What is your overall opinion of the effectiveness of this presentation?

Participation in this study is expected to take 35 minutes of your time. The data, with identifying information removed, will be kept for an indefinite period of years and will be securely stored in Professor Michela's lab area in the PAS building. All information collected from participants in this study will be aggregated. Your name will not appear in any report, publication, or presentation resulting from this session.

I would like to assure you that this study has been reviewed and received ethics clearance through the Office of Research Ethics.

I would like to stress the point that taking part in this study is not mandatory and your course instructor will not know who participated in the study and who did not. That is, your decision to participate is entirely voluntary.

Are there any questions at this time about your involvement in the study?

In exchange for your participation you will be presented with the study findings and a discussion of how the findings relate to the issues you have been talking about in this class later this term.

At this point I would like to start handing out the study materials. If you do not wish to participate in the study you can: 1) sit through the presentation but not complete the questionnaires or hand in blank questionnaires, or 2) leave the room while the study is being conducted and return to the other classroom in 35 minutes. To ensure complete confidentiality about participation/non-participation please do not return to the other classroom while the study is being conducted.

APPENDIX J

Participant Information Letter

Title of Study: Responses to Presentations about Diversity Issues in Canada

Faculty Supervisor: Professor John Michela
Department of Psychology
(519) 888-4567 Ext. 32164

Student Researcher: Beatrice Moos
Department of Psychology
bmoos@uwaterloo.ca

This study is being conducted by Beatrice Moos under the supervision of Professor John Michela of the Department of Psychology at the University of Waterloo. The purpose of this research project is to investigate responses to presentations about employee policy issues in Canada. Specifically, the study aims to examine students' reactions and opinions about diversity issues. If you decide to volunteer, you will be asked to complete a short measure that will ask about how you are currently feeling (e.g., enthusiastic, alert) and then listen to a ten minute PowerPoint presentation about diversity. You will then be asked to answer some questions pertaining to this presentation. This questionnaire will include questions about your thoughts and feelings towards the presentation. The type of questions you will be asked will be similar to the following: What is your overall opinion of the effectiveness of this presentation?

Participation is entirely voluntary and there is no penalty for not participating in this study. Participation is not a requirement of the course and the course instructor will not know who participated and who did not. Participation in this study will have no effect on your course mark, class standing or course requirements.

Participation in this study is expected to take 35 minutes of your time. The data, with identifying information removed, will be kept for an indefinite period of years and will be securely stored in Professor Michela's lab area in the PAS building. All information collected from participants in this study will be aggregated. Thus, your name will not appear in any report, publication, or presentation resulting from this session.

You may withdraw from this study without penalty at any time by advising the researcher of this decision. You may leave any questions on the questionnaire unanswered if you do not wish to answer them. If you have any questions about participation in this study, please feel free to ask the researchers. You may not benefit personally from your participation in this study. However, the information obtained from this session will be valuable to the investigation of responses to communications about diversity issues. There are no anticipated risks, discomforts and/or

inconveniences associated with this session. If you do not wish to participate in the study you can sit through the presentation but not complete the questionnaires or hand in blank questionnaires.

When all the data are collected and analyzed for this project, I plan on sharing the findings with your class. I will be coming back later this term to present you with an overview of the study results and the potential implications of these findings for HR practices such as diversity training. Participants can withdraw from the study at any time without penalty however everyone will be able to attend the presentation and discussion of study findings.

If you have additional questions at a later date, please contact Dr. John Michela at (519) 888-4567 ext. 32164 or by email at jmichela@watarts.uwaterloo.ca

This project has been reviewed by, and received ethics clearance through, the Office of Research Ethics. In the event you have any comments or concerns resulting from your participation in this study, please contact Dr. Susan Sykes at 1-519-888-4567 Ext. 36005 or by email at ssykes@uwaterloo.ca

APPENDIX K

Participant Feedback Letter

Title of Study: Responses to Presentations Diversity Issues in Canada

Faculty Supervisor: Professor John Michela
Department of Psychology
(519) 888-4567 Ext. 32164

Student Researcher: Beatrice Moos
Department of Psychology
bmoos@uwaterloo.ca

We appreciate your participation in our study, and thank you for spending the time helping us with our research.

The title of the research project is Values and the Self: Examining Differences in Responses to a Vision of a Prejudice and Discrimination Free Canada. As a reminder, the purpose of this research project is to investigate students' responses to a presentation about diversity issues. More specifically, we are interested in determining how the message content of a visionary presentation about a prejudice and discrimination free Canada influences participants' willingness to support or promote the cause. Prejudice and discrimination was used as the content of the presentation because these issues are of great importance on the UW campus, the workplace, and society at large. We believe that this content is of great interest to HRM students personally and professionally since diversity and inclusiveness are at the core of most HR departments.

In this session, you were asked to fill out a questionnaire that consisted of items pertaining to the presentation that you listened to. Altogether there are two different presentations. Both presentations feature an overview of diversity issues in Canada, however they differ with regards to two important factors: vision of a prejudice and discrimination free world and the link of this vision to a person's identity or self. In one presentation students were presented with a vision of what the world would look and feel like if prejudice and discrimination is a thing of the past. In addition, this vision was linked to support particular values such as equality, social harmony, and tolerance. We expect that when the values of this vision match your personal values that you will be more motivated to take action to ensure that this vision will become a reality. We predict that presenting a vision that is aligned with personal values will lead a person to identify with this vision and see it as being a reflection of what they desire or long their life to stand for. Students in RCH 101 were in the vision condition and students in RCH 105 were in the no-vision condition.

The data collected during this session will contribute to a better understanding of what characteristics make a vision statement influential and therefore visionary, as well as how these

visionary communications influence individuals' level of motivation to support the vision.

Please remember that any data pertaining to yourself as an individual participant will be kept confidential. Data collected during this study will be retained indefinitely, on a secure server in the PAS building and only researchers associated with this study have access. When all the data are collected and analyzed for this project, I plan on sharing the findings with your class. I will be coming back later this term to present you with an overview of the study results and the potential implications of these findings for HR practices such as diversity training. If you are interested in receiving more information about this study, or if you have any questions or concerns, please contact me at the email address listed at the bottom of the page. If you would like a summary of the results, please provide me with an email address to which I can send the summary.

If you have additional questions at a later date, please contact Dr. John Michela at (519) 888-4567 ext. 32164 or by email at jmichela@watarts.uwaterloo.ca This project has been reviewed by, and received ethics clearance through, the Office of Research Ethics. In the event you have any comments or concerns resulting from your participation in this study, please contact Dr. Susan Sykes at 1-519-888-4567 Ext. 36005 or by email at ssykes@uwaterloo.ca

Sincerely,

Beatrice Moos

University of Waterloo

Department of Psychology

E-mail: bmoos@uwaterloo.ca

APPENDIX L

Motivation Orientation Measure: Volunteer Motivational Scale

Why would you want to be involved with eliminating discrimination at UW?

Please use the scale below to indicate your agreement or disagreement with each:

Completely Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Completely Agree
1	2	3	4	5	6	7

	1	2	3	4	5	6	7
Because it would make me feel proud and like a worthy person							
For the enjoyment I would feel when I help out at UW							
Because it would be fun							
So other people would approve of me							
Because I would feel guilty if I didn't							
For the recognition that I would get from others							
Because doing this work is a fundamental part of who I am							
Because my friends and family would insist that I do							
Because it would really feel personally important to me to do so							
I wouldn't want to be involved with this group or activities associated with this group							
Because it would be interesting and enjoyable work							

APPENDIX M

Outcome Measure: Support for the Diversity Initiative

Suppose UW students, with the approval of the Federation of Students (FEDS), are forming a club to work towards eliminating prejudice and discrimination on campus. If there were an opportunity for UW students to get involved, do you think you would be willing to....

Become a committee member and attend bi-weekly meetings to discuss news, challenges, future directions of the group

Yes

No

Become a group representative and visit universities across southern Ontario to energize others to eliminate discrimination at their schools

Yes

No

Talk to university and local newspapers to get the group's message heard in the community

Yes

No

Help organize group meetings and events (book meeting rooms, photocopying, ordering food etc.)

Yes

No

Volunteer one day at an information booth in the SLC

Yes

No

Attend a focus group to share your views about prejudice and discrimination

Yes

No

Post flyers around campus to advertise upcoming meeting and events

Yes

No

Sign up for an electronic newsletter and updates about upcoming events

Yes

No

Each term UW undergraduate students pay a \$5 fee to the Federation of Students (FEDS). FEDS is able to use part of their budget to support other UW organizations. The FEDS could potentially use a portion of their budget to support this group. In your opinion, how much of FEDS' budget should they allocate to help finance the costs of creating public awareness about this cause (i.e. cost of newsletter, flyers, posters, information booth etc.)?

- | | | | |
|-------------|---|---|---|
| None at all | A little but less than
that for other
organizations | Some (same amount as that
for other organizations) | More than what they
give to other
organizations |
| 1 | 2 | 3 | 4 |

Would you favor a 20% increase in the Federation of Students' term fee from \$5 to \$6 if it were earmarked specifically to promote this cause?

Yes

No

APPENDIX N

Positive and Negative Affect Schedule (PANAS)

This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer in the space next to that word. Indicate to what extent you feel this way right now, that is, at the present moment. Use the following scale to record your answers.

1 Very slightly or not at all	2 A little	3 Moderately	4 Quite a bit	5 Extremely
	_____	interested	_____	alert
	_____	distressed	_____	ashamed
	_____	excited	_____	inspired
	_____	upset	_____	passionate
	_____	strong	_____	determined
	_____	guilty	_____	attentive
	_____	scared	_____	jittery
	_____	hostile	_____	active
	_____	enthusiastic	_____	afraid
	_____	proud	_____	angry
	_____	irritable	_____	thrilled
	_____	nervous	_____	bored
	_____	energized	_____	courageous

APPENDIX O

Summary of Model Testing Analyses

Model Constraints	X^2	df	CFI	ΔX^2	Δdf	p
Autonomous Motivation to Negative Affect:						
i) Equality constraint across Conditions	65.02	56	.95	-	-	-
ii) Non-equality constraint between Conditions	59.47	55	.97	5.55	1	.02
Gender to Negative Affect Path:						
i) Equality constraint across Conditions	68.78	58	.94	-	-	-
ii) Non-equality constraint between Conditions	63.95	57	.96	4.83	1	.03
Diversity Value Orientation to Negative Affect Path:						
i) Equality constraint across Conditions	79.64	60	.88	-	-	-
ii) Non-equality constraint between Ethnicity	64.85	59	.96	14.79	1	<.001
Negative Affect to Inspiration Path:						
i) Equality constraint across Conditions	74.80	62	.92	-	-	-
ii) Non-equality constraint between Ethnicity	69.20	61	.95	5.6	1	.02
Inspiration to Negative Affect Path:						
i) Equality constraint across Conditions	73.26	64	.94	-	-	-
ii) All parameters free	69.20	61	.95	4.06	3	.26