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DIVERSITY ACCEPTANCE AS AN INDIVIDUAL ABILITY: THE NEW RATING SCALE DWD-O5 FOR THE ORGANIZATIONAL CONTEXT

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Diversity acceptance enables individuals to deal with social diversity in a constructive and goal-oriented way. The DWD-O5 rating scale is a new, multidimensional survey tool for the organizational context to measure this trait. It was developed in three steps: after item analysis (n = 203), iterative exploratory factor analyses followed (n = 2,443), in which 40 models were generated and compared. An interpretable model with five factors and 15 items was chosen. With a third sample (n = 761) this model was verified via confirmatory factor analysis. Taking the relevant parameters (RMSEA, SRMR, CFI, TLI) into account, the scale has a high model quality. The DWD-O5 has a good reliability (internal consistency α = .85, split-half correlation r = .81, retest reliability r = .85). The validity was examined. The scale proved itself in practice and can be used as a research tool to examine questions of development, changeability, and other implications of diversity acceptance. Practical uses and limitations are discussed.

Keywords: Diversity; Diversity acceptance; Diversity competence; Heterogeneity; Workplace diversity.

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DIVERSITY ACCEPTANCE AS AN INDIVIDUAL ABILITY

Divers Work Contexts

People within an organizational context are increasingly confronted with a growing social variety. The causes are demographic change processes, increasing migration as well as globalization, pluralization, and individualization tendencies, among other things (Eichhorst & Buhlmann, 2015). The immigration of asylum seekers and refugees to Europe further suggests that the subjective and objective diversity within organizations and in work-life will continue to increase in the future (Eurostat, 2020). Diverse work contexts have an influence on cooperation, working conditions, planning and design of work goals, and the execution of work processes (Pietzonka, 2018). Having a diverse workforce can be an asset to an organization as new momentum, ideas, and perspectives can bring innovation and benefits. However, it also entails risks if the employees do not have the necessary competences to deal with diversity. These diverse work contexts are then perceived as a dissolution of order, orientation, and security (Hoyer, 2015). Complex individual abilities such as diversity acceptance (but also empathy and the ability to change) are now becoming more attractive because they best meet the requirements and challenges of the modern working world. Due to their hybrid characteristics, they blur the line between competencies and personality traits. They are

competences that are necessary to solve specific problems, though contrarily, they are also complex traits that can be assumed to be difficult to change.

Ability to Deal with Diversity

Diversity acceptance enables individuals to deal with social diversity in a constructive and goal-oriented way. People with this ability undertake their work in diverse contexts more successfully and smoothly. They prove themselves better in a variety of working groups than people perceiving strangeness and otherness as a threat or irritation. This can lead to exclusion, bullying, and discrimination. In this context, diversity describes the extent of variety within the scope of diversity dimensions of a group of individuals. To classify human diversity a model was established with six dimensions of diversity: age, ethno-cultural origin, religion, sex/gender, sexual identity, and physical traits. These are also known as the big-6 or structural categories. These core dimensions are known to be personality-building and cannot be changed, or only with difficulty (Gardenswartz & Rowe, 2003). In addition, external and organizational dimensions of diversity can be differentiated. In organizational contexts we speak of workplace diversity which "can be defined as the set of individual, group, and cultural differences people bring to the organization" (Prasad et al., 2006, p. 164). Along with the abovementioned core-dimension differences, people bring different sets of abilities, competences, experiences, qualifications, and achievements to organizations (Konrad, 2012). The differences that people make in terms of values, beliefs, cultures, and cognitive and behavioural styles are often at the deepest level. These are usually difficult to perceive without regular interaction over a certain period of time (ibid.).

Competencies in dealing with diversity can be differentiated according to which human diversity dimensions are taken into account. The literature discloses a wide range of skills and competencies for dealing with diversity (Pietzonka, 2018). Most of the instruments to measure these competencies take the diversity dimension of ethno-cultural origin into account, in which numerous approaches can be found, for example, intercultural competence (Schnabel et al., 2015), cultural intelligence (Earley & Ang, 2003), and intercultural understanding (Chen & Starosta, 2000). Intercultural competence, in particular, is relevant to practice and is often used in organizational psychological research. Schnabel et al. (2015) define intercultural competence as a skill that enables problems to be solved in an intercultural context and directly influences behavior. An intercultural context exists when an individual meets with people from other cultures at home or abroad and (personally or virtually) works with them. While intercultural competence refers to the fact that a person behaves appropriately, Intercultural sensitivity includes the ability to perceive cultural differences (Hammer et al., 2003).

In addition, there are measurement methods for dealing with other dimensions, for example, on queer competence, which takes the handling of "alternative" ways of life into account. Most approaches only consider a selected diversity dimension, whereas global approaches that collect cross-dimensional parameters are less common. To be mentioned in this context are for example, foreign understanding (Bredendiek, 2015), equality skills (e.g., Tondorf & Krell, 1999), diversity competence (Hoffman & Verdooren, 2019), and diversity acceptance. The last mentioned is presented and examined in this article.

Diversity Acceptance

Diversity acceptance is a new construct that captures the individual dealing with social diversity. This ability places a particular emphasis on addressing the challenges of social diversity in organizations. It

not only takes individual facets of human diversity into account but also captures the individual approach to diversity globally (across multiple facets). It is defined as follows: diversity acceptance is the dispositional ability to be friendly toward and accepting of social diversity. People with diversity acceptance are more considerate and more capable of dealing with it in a constructive and goal-oriented way (Pietzonka 2021). It has cognitive and practical as well as social and behavioral components (attitudes, emotions, and values). While workplace diversity relates to the organization or organizational subunit, diversity acceptance captures the individual ability to deal with diversity.

The bipolar opposite of diversity acceptance is diversity aversion, the dispositional tendency to react to social diversity with reluctance and antipathy. Based on the abovementioned definition it is possible to operationalize the construct diversity acceptance via items and scales in order to make it individually measurable. The broad definition of the construct explicitly includes the level of consciousness and the ability to act. It has social and behavioral components which additionally include corresponding attitudes and values. Individually a high degree of diversity acceptance enables orientation especially in diverse group contexts and enables people to deal with social diversity without bias.

The definition of diversity acceptance makes it necessary to differentiate it from diversity competence. This is challenging considering the various existing ideas about diversity competence. The literature on diversity competence shows different approaches to the definition, classification, and labelling of this construct (e.g., Roysircar et al., 2009). Hoffman & Verdooren (2019) understand this as the ability to normalize any kind of strangeness in interactions, while other definitions combine a political agenda with diversity competence. Particularly in social science literature, it frequently appears as an ideological requirement or as a political-normative "projection surface" (e.g., Perko & Kitschke, 2014). Diversity competence is thus used as a collective or generic term for diversity-related topics. It can be an attribute of a group or organization, but also an individual attribute. The heterogeneous ideas make the construct appear vague and complex at the same time, thus making operationalization as a competence measurement procedure more difficult. The term diversity competence furthermore leads to two theoretical problems. Firstly, competence measurement methods should not capture political or ideological convictions for reasons of objectivity, as individual competence would then depend on an allegedly politically correct attitude. Diversity competence as a comprehensible human characteristic could not be sensibly measured without items that take normative beliefs and attitudes toward diversity into account. However, the term implies that it is a classic skill or competence. Competences are characterized by the fact that they could be planned, developed, trained, and specifically changed (Erpenbeck, 2010). The individual dealing with social diversity is however a complex characteristic of a person, whose fundamental changeability has not yet been convincingly empirically proven due to the lack of measuring instruments. The fundamental question arises as to whether such complex structures can be substantially enlarged in the context of a workshop or diversity training (Kalev et al., 2006; Perko & Kitschke, 2014). The aforementioned variability distinguishes competencies such as diversity competence from personality traits such as diversity acceptance. As a personality trait, diversity acceptance describes differences in perception and behavior between people and thus represents a stable and persistent construct. Even a xenophobic misanthrope can show diversity-competent behavior (state) as part of his work, but this does not make this person diversity accepting (trait). In principle, the two constructs can be differentiated according to whether they collect subjective self-attribution in terms of the ability or whether they aim to measure performance. In contrast to competence or ability, performance can be observed and registered — it is therefore simply *applied competence* (Chomsky, 1965). While diversity competence can only be assessed through its performance in a specific social situation

(e.g., in the context of an observational study), diversity acceptance can also be measured using rating scales in the context of self-assessments.

Methodological Approach to the Scale Development

The following section presents the development of the new rating scale DWD-O5 (acronym for "dealing with diversity in an organizational context/5 factors"). The scale has different potentials within the various challenges of organizational and work-related contexts. It is a multidimensional instrument which enables to capture diversity acceptance in an organizational context, in an economical and valid way. The items are made as assessment tasks (predefined statements) to which the respondents are asked to state their degree of approval or rejection. This is done through a discrete rating scale (six levels).

Development of a Pre-Version

The construction of the rating scale was initially based on a literature review, which was combined with an inductive (factor-analytical) development strategy. Goal of the literature review was to identify research dealing with individual interactions concerning social diversity. According to the above mentioned definition of diversity acceptance, behaviors, feelings and attitudes were primarily taken into account. This captures the facets of the individual dealing with diversity and describes interindividual differences. However, all the items on the scale are newly developed. In order to ensure content validity, coordination processes with experts from research and practice were carried out in this phase. On this basis 45 items were collected, 22 of them taking an explicitly organizational context-related topic into account. Essentially these are behavior-related items. In addition, normative ("diversity beliefs"), affective, and cognitive items were added. The cognitive items ask for attitudes, defenses, and prejudices against minorities. Furthermore, there are items dealing with unequal treatment, discrimination, and social exclusion.

As part of a qualitative pretest (n = 5), the comprehensibility of the items was checked. For this, the intention of the items had to be paraphrased in the test takers' own words. Items that were challenging were then simplified. Furthermore, two items were eliminated because they were not understood sufficiently, 43 items remained. All of the samples, which are further presented below, are nonprobabilistic occasional samples that were collected as part of online surveys. With a first online survey (Sample 1, n = 203), 26 items were identified from the reduced item pool via item analyses for further research. These items form the previous version of the scale from which the DWD-O5 was developed. The items proved suitable due to their intelligibility, item-total correlation, and homogeneity. In selecting the items to be eliminated, subjectivity was avoided using previously defined criteria:

- Items that were labelled as incomprehensible ("I do not understand this item") were eliminated.
- Items with a low item-total correlation (< .30) were eliminated.
- Item pairs with high intercorrelations (> .90) were eliminated because these items deal with redundant issues. In these cases, the item with the lower item-total correlation was excluded.

Exploratory Factor Analyses (EFA)

Using the 26 items of the previous version, a second survey was conducted (Sample 2, n = 3,037). After the exclusion of incomplete cases, 2,913 cases remained for the explorative factor analyses. The prerequisites for the implementation were checked in advance: The scale format takes linguistic equivalents with approximately the same distances into account, which are usually used as interval-scaled variables. Another requirement is the approximate normal distribution of the variables.

The Shapiro-Wilk test gave no indication of a lack of normal distribution. Furthermore, we examined whether there are substantial correlations in the dataset so that factor analyses can be carried out. Here, all conditions were met. Due to the length of the questionnaires (the previous version was associated with many other variables), a multivariate outlier analysis was conducted in order to uncover data anomalies (e.g., unusual answer patterns that occur when large questionnaires have to be answered). Reactance, fatigue, and concentration problems are assumed to be causes of anomalies (Moosbrugger & Kelava, 2007). The method used was a Projection Pursuit (Pena & Prieto, 2001). This is a purely multivariate method, such as the robust Mahalanobis distance (Filzmoser & Hron, 2008), since the covariance structure is not initially estimated from the data, thereby avoiding singularity problems. The outlier analysis identified 470 anomalies for Sample 2 in the 2,913 cases (16.13%), leaving 2,443 cases for the EFA (n = 2,443). Since the Projection Pursuit is only numerically applicable for 26 items for up to 1,300 cases, the dataset was partitioned into three subsamples and each was examined separately for outliers. The partitioning was done randomly, so that a selection effect could be excluded. This high number of anomalies, however, is not an uncommon result in questionnaire surveys. It is known that more than 10% of anomalies can occur regularly in multivariate datasets (Hampel et al., 2005; Huber & Ronchetti, 2009).

The EFAs were done iteratively, that is multiple factor analyses were performed sequentially. The four cut-off values .30, .40, .45, and .50 were used. A cut-off value is the lower limit value for the displayed factor loadings. For each cut-off value, 10 individual factor analyses were carried out (from a one-factorial model to a 10-factorial model), so that a total of 40 models (4 × 10) could be generated and compared. The respective result is a factor model in which only those items are considered whose factor loadings are above the cut-off value. All combinations of the cut-off value and the number of factors to be extracted were analysed using the following algorithm in R:

- Step 1: Choose a cut-off value and a number of factors to extract.
- Step 2: Perform an EFA.
- Step 3: If all maximum factor charges ≥ cut-off value, the algorithm ends. If at least one maximum factor load < cut-off value exists, go to Step 4.
- Step 4: Remove the item with the lowest maximum factor load. Then go to Step 2.

In order not to proceed in a subjective or arbitrary manner when evaluating the 40 models, the following four evaluation criteria were defined in advance in order to identify the best model for the CFA:

- content interpretability of the factors (is the content distribution logical).
- level of explained variance (the higher percentage of explained variance of the model, the better).
- number of items involved (lower number of items is preferential).
- p-value of the χ^2-fit test (if possible > .05).

These criteria resulted in the final model of the scale, which was tested as part of the CFA. Finally, the factors were named considering the implication of their items.

Confirmatory Factor Analysis (CFA)

Subsequently, a separate third sample was collected (n = 761), with which a CFA was performed to test the final model of the DWD-O5. The questionnaires in Sample 3 also performed a multivariate outlier analysis. The outlier analysis identified 141 anomalies in the 761 cases, leaving 620 cases for analysis.

The χ^2 test as part of the CFA checks whether the covariance matrix (which was calculated on the basis of the calculated model parameters) differs significantly from the covariance matrix (which was calculated on the basis of the data in Sample 3). Theoretically these two matrices should not differ. The model is valid if the p-value (χ^2) is > than .05. In addition to the p-value of the χ^2-test, the following parameters were used to evaluate the quality of the model: root mean square error of approximation (RMSEA), standardised root mean square residual (SRMR), comparative fit index (CFI), and Tucker Lewis Index (TLI). There are different views which test whether parameters are relevant at all and from which limit a model can be assessed as acceptable. The classification of Hu & Bentler (1998, 1999) was used for the evaluation of the model parameters in the present study.

Analyses of the Quality Criteria

Reliability analyses were carried out in connection with the scale. In addition to the internal consistency survey (Cronbach's α, Sample 2), the retest reliability was also measured. For this purpose, the DWD-O5 was surveyed with a fourth sample (n = 46, students who work for a company part time) at two different measurement times (T1 < T2). The time gap for the second survey (T2) was six weeks. The Pearson correlation between the T1 and T2 measurements was analyzed at item, factor, and overall scale levels. All correlations were subjected to significance tests. As well as the retest reliability, Sample 2 was used to calculate Guttman's split-half coefficient. To eliminate alpha-error inflation, Bonferroni corrections (Dunn, 1961) were considered at all levels of analyses. In addition, studies were conducted on the content, construct, and criterion validity of the scale. The analyses of convergent and discriminant construct validity are based on four separate surveys in which the DWD-O5 was examined in connection with selected constructs. The correlations are quantified by correlation or regression coefficients and then interpreted.

Results

The following results are based on eight separate samples, which are shown in Table 1 as an overview. In addition to age and gender, other sociodemographic parameters were collected in order to identify possible bias. According to Duarte et al. (2015) in studies where the ability to understand the nature of intergroup antipathy itself is to be investigated, it is important to check with control questions that the sample is not politically biased. For this purpose, in Samples 1, 2, 3, and 8, political and ideological beliefs were also collected. However, only in Samples 1 and 8 moderate left-wing bias was shown. This is not unusual in nonprobabilistic occasional samples that were collected as part of online surveys.

Factorial Structure

After the elimination of the anomalies in the multivariate outlier analysis and subsequent EFA in Sample 2 with the remaining cases (n = 2,443), an interpretable model with k = 5 factors (F1-F5) and 15

TABLE 1
Overview of sample surveys

No	Function of the sample	*n*	*M* (age)	*SD* (age)	Gender ratio (% ♀)
1	Item analyses	203	30.4	5.8	59.4 %
2	Trial testing (EFA)	3037	39.3	9.8	53.2 %
3	CFA for testing of final model	761	39.9	9.6	52.3 %
4	Retest reliability	46	23.3	2.4	52.2 %
5	Study on intercultural competence and ideological attitudes	370	38.4	7.9	70.8 %
6	Study on ambiguity tolerance	120	42.8	13.7	54.5 %
7	Study on emotional intelligence	100	39.4	11.3	58.0 %
8	Study on Big-5	183	36.6	9.2	53.2 %

Note. All samples are from nonprobabilistic online surveys between 2017 and 2020. A current employment was required to participate in all samples. Samples 1-4 were used to develop the scale. In the studies of Samples 5-8, the DWD-O5 scale was included for validation purposes

items was chosen, which is shown in Table 2 — taking the factor loads and the elucidation of variance into account. The factor analyses and the application of the abovementioned criteria show that the scale is sufficient with a cut-off value of .45. At .30 all items remained and at .50 too many items had to be excluded. The proportion of the declared variance is .50. All cross loads are less than .30.

Model Quality

With the χ^2 test, the CFA checks whether the covariance matrix that was calculated on the basis of the calculated model parameters differs significantly from the covariance matrix that was calculated on the basis of the data in Sample 3. In the present case, the two matrices do not differ (χ^2= 29.74, *df* = 21, *p* = .097), thus a convincing model can be assumed. As part of the CFA, all relevant parameters and parameters for analyzing the model quality were evaluated following the recommendations of Hu & Bentler (1998). RMSEA value and SRMR are fit indices. They describe how closely the correlation matrix implied by the model matches the correlation matrix found in the data. The smaller the values RMSEA and SRMR, the better the calculated values fit with those actually found. The RMSEA in the context of the present study is .048, 95% confidence interval (CI) [0.040, 0.048]. According to Hu & Bentler (1998), an RMSEA < .05 indicates a high model quality. The value of the SRMR in the context of the present study is .043. According to Hu & Bentler (1998, 1999), an SRMR < .05 indicates a high model quality. Both the CFI and the TLI compare to what extent the examined model is better than the assumption that all variables are not correlated with one another. Hu and Bentler (1999) recommend that both values be above .95. The TLI in the context of the present study is .95, the CFI is .96. These parameters also indicate a high model quality (ibid.). Taking all relevant parameters into account, the model appears to be adequate and acceptable overall.

TABLE 2
Factor loads of the DWD-O5

Item	F1	F2	F3	F4	F5
10		.76			
13		.57			
2			.73		
1			.63		
6				.52	
14				.84	
15	.88				
3					.55
11					.61
8	.57				
12	.69				
5			.49		
7					.49
4	.45				
9		.48			
SS loadings	2.22	1.46	1.46	1.26	1.10
Prop. var.	.15	.10	.10	.08	.07
RPV	30%	20%	20%	16%	14%
Cumul. var.	.15	.25	.35	.43	.50

Note. Cutoff value: .45. SS = sum of the squared loadings; Prop. Var. = proportion variance; RPV = relative proportion variance = Proportion var./0.50, n = 2,443; Cumul. var = cumulative variance.

The Final Scale

The DWD-O5 consists of 15 items with a six-level rating scale. Missing values are not possible because all items must be answered. At first the respondents receive the following request: "Please indicate to what extent you agree with the following statements." The final scale can be found in the Appendix A. Factor 1 "Bias" (Items 15, 8, 12, and 4) addresses the degree of prejudice against minorities. Factor 2 "Diversity beliefs" (Items 9, 10, and 13) records the extent to which social diversity is seen as valuable. Factor 3 "Dealing with discrimination" (Items 1, 2, and 5) takes into account conative aspects that allow the success of specific actions to be assessed subjectively. Factor 4 "Ethical dealing of minorities" (Items 6 and 14) takes into account items that have a normative character and that address the social interaction with minorities. Factor 5 "Affective diversity component" (Items 3, 7, and 11) considers three items that capture emotions in the context of diverse situations. They raise awareness of how to deal with social diversity using terms like "enjoy" and "uncomfortable."

When calculating the scale, the individual responses per item are considered as follows: 0 = *completely disagree*, 1 = *mostly disagree*, 2 = *slightly disagree*, 3 = *slightly agree*, 4 = *mostly agree*, 5 = *completely agree*. When calculating, it must be taken into account that the two items with an asterisk (*) must be reversed before starting to calculate. These polar questions serve to check the sincerity of the answers. For each factor (hereinafter referred to as F1 to F5), a corresponding value can be calculated by the arithmetic mean of the associated response scores. Furthermore, a total value must be calculated from the fac-

tors. The relative shares of the explained variance per factor (RPV) are given by forming the quotient "RPV = Proportion Var. / 0.50" which results from Table 2. The total value is calculated by the following formula, which takes the averages of the five factors, weighted by their variance elucidation into account: DWD-O5 = 0.3 × F1 + 0.2 × F2 + 0.2 × F3 + 0.16 × F4 + 0.14 × F5.

Descriptive Statistics for the DWD-O5

Figure 1 shows a density diagram of the DWD-O5 based on Sample 2. The data of the DWD-O5 are normally distributed around the mean (M = 3.72, SD = 0.60). Density diagrams at the level of the 15 items and the overall scale did not provide any indications of a ceiling or bottom effect, as there were no elevations at either edge of the distribution. A test for multimodality was therefore not conducted.

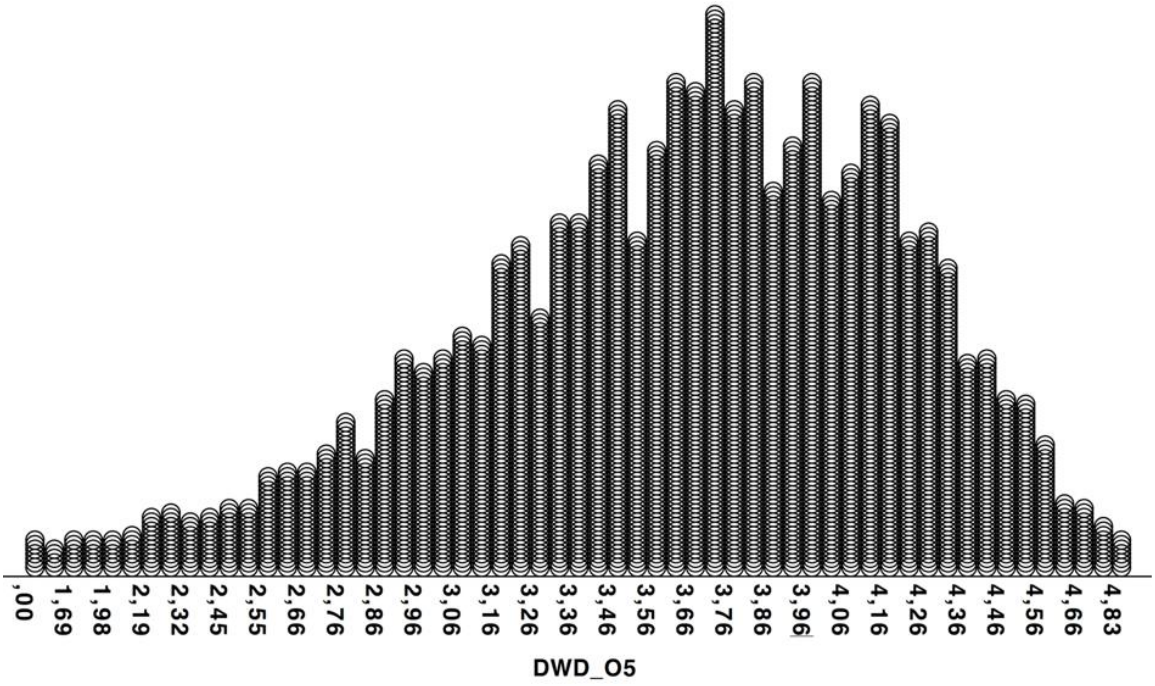

FIGURE 1
Density diagram of the DWD-O5 overall scale in Sample 2 (n = 2,913).

Table 3 shows the intercorrelations of the individual factors among each other as well as the pair-wise correlations of the factors with the total scale. All correlations were subjected to significance tests. The tables show that the correlations of all factor pairs are significant. The Bonferroni correction shows that correlations with a p-value > .0025 (= 0.05/20) are considered to be nonsignificant. All correlations have a p-value < .001 and are thus statistically significant.

TABLE 3
Intercorrelations of the factors with each other and correlations with the overall scale

Factors	F1	F2	F3	F4	F5	DWD-O5	*M*	*SD*
F1	1						3.94	0.85
F2	.44**	1					4.01	0.79
F3	.36**	.41**	1				3.58	0.74
F4	.39**	.54**	.34**	1			3.49	0.99
F5	.30**	.27**	.23**	.22**	1		3.23	0.88
DWD-O5	.80**	.76**	.65**	.71**	.52**	1	3.72	0.60

Note. Samples 2 (n = 2,443) and 3 (n = 620) combined. **p < .01.

Quality Criteria of the Scale

The overall scale shows a good internal consistency in Samples 2 and 3 with α = .83 and α = .85 (Cronbach's α). The item-total correlation of the items is > .45 (Sample 2). Guttman's split-half coefficient is r = .81 (Sample 2). The retest reliability coefficient is .85 (n = 46, T2 after 6 weeks). The good reliability results are merely a necessary, but not a sufficient condition for the validity of the scale. To ensure content validity, coordination processes were carried out with experts during the development of the items and in interpreting the results of the EFA. Here, the focus was on whether all contained items based on the abovementioned definition capture the construct to be measured and whether the selection of items represents a representative sample. The EFAs were used to make a descriptive classification of homogeneous items on the basis of theoretically defined dimensions. The identified structure was verified by new datasets which also confirmed the construct validity of the scale (Pospeschill, 2010).

In addition to the analysis of the structure of the items, relationships to other constructs in the form of correlations and regressions can be used for construct validity. In this context, the DWD-O5 was studied with selected abilities, competencies, personality dimensions, and ideological attitude scales, and provides satisfactory results in terms of convergent and discriminant validity. According to Table 4, the scale shows moderate to strong correlations with construct-related abilities such as intercultural competence (Schnabel et al., 2015) and ambiguity tolerance (Reis, 1997). The magnitude of the correlations points out that the DWD-O5 has its own competence construct and can be sufficiently differentiated from similar constructs. Furthermore, there are positive correlations between DWD-O5 and selected subscales of emotional intelligence (Satow, 2012a).

The DWD-O5 was examined in connection with facets of group-focused enmity using the GMF-scales (Krause & Zick, 2013). This shows clear negative connections to homophobia, islamophobia, sexism, devaluation of the disabled, and xenophobia. The lower the diversity acceptance of the respondents, the more foreigners or minorities are devalued. People with a high level of diversity acceptance also show less ingroup bias in the GMF-EV/Ingroup bias scale (Table 5).

The DWD-O5 was studied in the context of the Big-5 personality dimensions. The regression analysis (Table 6) shows expected results that illustrate positive relation between the scale and the personality traits of openness and agreeableness. The negative regression coefficient between DWD-O5 and conscientiousness may explain some people's desire for order and structuring that is less compatible with social diversity. All correlations found are coherent in terms of content, in line with expectations, and can be meaningfully interpreted.

TABLE 4
Relationships between selected competencies and DWD-O5

	DWD-O5	*p*	*M*	*SD*
1. IAM/Ambiguity tolerance	.39**	.01	148	13.61
2. EI4/Empathy	.35**	.000	4.68	1.59
3. EI4/Knowledge of human nature	.26**	.01	5.19	1.70
4. EI4/Power of persuasion	.25*	.013	5.65	1.65
5. EI4/Emotional self-control	.14	.155	5.87	1.64
6. TMIC-S (SA)/intercultural competence	.38**	.000	4.25	0.53
7. TMIC-S (SJT)/intercultural competence	.38**	.000	2.93	0.42

Note. Pearson correlations. 1 = Inventory to measure ambiguity tolerance (IAM; Reis, 1997), n = 120. 2-5 = Emotional Intelligence Inventory (EI4; Satow, 2012a), n = 100. 6-7 = Test for measuring intercultural competence (TMIC-S; Schnabel et al., 2015), n = 370. SA = self-assessment; SJT = Situational judgement test.
* $p < .05$, ** $p < .01$.

TABLE 5
Relationships between ideological attitudes and DWD-O5

	DWD-O5	*p*	*M*	*SD*
1. GMF-MI/Islamophobia	–.45***	.000	1.66	0.71
2. GMF-HO/Homophobia	–.49***	.000	1.29	0.58
3. GMF-FF/Xenophobia	–.52***	.000	1.64	0.69
4. GMF-SX/Sexism	–.31***	.000	1.23	0.47
5.GMF-BE/Devaluation of Disability	–.30***	.000	1.60	0.54
6. GMF-EV/Ingroup-Bias	–.45***	.000	1.88	0.76

Note. Regression coefficients ß. 1-6 = Group Focused Enmity-short scales (GMF; Krause & Zick, 2013), n = 370. ***$p < .001$.

TABLE 6
Relationships between BIG-5 and DWD-O5

	DWD-O5	*T*	*p*	*M*	*SD*
1. B5T / Openness	.446**	7,103	.000	2.77	0.48
2. B5T / Agreeableness	.381**	4,446	.000	3.23	0.36
3. B5T / Extraversion	–.083	–1,307	.193	2.83	0.50
4. B5T / Neuroticism	.032	0,688	.492	2.33	0.65
5. B5T / Conscientiousness	–.217**	–3,165	.001	2.78	0.47

Note. Regression weights (LMS method). 1-5 = Big Five Personality Test (B5T; Satow, 2012b), n = 183. ** $p < .01$.

Two studies on the criterion validity of DWD-O5 have been finished but not yet published. These are designed as comparative studies and compare the DWD-O5 in the context of multiple linear regression

analysis with established measurement methods. These also record the individual handling of social diversity in relation to a dependent criterion variable. In this context, the DWD-O5 was suitable as a significant regressor of the climate in small teams with high group diversity and was able to predict the team climate better than a proven comparison method. In a second study, the DWD-O5 was more suitable for predicting discriminatory behavioral tendencies than an established scale for measuring intercultural competence (Schnabel et al., 2015) and was able to clarify more variance, which suggests a practical relevance of the scale.

Conclusion and Limitations

Competences in accepting social diversity are important resources for employees in diverse working conditions. In the context of diagnostics, diversity acceptance could play a key role. This construct captures the interactions with social diversity across dimensions and thus represents a broader capability than measurement methods that refer to one individual dimension of diversity only (e.g., intercultural competence). The lack of practical tools in this area is all the more astonishing as organizations invest significant resources in changing their employees' competences in dealing with social diversity (e.g., school projects, curricula, diversity workshops, or leadership development trainings) without being able to evaluate what effects these interventions have. Numerous trainings, programs, and educational offerings in different contexts promise a transfer of competences that is also expected by their recipients. Whether and to what extent competences in accepting diversity can be changed through participating in training sessions is less a theoretical than an empirical question that could not be quantitatively investigated previously, due to the lack of measuring methods. The reason for this lack of alternative measurement methods could be the theoretical blurring, the normativity, and the complexity of diversity competence. The definition of diversity acceptance avoids the theoretical limitations of diversity competence. As an individual ability it is still a complex trait, but measurable. The DWD-O5 scale is a first approach on this matter.

In the following section, the limitations of the scale will be discussed in order to show further development potentials. Subsequently, the practical usability is critically discussed. The result of the factor analyses is a scale model that is coherent and interpretable in terms of content. The quality of the selected model with 15 items can be rated as good with regard to the relevant parameters (RMSEA, SRMR, CFI, TLI). The trial phase shows that the quality criteria of the scale are sufficiently fulfilled so that it can be used as a survey tool. Due to a lack of alternative measurement methods, all DWD-O5 items were developed on the basis of a literature research and expert feedback. Further studies of the criterion validity of the scale is necessary in order to ensure the practical relevance of the measuring instrument.

Nonprobabilistic samples were carried out when developing the DWD-O5. It cannot be excluded that biases may have influenced the results of the factor analyses. The descriptive results for the nonprobabilistic Samples 2 and 3, however, did not identify any significant biases. The factors F1 to F5 show only moderate intercorrelations. One cannot assume completely independent factors of the DWD-O5, since a substantial relation between F2 and F4 can be determined. However, this is not a sufficient indication of a misspecification of the model. Various reasons may be responsible for such an intercorrelation. The correlations were calculated on the assumption that the underlying factors F1 to F5 are interval scaled, this can be critically questioned (Carifio & Perla, 2007). Furthermore, the number of items per factor is fairly low overall. Although according to the central limit theorem, statistical averages are approximately normally distributed and thus also interval scaled (Davidson, 2001), this only applies if the number of summands

used to calculate the mean value is sufficiently large. The factors of the DWD-O5 consist of two to four items, which statistically corresponds to a small number of summands (Carifio & Perla, 2007). There may not be sufficient approximate interval scaling, resulting in distorted and possibly overestimated correlations. In addition, a high correlation does not indicate that there is a linear relationship. Even a nonlinear relationship can be misinterpreted as a linear relationship due to a high correlation (Anscombe, 1973).

It can be controversially discussed whether a total value may be calculated at all. All factors measure one essential aspect of the competence construct. It is not plausible in terms of content that all factors F1 to F5 must have a high or low value in order to assign a high or low degree of diversity acceptance to a person. Rather, it can be assumed that taken as a whole, all characteristics reflect the degree of diversity acceptance that exists. This implies the calculation of a total value. However, the contribution of each factor to the total is different. Thus, it makes sense to calculate the total value by the means of the factors F1 to F5 weighted with the RVP values, so that the relative variance explanations of the factors in the calculation of the total value are taken into account.

Practical Applications and Further Need for Research

The identification of people who prove their worth in diverse contexts is becoming increasingly important for companies. The DWD-O5 currently shows little potential to prove itself as a human research diagnostic tool in recruitment as it is based on normative self-attributions that are heavily dependent on the effects of social desirability.

Further research is necessary before any practical application can be discussed. The scale is a first approach for quantitative research on diversity acceptance, but shows different potentials in the context of the diverse challenges of organizational and work-related contexts. With the new rating-scale DWD-O5 questions concerning the changeability and the organizational-psychological implications of diversity acceptance can be examined. Furthermore, the DWD-O5 could serve as a basis for the development of a standardized individual diagnostic instrument for (honest and authentic) self-assessment or self-reflection for executives and employees. The scale can also be used as a self-reflection tool in the context of diversity training by measuring the potential of employees. Using a standardized scale, individual strengths and weaknesses could be recorded in an inventory as part of diversity training and a diversity group potential derived from this. However, as an instrument of organizational development it is currently still fairly challenging due to the reverse items and the mathematical formula for calculation. The outlined limitations of the DWD-O5 and its items will be taken into account in the planned further development of the scale.

In addition to the DWD-O5 scale (which takes an explicit reference to the organizational context into account) a scale is planned that records context-independent diversity acceptance. In addition, a scale for young people aged 13 and older is planned for the school context (DWD-S). These two scales were also designed using an inductive (factor analysis) development strategy with three samples each and are still awaiting validation.

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Appendix A

Items of the DWD-O5

1	I recognise quickly if someone is being discriminated against
2	When I see people being discriminated against, I stand up for them
3	People who are different from me make me feel uncomfortable*
4	I am unbiased toward foreigners
5	I am good at integrating outsiders into our team
6	Our society should pay more attention to the needs of minorities
7	I like to get to know strangers, even if they are different from me
8	I am unbiased toward homosexuals
9	To treat minorities with respect should be even more important for companies
10	Human diversity is a positive resource in the working world
11	I only enjoy working with people who share my values*
12	I am unbiased toward disabled people
13	People, who have a high regard for human diversity, have bigger job benefits
14	A professional dealing with minorities in companies should be more self-evident in future
15	I am unbiased toward people with a different religion

Note. Items with * are to be reversed during the calculation.