

Reviewing the Workforce Diversity in Public Administration: A South Asian Perspective (1975—2019)

Zahra Ishtiaq Paul, Dr. Kashif Rathore and Muhammad Adnan Sial

Abstract

Workforce Diversity is an undeniable challenge in the field of public administration. It is vital to do a systematic literature review to identify the gaps in context of South Asia, notably Pakistan. The current research reviews 83 research articles of last 45 years by addressing the following question: How research on workforce diversity has developed over time in the field of public administration? The two studies are noted from South Asia: Pakistan and India. The researchers tried to examine the dimensions, antecedents and consequences of workforce diversity in context of public administration. Moreover, the relationship of workforce diversity with other variables: mediators and moderators used in the researches are also studied. The aim of the study is to identify the trends of workforce diversity worldwide and by following the foot prints of developed countries, how South Asia can benefit by supporting equality and accepting differences. The current research has valuable implications for public organizations in South Asia.

Keywords: Work Force Diversity, Public Administration, South Asia, Representative Bureaucracy, Pakistan

Introduction

Society nowadays is getting multifaceted and diverse where individuals have identities based on gender, age, religion, sexual orientation, physical ability, ethnicity, race, educational background, political affiliation, socioeconomic status, skills, functions, culture, nationality and generational cohorts (Kossek, Lobel, & Brown, 2005; O'Reilly, Williams & Barsade, 1998; Sabharwal, Levine, & D'Agostino, 2018; Van Knippenberg, De Dreu, & Homan, 2004). All these dimensions/ attributes come under the umbrella of workforce diversity. Workforce diversity over the years has sought attention of researchers and has been developed as a significant aspect of public administration.

Over three decades, concerns related to equality, fairness and justice have resulted in three pillars of public administration that are economy, efficiency and social equity (Frederickson, 1990, 2005, 2015; Svara, & Brunet, 2004, 2005; Rosenbloom, 2005) and social equity as fourth pillar along with economy, efficiency and effectiveness (Gooden, & Portillo, 2011; Wooldridge, & Gooden, 2009). Moreover it has been empirically tested that diverse and socially inclusive agencies and organizations are effective and efficient and have higher performance rates (Barak, 2013; Brewer, 2005; Jin, Lee, & Lee, 2017; Hur, 2013; Lee, 2019; Lindsay, Leck, Shen, Cagliostro, & Stinson, 2019; Pitts, 2005).

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The eminence of diversity research in public administration can be traced back to the Executive order 9981 by President Truman in 1948 declaring discrimination illegal for armed forces (Rivers, 2014). These efforts led to Civil Rights Act of 1964 in United States outlawing discrimination on the basis of race, gender, color, religion, national origin etc. (Barak, 2000). Consequently, researchers started focusing on issues related to workforce diversity. 1970's was the era highlighting researches on color, challenges of black and white, Africans etc. In 1980's gender debate came into limelight more prominently due to lack of women representation in higher managerial positions and further resolving challenges of sexual harassment, affirmative action and pregnancy discrimination (Aiken, Salmon, & Hanges, 2013).

Globalization, internationalization and rapid technological advancement change the workforce and population, it require greater efforts toward hiring and retaining diverse employees. Thomas (1990) highlights importance of diversity to make organizations competitive. Globalization has been termed as a phenomenon of change and transformation (Giddens, 2003; Guillén, 2001; Held & McGrew, 2002). It is an expression of complexity (Lechner & Boli, 2014) which requires the individuals to embrace and learn novel ways of management and rational thinking (Albrow, 2007; Lane, Maznevski, Deetz, & DiStefano, 2009). At the center of belief of globalization is the concept of being a force that is driving and brings about rapid social economic changes. These changes are the cause of remodeling of societies and emergence of new business principles around the world. According to this belief organization do not only have unprecedented opportunities nowadays (Piderit, 2000; Zhou, David, & Li, 2006). But they also face greater challenges especially when they have to deal with increasing interconnectedness, competition, and uncertainty (Maznevski & Lane, 2004). The change brought due to globalization demands learning, in order to be competitive. The developed countries can learn successful practices in of managing diversity among their workforce in order to be competitive from the developed countries.

Similarly, as a result of the successful 18th century industrialization the developed countries Western Europe and North America (West) has been highlighted as an archetypal of success and implementing best industrial practices. Mostly multinational corporation's headquarters are in the West and are considered essential for transference of all the successful industrial practices to the developing countries (Meyer, 2004; Tung, 2012).

This idea is at the root of 'West leads East' paradigm. It is a proponent of developing economies learning new ways from the West. On the other hand the rise of Japan, the Asian tigers (Hong Kong, Singapore, South Korea and Taiwan) and China has lead researchers inquire the supremacy of West. With greater awareness of different Asian practices contextualizing to their culture and local settings resulted in the success of

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these Asian organizations. According to Chen and Miller (2010) combination of the best practices of East and West have enabled the organizations to overcome the window dressing approach and adopt the changes by looking at local/ cultural context and came with a concept ‘ambicultural’.

South Asian region consists of Pakistan, India, Bangladesh, Afghanistan, Bhutan, Maldives, Nepal and Sri Lanka. The transfer and role of western knowledge and managerial practices are clearly visible in the South Asian region and its complexity due to rich culture and influence of global economy. It also shows the various challenges which are hindrance to socioeconomic development of this region (Khilji, 2013). That is further highlighted by the World Bank (2019a) as South Asia is the fastest growing region in the world and is a home to one fourth of the world’s population. During the year 2019, increase in diversity and inclusion was on the top of the agenda of World Bank. It focused on various diversity programs and a new gender indicator for the inclusion of gender at all levels of organizations in South Asian region. Additionally it embarked learning and awareness programs on disability gender imbalance and gender identity (World Bank, 2019b).

The Evolution of Research on Workforce Diversity

Workforce diversity in the discipline of public administration has its origins in representative bureaucracy. Basically representative bureaucracy deals with the demographic profile of government employees and how it is representative of characteristics of population and service beneficiaries. The initial researches on representative bureaucracy were related to social class (Kingsley, 1944), then most of the research in this area were conducted on underrepresentation of women and color groups in public organizations (Dolan & Rosenbloom, 2003; Naff & Kellough, 2003; Riccucci & Sidel, 2001; Wise, 1990). Others highlighted the cultural dimension of diversity, age, disability and minorities (Bradbury, 2007; Keiser, Wilkins, Meier, & Holland, 2002; Selden, 1997; Wilkins & Keiser, 2006)

After the trend of research on affirmative action and equal employment opportunity (Carcieri, 2004; Naff, 2004; Naylor & Rosenbloom, 2004; Sisneros, 2004), researchers focused on association between workforce diversity and work related outcomes like turnover (Moon, 2018), job satisfaction (Verheij, Groeneveld & Kuyper, 2017) and performance (Rosenauer, Homan, Horstmeier & Voelpel, 2016) etc.

Public organizations that value and manage diversity implement and practice workforce diversity in their HRM policies and functions like recruitment and selection in order to retain diverse workforces. Such workforces are in turn more effective and performance oriented (Rangarajan & Black, 2007). The reason behind empirically

testing relationships is worldwide government reforms during the 1990s and 2000s (Kettl, 2000).

The purpose of the current research is to examine the research on workforce diversity in public-sector organizations. Workforce diversity has become one of the significant management issues in organizations from all sectors. In addition to more emphasis on racial, ethnic and gender diversity, globalization has led to increase in cultural and linguistic diversity as well.

The current research focuses on the following research question: How research on workforce diversity has developed over time in the discipline of public administration? Precisely the researchers have tried to study the dimensions, trends, policies, practices of workforce diversity being used in public administration in developed countries. By examining their tactics of embracing and encouraging equality and accepting differences in the workforce of public sector, how can developing countries like countries in South Asia notably Pakistan can further learn and benefit from their experiences?

According to Broadnax (2010), it is known so far that there is workforce diversity in one form or the other prevalent in public sector and is also being practiced and has affected service delivery. Additionally Pitts and Wise (2010) debated that research articles found on diversity in the field of public administration are mostly descriptive in nature and there is need for more empirical work to be done in this area. Pitts and Wise also discussed the need for validation of their systematic literature review findings from year 2000 to 2008.

The current systematic literature review examines all research articles published on workforce diversity in public administration from the year 1975 to 2019. We have distinguished the type of research articles into descriptive and empirical in order to validate Pitts and Wise findings.

Significance

The dynamics of government organizations are changing due to change in culture and society accompanied by increased globalization, immigration, multinationals, social justice, national diversity and growing attention on valuing and managing diverse workforces notably in public sector (Buengeler, & Den Hartog, 2015; Choi, & Rainey, 2014; Ewoh, 2013; Greenberg, 2001).

Though there are number of research studies found on workforce diversity in public administration and its relationship with other variables like performance and satisfaction. The research findings of Raadschelders and Lee (2011) and Wise and Tschirhart (2000) imply the need of more review studies highlighting the concerns of workforce diversity in the field of public administration. Moreover as emphasized by

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Sabharwal, Levine, and D'Agostino (2018) diversity of workforces and workplaces is a significant and crucial concern for contemporary public management.

Workforce diversity in the discipline of public administration has been focus of attention in many developed countries all over the globe. The current systematic literature review will provide an inventory of variables that can be explored by developing countries in South Asian region. Also it will guide and help the Pakistani researchers to study the trends of workforce diversity in the public sector of Pakistan. Hence by understanding, managing and valuing the similarities and differences among the workforce of public organizations will result in competitive diverse employees at all levels of organizations.

Method

In view of Tranfield, Denyer and Smart (2003), conducting a systematic literature review increases a quality of review process and outcomes. The database ISI web of knowledge was selected to collect the data. The database ISI web of knowledge is selected being the most comprehensive database for peer-reviewed journals in social sciences and is the hub of multidisciplinary information from approximately 8,500 of the most prestigious, high impact research journals in the world. The term “workforce diversity” is used as a key term, which is searched in All fields, All years and All indexes SCI-Expanded (science index), SSCI (social science index), CPCI-SSH (conference proceedings citation index- social science & humanities) and ESCI (emerging source citation index).

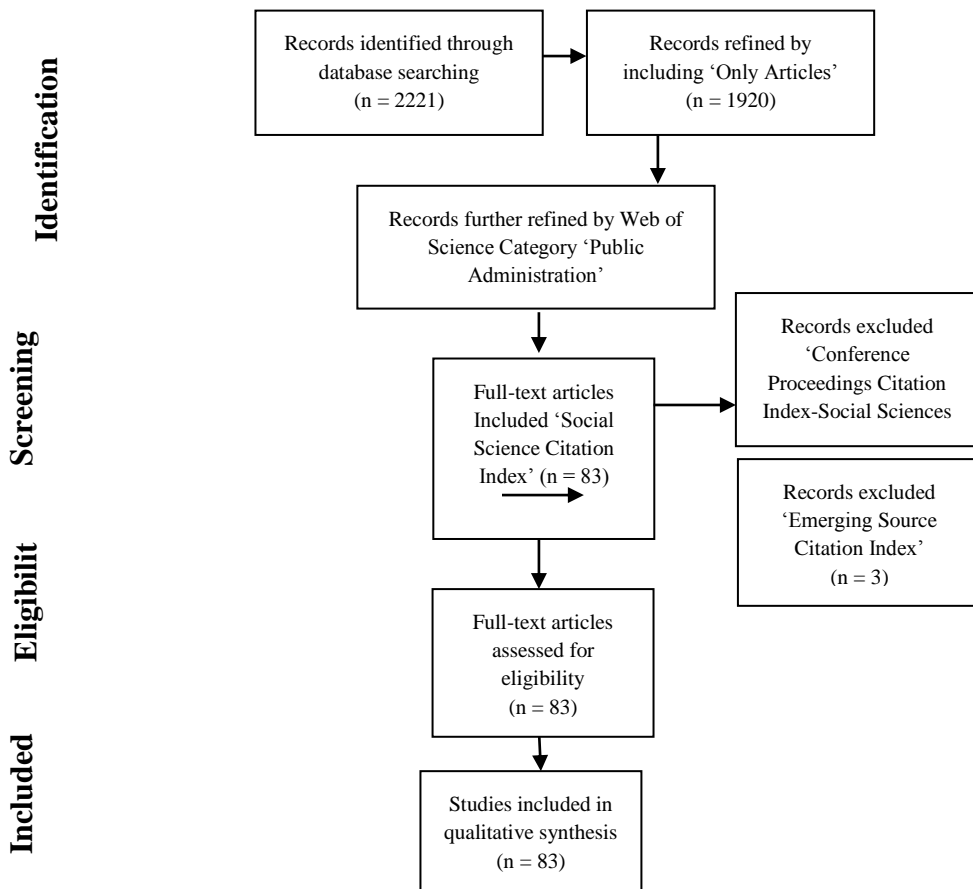
Inclusion and Exclusion Criteria

The following inclusion and exclusion criteria were used. The studies related to workforce diversity in the area of public administration are retained in the current review. The workforce diversity concept gained attention of researchers, when human resource was considered as an important resource in human relations era and in 1960s and 1970s when concepts of equality and discrimination were more visibly exhibited (Ogbonna & Harris, 2006). So keeping it in mind the search started from year 1975 and the articles were searched for around last five decades starting from the year 1975 to 2019. Only research articles are included in the review. The research studies in English and published in peer reviewed journals are included only. Since research papers published in peer-reviewed journals are impact factor researches and have validity of data and findings and there is also a scope for generalizability (Podsakoff, MacKenzie, Bachrach, & Podsakoff, 2005). The working papers or papers just presented in conferences are excluded.

Data Extraction Procedure

Figure 1 represents a prisma flow chart depicting the selection process through which research papers were selected. Data is analyzed in five steps. In step 1, there were 2221 records identified through ISI web of Knowledge by using ‘Workforce Diversity’ as a search identifier. Then records are refined by including ‘only articles’. The researchers noted 1920 articles. In step 2, the records/articles are further screened by web of science category “Public Administration”. The researchers were left with 90 research articles. In step 3, sample was screened by considering inclusion criteria, articles of impact factor to be included. The four articles are excluded that are noted in Conference Proceedings Citation Index- Social Science and Humanities and three are excluded being found in Emerging Source Citation Index. In step 4, 83 articles are noted that came under Social Sciences Citation Index. In step 5, various sections of the articles including introduction, methodology and results were analyzed. All the articles were in English language. So the researchers were left with 83 articles for systematic literature review.

Figure 1



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In order to define the process/ validate the study, a conceptual content analysis has been conducted by the researchers. According to Christie (2007) it is used to find the times certain words or concepts being used in the text. In this study the text was 83 articles. The researchers examined the words, workforce diversity and its various dimensions.

Both researchers coded various dimensions in all articles. Their results are tallied and inter-rater reliability is measured. The dimensions being coded in the study are: gender, race, ethnicity, color, religion, disability, age, culture, national origin, sexual orientation, representative bureaucracy, diversity management, function, tenure status, education, HRM, linguistics, management styles, ideas, opportunities, sects, tool and model developments and valuing diversity. Most of the articles fell under more than one dimension as an article has three diversity dimensions, gender, culture and disability. So the overall dimensions coded in Table 1 are greater than the total number of articles. Other coded dimensions in the study are research design (cross-sectional, longitudinal, case study, experimental, comparative), research methodology (quantitative, qualitative, mixed), countries, type of research (descriptive, empirical) and year of publication.

Kappa coefficient was used to calculate inter-rater reliability on various dimensions of research. It is used to statistically measure the inter-rater reliability or agreement of coding among two raters. The Kappa statistic was interpreted according to the ranges of 0.01-0.20 slight; 0.21-0.40 fair; 0.41-0.60 moderate; 0.61-0.80 substantial; 0.81-1.00 almost perfect (Landis & Koch, 1997). The inter-rater reliability for the current research indicated substantial agreement or almost perfect (range 0.7 to 0.95, $p < 0.001$).

Findings

The descriptive statistics of the various dimensions coded in this study are presented in Table 1.

Table 1

Descriptive Statistics

Dimensions of study	Frequency (%)	N
Gender	24.1	20
Race	21.7	18
Ethnicity	14.4	12
Color	2.4	2
Religion	2.4	2
Disability	4.82	4
Age	7.2	6

Culture	3.61	3
National origin	6.02	5
Sexual orientation	2.4	2
Representative bureaucracy	7.2	6
Diversity management	10.8	9
Functional	2.4	2
Tenure status	2.4	2
Education	1.20	1
Others	24.1	20
Research Design		
Cross-sectional	48.2	40
Longitudinal	14.4	12
Case study	30.1	25
Experimental	1.20	1
Comparative	6.02	5
Research Strategy		
Quantitative	60.2	50
Qualitative	35	29
Mixed	4.82	4
Countries		
America	65.1	54
England	6.02	5
Canada	4.82	4
Netherlands	3.61	3
Australia	6.02	5
Pakistan	1.20	1
India	1.20	1
Others	12.0	10
Type of Research		
Descriptive	56.6	47
Empirical	43.4	36
Year of publication		
1975-1984	0	0
1985-1994	0	0
1995-2004	12.0	10
2005-2014	47	39
2015-2019	40.9	34

During last three decades many dimensions of diversity have been studied. Out of 83 studies being reviewed gender (24.1%) has been studied the most, followed by race (21.7%), ethnicity (14.4%), diversity management (10.8%), age and representative bureaucracy (7.2%), national origin (6.02%) and so on. Others category in dimensions consist of diversity in HRM, linguistics, management styles, ideas, opportunities, sects, tool and model developments and valuing diversity. It is evident from the results

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that mostly research studies focuses on gender, race and ethnicity. The following results are consistent with the findings of Pitts and Wise (2010) and Wise and Tschirhart (2000).

Articles are analyzed against five research designs: cross-sectional, longitudinal, case study, experimental and comparative (Bryman, 2016). Most of the researches (40) have used cross-sectional research design; rest 25 had used case study approach, followed by 12 longitudinal studies and 5 comparative studies. Three research strategies have been used in studying workforce diversity. There were 60.2% quantitative studies that are more than half, 35% qualitative and 4.8 % have used mixed method approach. In quantitative studies ordinary least square (OLS) and maximum likelihood techniques have been used to study workforce diversity dimensions and their relationship with other variables. In qualitative studies literature reviews, interviews and case studies have been analyzed. 65.1% of the researches have been conducted in America, 6.1 % in England and Australia, and rest in other countries. In the South Asian context two studies from Pakistan and India each are noted.

The Indian study is most notable in the South Asian context as it represents the south Asian region due to India being responsible for more than three quarters of South Asian GDP. India has risen from economic bankruptcy to flourishing and promising economy during the last two decades (Ahmed & Ghani, 2007; Bloom & Rosenberg, 2011). More than half of the studies (56.6%) in sample are descriptive in nature and remaining (43.4%) are empirical in nature, which is correlational and explanatory.

The researchers have used 1975 to 2019 as a search identifier. Then search results are tabulated decade wise. From 1975 to 1994, no studies have been found regarding workforce diversity in public administration as per inclusion/exclusion criteria. The reason being there were concepts like affirmative action, discrimination, equal employment opportunity and representative bureaucracy prevalent regarding differences and similarities among employees (Grabosky & Rosenbloom, 1975; Kellough, 1991; Meier, 1975; Pitts, 2009). The current review has been based on the search of a term 'Workforce Diversity'. If different search identifiers were used, it would have different results. The literature is available on raising awareness about workforce diversity and possible employer initiatives to manage this diversity in early 1990s (Soni, 2000). The 10 researches have been found in decade 1995 to 2004. After 2005 researches on workforce diversity have been increased, that are 39 articles in 2005 to 2014 and that trend further increased by 34 articles in next 5 years. There is increase in publications after 2005, the reason being workforce diversity is valued and organizations started understanding the importance of managing a diverse workforce.

In the early 1990s research studies on diversity especially workforce diversity in public administration were non extant. Most of the researches have focused on the gender, race, and ethnicity dimensions of diversity and majority of them are descriptive and quantitative in nature. These findings are consistent with the findings of previous studies being conducted (e.g. Broadnax, 2010; Corley & Sabharwal, 2010; Kellough & Pitts, 2005; Pitts & Wise, 2010; Raadschelders & Lee, 2011; Sabharwal, Levine & D'Agostino, 2016).

Table 2 gives the description of the included research articles in the study. It further consists of six columns listing the important descriptions of included articles. The first one narrates the author and year followed by the country in which those studies are conducted. The third column consist of information related to use of workforce diversity as different variables (independent, dependent, antecedent etc.) followed by basis of workforce diversity being examined in the study. Then other variables used in that study like independent, dependent, moderating and mediating variable are extracted. The last column consists of research design and strategy.

Table 2*Description of the included research articles*

Author (Year)	Country	WD used as	Basis of Diversity	Other variables	Research Design/Strategy
Thomas and Mohai (1995)	USA	IV	Gender	N/A	Longitudinal/Quantitative
Dobbs (1996)	USA	Antecedent	Managing diversity	N/A	Cross-sectional/Qualitative
Naff (1998)	USA	Antecedent	RB	Attitude towards RB (IV)	Cross-sectional/Quantitative
Mor-Barak and Cherin (1998)	USA	Others	Tool Development	measure of inclusion-exclusion (IV)	Case study/Quantitative
Guajardo (1999)	USA	IV	Race/Gender/Religion Workforce diversity, work life balance	N/A	Longitudinal/Quantitative
Perry and Cayer (1999)	USA	Antecedent	developing model	Cafeteria Style Health Plans (IV) work performance (DV) Role of inclusion & exclusion (Mod V)	Cross-sectional/Quantitative
Barak (2000)	USA	IV	Diversity in HRM	Diversity training (IV)	Cross-sectional/Qualitative
Von Bergen, Soper and Foster (2002)	USA	Antecedent	Minority (Ethnic, Racial, Age)	Diversity Recruitment (IV)	Case study/Mixed
Charles (2003)	USA	IV	Religion	N/A	Case study/Qualitative
Ball and Haque (2003)	USA	IV	Workforce diversity	Supervisor's role (IV), Org. performance & effectiveness (DV)	Case study/Qualitative
Brewer (2005)	USA	Antecedent	RB	Org. performance (DV), Org. strategy (Mod V)	Case study/Quantitative
Andrews, Boyne, Meier, O'Toole and Walker (2005)	USA	IV	Race/Ethnicity /RB	Performance (DV)	Longitudinal/Quantitative
Pitts (2005)	USA	IV	Sects	N/A	Comparative/Qualitative
Dickson and Hargie (2006)	Ireland	IV	RB	Performance (DV)	Case study/Mixed
Andrews, Boyne and Walker (2006)	UK	IV	Gender	N/A	Cross-sectional/Qualitative
Crumpacker and Crumpacker (2008)	USA	IV			

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Wong (2008)	USA	IV	Ideas/Opportunities	N/A	Case study/Qualitative
Tung (2008)	Canada	IV	National origin	N/A	Comparative/Qualitative
Fairchild (2009)	USA	IV	Racial	N/A	Case study/Quantitative
Pitts (2009)	USA	Antecedent	DM	Work group performance, Job satisfaction (DVs)	Cross-sectional/Quantitative
Pitts And Jarry (2009)	USA	IV	Ethnicity	Organizational performance (DV), Time (Mod V)	Longitudinal/Quantitative
Brown, Harris, and Squirrel (2010)	USA	IV	Gender	N/A	Case study/Quantitative
Choi (2010)	USA	DV	Race/Ethnicity/Gender	Policy type (IV)	Case study/Quantitative
Choy, Ramburuth, Eng Adeline and Lee (2010)	China	Antecedent	Management styles	Differentiated Management (IV)	Comparative/Qualitative
West (2010)	USA	Antecedent	RB	Workforce diversity	Longitudinal/Qualitative
Lowe (2010)	USA	Antecedent	Workforce diversity	Workforce intermediation (IV)	Case study/Qualitative
McMurray, Karim and Fisher (2010)	Australia	IV	Culture/Linguistics	N/A	Case study/Qualitative
Pitts and Wise (2010)	USA	IV	WD/ Employment	N/A	Longitudinal/Qualitative
Bryant and Jaworski (2011)	Australia	IV	Gender	Skills shortages (DV)	Cross-sectional/Qualitative
Bradbury and Kellough (2011)	USA	Antecedent	RB	RB (IV)	Cross-sectional/Quantitative
Greene and Kirton (2011)	UK	IV	DM	Diversity management policies (IV)	Case study/Qualitative
Watkins-Hayes (2011)	USA	IV	Racial	N/A	Cross-sectional/Qualitative
Lewis and Cho (2011)	USA	IV	Age	N/A	Cross-sectional/Quantitative
Forstenlechner, Lettice and Özbilgin (2012)	UAE	IV	Demographics	N/A	Longitudinal/Qualitative
Groeneveld and Verbeek	Netherlands	DV	Ethnicity	Diversity policies (IV)	Comparative/Quantitative

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(2012)

Pieters (2012)	Netherlands	IV	Gender	N/A	Cross-sectional/Qualitative
Ortega, Plagens, Stephens and Berry-James (2012)	USA	IV	Race/Ethnicity	Perceptions of Affirmative Action Policies & Workplace Discrimination (DVs)	Cross-sectional/Quantitative
Aiken, Salmon and Hanges (2013)	USA	Others	Racial/Gender/Ethnicity	Others	Case study/Qualitative
Andrews and Ashworth (2013)	UK	Ant/ Conse	Gender/Color/Ethnic/Disability	Org determinants (IV)	Case study/Qualitative
Ewoh (2013)	USA	Antecedent	Culture, Valuing diversity	Diversity Management (IV)	Cross-sectional/Mixed
Clark, Ochs and Frazier (2013)	USA	IV	Demographics	N/A	Cross-sectional/Quantitative
Guajardo (2013)	USA	IV	Workforce diversity	N/A	Comparative/Quantitative
Hur (2013)	USA	IV	Ethnicity/Racial	Org performance, Conflict, Turnover (DVs)	Cross-sectional/Quantitative
Kirkman, Cordery, Mathieu, Rosen and Kukenberger (2013)	USA	IV	National origin	Community performance (DV), Psychological safety, Rich communication media use (Mod Vs)	Cross-sectional/Quantitative
Ko, Hur and Smith-Walter (2013)	USA	Antecedent	Workforce diversity	Family friendly work practices (IV), Job satisfaction & Org. performance (DVs), Managerial Support & Performance-Oriented Management (Mod Vs)	Cross-sectional/Quantitative
Choi and Rainey (2014)	USA	IV	DM	Diversity Management (IV), job satisfaction (DV), Perception of organizational fairness (Mod V)	Cross-sectional/Quantitative
Whyman and Petrescu (2014)	UK	IV	National origin	Workplace flexibility practices (DV)	Cross-sectional/Quantitative
F. Mahon and CJM Millar (2014)	UK	IV	Age	N/A	Cross-sectional/Qualitative
Soldan and Nankervis	Australia	IV	DM	Effectiveness of Diversity Management (IV)	Cross-sectional/Qualitative

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(2014) Opstrup and Villadsen					Financial Performance (DV), Management structure (Mod V)	Longitudinal/Quantitative
(2015) Buengeler and Den Hartog	Denmark	IV	Gender		Team performance (DV), Interactional justice climate (Mod V)	Cross-sectional/Quantitative
(2015)	Germany	IV	National origin		Training & Development, HR IT uses, Union presence (IVs), Local Government workforce planning (DV)	Cross-sectional/Quantitative
Goodman, French, and Battaglio (2015)	USA	IV	HRM & DM		Org. Efficiency (IV),	Cross-sectional/Quantitative
Guajardo (2015)	USA	DV	Workforce diversity Kinder, Lydenberg, Domini Research & Analytics			Cross-sectional/Quantitative
Kang (2015)	Singapore	IV	(KLD)ratings		Social Performance (DV) Job security, Commitment to social responsibility, Benefits, & Commitment to diversity (IVs), Public service attraction & Employee equity groups (DV)	Cross-sectional/Quantitative
Ng and Sears (2015)	Canada	IV	Diversity			Case study/Quantitative
Augustine, Baraldi, Wheat, Malgwi, and Jones (2016)	Africa	IV	Gender		Sustainability of economic performance (DV)	Case study/Quantitative
Kim and Park (2016)	USA	IV	DM		Diversity management (IV), Org. Justice (DV)	Cross-sectional/Quantitative
Madichie and Nyakang'o (2016)	Kenya	DV	Age Gender/Race/ Functional background/ Tenure status		Strategic workforce plan (IV)	Cross-sectional/Quantitative
Moon (2016)	USA	IV			Org. citizenship behavior (DV), Transformational leadership climate (Mod V)	Longitudinal/Quantitative
Oberfield (2016)	USA	IV	Personal		Perceptions of diversity climate (DV)	Case study/Qualitative
Rosenauer, Homan, Horstmeier and Voelpel (2016)	Germany	IV	National origin		Diversity climate & Team performance (DVs), Leaders' Cultural Intelligence & Task Interdependence (Mod Vs)	Cross-sectional/Quantitative

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Brimhall, Mor Barak, Hurlburt, McArdle, Palinkas & Henwood (2017)	USA	Antecedent	Workforce diversity	Org. Leader's influence (IV), Perceptions of workplace inclusion (DV)	Longitudinal/Quantitative
Doede (2017)	USA	IV	Race/Ethnicity	Job satisfaction & Turnover (DVs)	Cross-sectional/Quantitative
Das and Chaurasia (2017)	India	IV	Gender/Age	Efficiency of HR Practices & effectiveness (IVs), Social cohesion and Turnover (Med Vs)	Case study/Quantitative
Choi (2017)	South Korea	IV	Racial/Ethnicity	Org. support & Fairness (Ivs), Job satisfaction (DV)	Cross-sectional/Quantitative
Jin, Lee and Lee (2017)	USA	Antecedent	Workforce diversity	Diversity policy & Inclusive leadership (IVs)	Cross-sectional/Quantitative
Williams (2017)	Australia	IV	Disability	N/A	Case study/Qualitative
McGrandle (2017)	Canada	IV	DM	Diversity management practices (IV)	Case study/Qualitative
Vardeman-Wintera and Placeba (2017)	USA	IV	Gender/Minorities	N/A	Cross-sectional/Qualitative
Pink-Harper, Burnside and Davis (2017)	USA	IV	Culture/LGBT	Job satisfaction (DV), Skill utilization (Med V)	Case study/Quantitative
Verheij, Groeneveld and Kuyper (2017)	Netherlands	Antecedent	Workforce diversity tool analysis,	Diversity approaches (IV), Negative treatment (DV)	Cross-sectional/Quantitative
Buttner and Tullar (2018)	USA	DV	metric analysis	Diversity metric (workforce analytics) (IV)	Case study/Quantitative
Ashley, Peters, Brown and Halcomb (2018)	Australia	DV	Role, Valuing diversity	Work satisfaction & Future career intentions (IVs)	Cross-sectional/Mixed
Joshi, Inouye, and Robinson (2018)	USA	IV	Gender/Minorities	Award (DV)	Longitudinal/Quantitative
Linos (2018)	USA	Antecedent	Workforce diversity	Public service motivation (IV)	Experimental/Quantitative
Moon (2018)	USA	IV	Gender/Race	Innovative & Turnover (DV), Inclusive management (Mod V)	Case study/Quantitative
Moon (2018)	USA	IV	Gender/Race/Age	Org. social capital (DV), Diversity climate (ModV)	Cross-sectional/Quantitative

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Vanderschuere and Birdsall (2018)	USA	Antecedent	Gender/Race/Education/Tenure	Employee status (IV), Job satisfaction (DV), Organizational fairness, Diversity management (Mod Vs)	Case study/Quantitative
Sabharwal, Levine and D'Agostino (2018)	USA	IV	Gender/Race/Color/LGBT/ethnicity/function/Disability	N/A	Longitudinal/Qualitative
Arshad, Khan and Khan (2019)	Pakistan	IV	Workforce diversity	Organization's performance (DV)	Cross-sectional/Quantitative
Anestaki, Sabharwal, Connelly and Cayer (2019)	USA	IV	Race/Gender	N/A	Cross-sectional/Quantitative
Lee (2019)	USA	IV	Racial	Goal Achievement rate (DV), Org. mission & diversity climate (Mod Vs)	Cross-sectional/Quantitative
Lindsay, Leck, Shen, Cagliostro and Stinson (2019)	Canada	Antecedent	Disability	N/A	Cross-sectional/Qualitative

WD = workforce diversity, N/A = Not available, LGBT = lesbian, gay, bisexual, and transgender, IV = Independent variable, DV = Dependent variable, Med V = Mediating Variable, Mod V = Moderating Variable, DM = diversity management, HRM = human resource management, RB = representative bureaucracy

It is visible from table 2 that the workforce diversity is used as an antecedent in included studies (Andrews & Ashworth, 2013; Brewer, 2005; Brimhall, Mor Barak, Hurlburt, McArdle, Palinkas, & Henwood, 2017; Choy, Ramburuth, Eng Adeline, & Lee, 2010; Dobbs, 1996; Ewoh, 2013; Ko, Hur, & Smith-Walter, 2013; Lindsay et al., 2019; Linos, 2018; Lowe, 2010; Naff, 1998; Perry & Cayer, 1999; Pitts, 2009; Vanderschuere & Birdsall, 2018; Verheij, Groeneveld, & Kuyper, 2017; Von Bergen, Soper, & Foster, 2002). Various dimensions of workforce diversity have been studied during all these years in the field of public administration. Notable dimensions identified are diversity in gender, race, ethnicity, color, religion, disability, age, culture, national origin, sexual orientation, representative bureaucracy, diversity management, function, tenure status, education, HRM, linguistics, management styles, ideas, opportunities, sects, tool and model developments and valuing diversity.

The empirical studies assessing the impact of workforce diversity on other variables indicate certain organizational impact. There were 35 articles in a sample which studied diversity as empirically related to outcomes. Workforce diversity in form of various dimensions are associated with other variables like work performance (Barak, 2000; Buengeler, & Den Hartog, 2015; Pitts, 2009), organizational performance (Andrews, Boyne, Meier, O'Toole, & Walker, 2005; Brewer, 2005; Hur, 2013; Kirkman, Cordery, Mathieu, Rosen, & Kukenberger, 2013; Ko, Hur, & Smith-Walter, 2013; Pitts & Jarry, 2009), financial performance (Opstrup & Villadsen, 2015), social performance (Kang, 2015), economic performance (Augustine, Baraldi, Wheat, Malgwi, & Jones, 2016), job satisfaction (Choi & Rainey, 2014; Ko, Hur, & Smith-Walter, 2013; Pink-Harper, Burnside, & Davis, 2017; Pitts, 2009; Vanderschuere & Birdsall, 2018), conflict, turnover (Hur, 2013; Moon, 2018), organizational justice (Kim & Park, 2016), organizational citizenship behavior (Moon, 2016), perceptions of diversity climate (Oberfield, 2016; Rosenauer, Homan, Horstmeier, & Voelpel, 2016) and perceptions of workplace inclusion (Brimhall, Mor Barak, Hurlburt, McArdle, Palinkas, & Henwood, 2017). These findings were in contradiction with the findings of researchers according to whom very little empirical researches are found on diversity and performance (Sabharwal, Levine, & D'Agostino, 2018) and no researches available on workforce diversity and work related outcomes (Pitts, 2006).

Generally the studies in the current systematic literature review have used moderating and mediating variables in their researches as well. Markedly are role of inclusion and exclusion (Barak, 2000; Moon, 2018), organizational strategy (Andrews et al., 2005), psychological safety, rich communication media use (Kirkman et al., 2013), managerial support and performance-oriented management (Ko, Hur, & Smith-Walter, 2013), Perception of organizational fairness and diversity management (Choi & Rainey, 2014; Vanderschuere & Birdsall, 2018), management structure (Opstrup & Villadsen, 2015), interactional justice climate (Buengeler & Den Hartog, 2015), transformational leadership climate (Moon, 2016), leaders' cultural intelligence and task interdependence (Rosenauer, Homan, Horstmeier & Voelpel, 2016) and diversity climate (Lee, 2019; Moon, 2018). The mediating variables used are social cohesion

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and turnover (Das & Chaurasia, 2017), skill utilization (Pink-Harper, Burnside & Davis, 2017).

Discussion

The current review has been conducted to analyze the development of workforce diversity in the field of public administration. It is evident from table 1 the theoretical literature on workforce diversity in context of public administration is available from year 1995. Very few studies are available, but their full texts are not accessible. The publications in the current field proliferated in 2000 the reason being various worldwide government reforms introduced in government organizations (Kettl, 2000).

The dimensions of workforce diversity examined in the sample are quite diverse being practiced in various countries globally. However there is dearth of literature on workforce diversity from South Asian region. Out of selected 83 articles, two studies have been reported from India and Pakistan (i.e. Das & Chaurasia, 2017; Arshad, Khan & Khan, 2019).

India is the largest country of South Asia and the seventh largest country in the world by area. Whereas Pakistan is the second most populous country in South Asia (Sawe, 2018). A wide range of economic reforms have been undertaken since 1990 by the South Asian governments consistently and as a result noticeable changes have been observed in the business scenario of the south Asian region (Khilji, 2012). The Kearney FDI Confidence Index has reported India as a second most favored country (after China) in terms of Foreign Direct Investment (Kearney, 2012). According to world development report 2019 of World Bank, more emphasis is given on reducing gender imbalance in Pakistan (World Bank, 2019b). As a result of economic reforms Pakistan has also included amongst the top 20 global offshoring destinations. It is pretty much apparent that the research studies of India and Pakistan are comprehensive and can represent South Asian region.

The analysis has highlighted an inventory of 98 variables in total. It has identified 21 antecedents, 31 independent/predictor variables, three mediating variables, 14 moderating variables and 29 dependent/criterion variables. The inventory of extracted variables from various articles is listed in table 2 and is quite diverse.

One of the future implications by Wise and Pitts (2010) was the need of studying various dimensions of workforce diversity management like training programs, promoting inclusion through mentoring and networking etc. and their relationship with other variables. The current systematic literature review has found the articles highlighting diversity training (Goodman, French, & Battaglio, 2015; Von Bergen, Soper & Foster, 2002), inclusion through mentoring and networks (Brimhall et al., 2017; Jin, Lee & Lee, 2017; Moon, 2018).

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A total of 35 empirical studies are noted out of which few have used secondary data, federal government data, policy documents and from different surveyed data in United States of America (Choi, 2010; Choi & Rainey, 2014; Clark, Ochs, & Frazier, 2013; Crumpacker & Crumpacker, 2008; Ewoh, 2013) and United Kingdom (Andrews, Boyne, & Walker, 2006).

It has been identified that 29 researches have used qualitative methods. By using qualitative methods like interviews and case studies captures the holistic view regarding workforce diversity and its dimensions or its relationship with other variables. The research findings have given a broader view and understanding of diversity encompassing other than race, gender and affirmative action. It is seen during analysis that mostly researches have used representative bureaucracy as theoretical underpinnings.

Increasing globalization, immigration and United States being key player demands the comparative studies on diversity in public administration (Broadnax, 2010). There were five studies that have used comparative framework (Choy et al., 2010; Dickson & Hargie, 2006; Groeneveld & Verbeek, 2012; Guajardo, 2013; Tung, 2008). Such comparative studies are useful in understanding workforce diversity trends between more than one organization, country and nations. It also highlights the differences and similarities of managing diversity, or implementing diversity policy or program among comparisons.

Some of the dimensions of diversity like gender, race, color, religion, LGBT, ethnicity, functional background, disability, tenure status, which are studied using longitudinal research design (Forstenlechner, Lettice, & Özbilgin, 2012; Guajardo, 1999; Joshi, Inouye, & Robinson, 2018; Moon, 2016; Opstrup & Villadsen, 2015; Pitts, 2005; Pitts & Jarry, 2009; Pitts & Wise, 2010; Sabharwal, Levine, & D'Agostino, 2018; Thomas & Mohai, 1995; West, 2010). Longitudinal research is usually used to study social change and impact. Some of them are studied independently over a period of time and some in relationship with other variables. Hence these studies will be helpful in understanding of these dimensions and their effects over other variables.

Workforce diversity is becoming an important facet in public sector; its various dimensions have also been studied as a standalone and also with relation to other variables. Its development has been slow but continuous. Diversity is usually associated with race and gender. Our research findings highlighted many other facets of diversity like culture, national origin, management styles, ideas and opportunities that have been nourished in the field of public administration.

All the salient features for attaining economic, political and social change are evident in the present day South Asia. The region has been successful in achieving gender diversity by overcoming conventional barriers and starting implementation of better legislation or laws, new policy management, and establishment of government sponsored microeconomic activities and greater emphasis on diversity and gender policies in organizations, hence it can create new pathways/bridges (Khilji & Rowley, 2013; Murray & Syed, 2013).

Findings of current systematic literature review will aid public sector managers especially of South Asian region in addressing various diversity related issues and selecting different programs and policies for implementation. As discussed earlier in the introduction of the study regarding a term 'Ambicultural', the current systematic literature review has highlighted various dimensions, antecedents, consequences of workforce diversity in context of public administration in developed countries. The need of the hour is to conduct studies on diversity in the public sectors of South Asian region. By adopting practices of managing diversity in the developed countries/West and contextualizing according to local cultures, a void can be filled in the literature of workforce diversity in public administration from South Asia.

Thomas and Ely (1996) researched that Western organizations inculcate learning and effectiveness paradigm as a part of broader diversity program which leads to internalizing of difference among employee. Thus an organization learns and grows because of differences. This paradigm is focused more on learning and effectiveness instead of assimilation and differentiation. The application of western literature review can help south Asian region in learning and accepting approaches leading to high standards of performance and open culture in an organization.

Conclusion

Eighty three articles that satisfied all inclusion criteria were included in the review. Workforce diversity concept is multidimensional and inclusive of not only differences but similarities as well. It is evident from the analysis of sample articles that public administration as a field has cultivated a comprehensive view of workforce diversity extending beyond the issues of minorities, gender, affirmative action and representative bureaucracy. There is an emerging trend of exploring more dimensions of diversity in culture, national origin, ideas, opportunities, HRM practices and more. Workforce diversity either collectively or in form of dimensions have been used as antecedents, independent/predictor, and dependent/criterion, mediating and moderating variables in various studies that further validates the significance of workforce diversity in public administration.

The interest of researchers in workforce diversity in public administration field has been increased in last 15 years. Most researchers studied the gender, race and ethnicity

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dimensions of workforce diversity. Articles on other diversity dimensions color, religion, disability, culture and sexual orientation are few in number, which is consistent with findings of Pitts and Wise (2010) and Wise and Tschirhart (2000).

Empirical studies on effect of workforce diversity on organizational performance focusing on US and UK federal agencies and federal governments, can be interpreted as reliability of the results.

In order to enrich the literature of public administration from policies related to workforce diversity and its implementation, more researches should be conducted in South Asian region especially Pakistan.

In a nutshell, researchers in developed countries have done a lot of research, highlighted the gray areas and came up with their solutions. Western world adopted the outcome of such research works and benefitted themselves as well as public at large. We have all what it takes to improve our public sector, we do not need to reinvent rather tweak to suit our needs. Simply we need to identify our shortcomings and religiously start towards their redress.

Limitation and Future Implications

The current research summarizes 83 articles from all over the world and highlighted number of variables associated with workforce diversity. The current research, however, is limited in that only a single database (ISI web of knowledge) was used. It is recommended for future research that variables and dimensions identified through current systematic literature review may further enriched using more databases, and tested using quantitative confirmatory models.

The identified research articles can be analyzed in different ways, by going through their methodologies and data analysis in detail. There are chances of finding new areas of research.

The current research has highlighted a number of dimensions of workforce diversity, that can be studied alone or in association with other variables.

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