

DISSERTATION

THE SILENT MINORITY: DIFFERENTIAL EFFECTS OF DIVERSITY CLIMATE ON
SILENCE AND BURNOUT DEPENDING ON MINORITY STATUS

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ABSTRACT

THE SILENT MINORITY: DIFFERENTIAL EFFECTS OF DIVERSITY CLIMATE ON SILENCE AND BURNOUT DEPENDING ON MINORITY STATUS

The purpose of the study was to examine if diversity climate serves as a resource, particularly for racial and ethnic minorities, that promotes speaking up and reduces burnout from the perspective of Conservation of Resources Theory (COR) and Social Identity Theory (SIT). I tested that supposition in a sample of 502 working adults, split between racial/ethnic majority and minority status, across three time points with one-week time lags. Path analysis demonstrated that diversity climate reduced opportunistic silence, particularly among racial and ethnic minorities. Further, diversity climate had a stronger relationship with emotional exhaustion for minorities compared to majority group members. The study extends the voice behavior and silence literatures because it further investigates the influence of organizational variables and integrates diversity research. Findings also have implications for theory and practices, such that COR and SIT were supported, and organizations should aim to implement diversity climates to benefit both majority group and racially/ethnically minoritized employees.

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INTRODUCTION

Organizations are part of a system of inequality (Bapuji et al., 2020). Although the United States has made progress toward diversity, equity, and inclusion (DEI) since the Civil Rights Act of 1964, discriminatory organizational practices still exist (Hebl et al., 2020) mainly due to the continuation of traditional values and norms (Amis et al., 2020). Recognizing these extant issues, organizations are increasingly committing to DEI as social justice movements gain momentum in the United States. Highlighting I/O psychology's commitment within science and practice, DEI initiatives and inclusive culture are among the Society for Industrial and Organizational Psychology's top 10 work trends for 2022 (n.d.). A part of DEI initiatives is ensuring that historically underrepresented groups are heard in their organizations. Speaking up, or a *voice behavior*, represents employees' choice to incite organizational change (VanDyne & LePine, 1998) and can lead to effective decision-making (Morrison & Milliken, 2000) and implementation of new practices (Edmondson, 2003). Lacking underrepresented voices can lead to organizational unawareness of marginalized workers' experiences and their ideas about organizational functioning, opening organizations up to a host of ethical and legal challenges (Avery & McKay, 2010).

Evidence shows that inequalities exist in promotion, compensation, and project or task opportunities (Amis et al., 2020), however, employees lack outlets to express themselves surrounding those issues and other ideas. In a survey study of a large ($n = 3,915$) representative sample of the U.S. workforce, 50-62% of respondents reported they lacked say in benefits, compensation, promotion, job security, technological change, and protections against harassment (Kochan et al., 2019). Thus, sources of inequality largely overlap with issues employees cannot speak up about. Even when formal systems to voice exist in organizations, they may not be

helpful. One study suggested that regardless of the presence of a grievance filing system (a formal pathway to voice), employees still wanted to leave when they felt mistreated (Boswell & Olson-Buchanan, 2004). Employer-sponsored voice practices (ESVP) may help people voice in some circumstances; however, employees remain *silent* (or withhold information) about other issues (Knoll & Redman, 2016). Passiveness is dangerous because organizations operate under the assumption they operate optimally, and that assumption could perpetuate inequality (Amis et al., 2020). Gaps in ability to express ideas underscore why promoting voice behaviors is important, particularly among groups who frequently face inequities. However, the literature on voice behaviors and silence lacks an understanding of how and why marginalized groups speak up or not.

The voice behavior and silence literatures have little diversity-focused research. More studies address gender differences with mixed results (e.g., Howell et al., 2015); however, race may be a more prevalent issue given racial groups are more often physically separated from each other due to institutionalized racism (Bergman et al., 2012; Holmes et al., 2021). The mechanism to promote minority voice may depend on tolerance and inclusivity of diverse experiences and opinions. In fact, the discrimination literature has called for more focus on how to develop positive climate to improve workplace conditions for racial and ethnic minorities (Bergman et al., 2012). Diversity climate is one type of climate that may help with diversity management (Avery & McKay, 2010) and may empower underrepresented employees to speak up because it advocates for and socially integrates underrepresented groups (McKay et al., 2008). Striving toward a diversity climate in organizations could help resolve concerns that minority employees do not feel heard (e.g., Howell et al., 2015).

Understanding racial and ethnic differences in voice behaviors and silence also has implications for mental health. Research suggests that individuals who are more silent (Sherf et al., 2021) and perceive organizational injustices (Whiteside & Barclay, 2013) are more likely to experience burnout. Racial minorities may be more likely to perceive and experience unfair working conditions (Bergman et al., 2012) and feel more burned out as a result. If racial minorities are at a higher risk of remaining silent due to issues of lower perceived status in the workplace and psychological safety (Singh et al., 2013), then they are also at a higher risk of adverse mental health outcomes (Knoll et al., 2019).

Conservation of Resources Theory (COR; Hobfoll, 1989) and Social Identity Theory (SIT; Tajfel & Turner, 1986) help frame how to empower racial and ethnic minorities to speak up and reduce silence. COR states that people aim to stockpile and protect their resources to protect themselves and help achieve their goals (Hobfoll, 1989). SIT posits that individuals classify themselves into social groups based on characteristics, such as race/ethnicity, as part of their identity. The presence of a diversity climate should serve as a relevant resource for racial and ethnic minorities because it supports their identity. As a resource, diversity climate may facilitate resource acquiring behaviors, such as voice. Without a supportive diversity climate, racial and ethnic minorities may perceive a threat to their identity. As a stressor, unsupportive or weak diversity climate may activate resource preservation behaviors, such as silence. Burnout may also lead employees to avoid speaking up for the same reason. The aim of the present research is to examine if diversity climate serves as a resource for racial and ethnic minorities, compared to their majority counterparts, that eases the burden of speaking up and reduces burnout. Understanding these relationships is a contribution to the voice behavior and silence literatures that rarely focus on diversity issues and addresses prevalent issues in society today.

THEORY AND HYPOTHESES

Social Identity Theory

Social identity theory (SIT) contributes to our understanding of how race and ethnicity interact with diversity climate, voice behaviors, and silence. SIT defines a person's group membership as part of their self-concept (Tajfel, 1981). People can categorize themselves across many categories, including socio-demographic characteristics such as race, and has varying levels of salience to individuals (Ashforth & Mael, 1989). Identity salience is an individual's awareness of certain identities, and racial/ethnic identity in this study, across situations (Douglass et al., 2016; Sellers et al., 1997; Stryker & Serpe, 1994).

A relevant extension of SIT is Self-Categorization Theory (SCT) because it further explains group dynamics relevant to organizations (Hogg & Terry, 2000). People categorize themselves and others into in-group and out-group depending on how well the individual and others fit into a prototype, or typical representation of beliefs, feelings, attitudes, and behaviors of a social category. As a rule of thumb, SIT and SCT suppose that individuals favor their in-group and attempt to preserve consistency among individuals within the in-group. Two important and independent processes of SCT are the *self-esteem* and the *uncertainty reduction* hypotheses. The self-esteem hypothesis states that the need for positive self-esteem motivates the search for a positive social identity then drives social behavior. The uncertainty reduction hypothesis posits that people are motivated to reduce uncertainty about their attitudes, feelings, behaviors, and ultimate place in the social world because certainty lets people know how to behave and what to expect from their environment. How one categorizes themselves reduces uncertainty about how to behave because people will strive for consistency with their group's prototype.

Demographic composition within organizations can influence attitudes and behaviors at work. Within organizations, people compare their demographic characteristics to others, and perceived demographic similarity can lead to positive outcomes, depending on the context (Hogg & Terry, 2000). Diversity enhances adherence to organizational norms when relations between demographic groups is harmonious, because organizational membership will be more salient than demographic membership. The organization would be the source of cohesion because that is where individuals are most similar. However, when there is conflict between demographic groups this highlights demographic group differences, making demographic membership more salient and increasing adherence to demographic in-group norms, as opposed to the organization.

SIT and SCT contribute to our understanding of racial and ethnic composition in organizations. Racial and ethnic minority experience of group cohesion, self-esteem, and uncertainty in their organization may depend on diversity climate. Diversity climate, a type of organizational climate (organizational policies, practices, and procedures; Ostroff et al. 2003), comprises the demographic composition of the organization (physical diversity), efforts, and policies to maintain an inclusive workforce (Holmes et al., 2021; McKay et al., 2007). A stronger diversity climate allows employees to identify with the organization because the organization would be the source of similarity, as opposed to racial/ethnic group being the source of similarity. In support of this theory, research demonstrates that perceptions of strong diversity climate help underrepresented groups identify with their organization compared to weak diversity climate (Cole et al., 2016). Weaker diversity climates - marked by homogeneity of the majority group, few policies and practices toward the inclusion of underrepresented groups, and a higher likelihood of prejudice and discrimination - may instigate more conflict between racial groups. Conflict would be more likely to arise as less racial diversity emphasizes group

differences and heightens loyalty to one's own racial/ethnic group, instead of identifying with the organization. Generally, the demographic composition of the organization matters for how employees will interact with each other, and therefore could affect employees' decision making to speak up and to whom.

People need positive social identity. Stronger diversity climates (i.e., more positive evaluations of diversity climate) would allow all employees to express their demographic and cultural identity at work while simultaneously enhancing their identity with the organization. Weaker diversity climates (i.e., more negative evaluations of diversity climate) may undermine minority identity and could negatively influence their self-esteem and create organizational conflict. For example, in a study of gender stereotype activation, researchers found that when women were exposed to stereotype threat on a leadership task, their self-esteem reduced (Hoyt et al., 2010). Other studies of ethnic minorities demonstrated that when participants perceived personal discrimination, they also experienced lower personal self-esteem (Eccleston & Major, 2006; Verkuyten, 1998). When people have low self-esteem, they are less inclined to speak up about ideas or organizational issues because they lack confidence in the idea and how others will react to the idea (LePine & Van Dyne, 1998; Liang et al., 2012; Morrison et al., 2015; Sherf et al., 2021).

Uncertainty obfuscates how to act or react in your environment. Weaker diversity climates may create uncertainty of how racial and ethnic minorities should behave with racial/ethnic others due to potential conflict, including deciding to speak up (e.g., Li et al., 2020). The decision to speak up involves employees conducting a cost-benefit analysis. If the potential benefits (i.e., likelihood someone will enact the idea) outweigh the costs (i.e., risks), employees are more likely to speak up (Morrison, 2014). Speaking up is inherently risky because it is

unclear how the listener will perceive the voice behavior. Studies show that fear of reactions makes voice behaviors feel riskier and reduces them (Detert & Edmondson, 2011; Morrison, 2011). A more specific example that commonly affects underrepresented groups is deciding to speak up about discrimination in the workplace. Discrimination research suggests that when Black employees or students, for instance, claim discriminatory practices, often the White majority group reacts negatively (e.g., Garcia et al., 2005; Gardner & Ryan, 2020; Kaiser et al., 2006; Kaiser & Miller, 2003). Legally claiming discrimination is also scary for underrepresented groups because of fear of retaliation (Crosby et al., 2003). In a weak diversity climate, the risk or uncertainty associated with speaking up, particularly about discrimination issues, likely outweighs the benefits of reducing future discrimination. Thus, according to SIT, uncertainty derived from weak organizational diversity climate would reduce employee likelihood of speaking up and increase the likelihood of silence. Racially and ethnically underrepresented employees may perceive these organizational dynamics as stressful (Dhanani et al., 2018) and would activate another theoretical process – COR – in deciding to speak up and the consequences of that decision.

Conservation of Resources Theory

COR contributes to understanding how diversity climate, voice behaviors, silence, and burnout relate to each other. The basis of the theory suggests people inherently seek, find, and maintain resources because individuals have limited resources and need to cope with present and future stressors (Hobfoll, 1989; Hobfoll et al., 2018). Stress occurs when resources are threatened, lost, or we fail to attain certain resources (Hobfoll et al., 2018). Resources can be anything people value in any domain of their life that can help them achieve their goals,

including time and energy (Halbesleben et al., 2014), can be interrelated (e.g., self-esteem and optimism), and their availability depends on the organizational context (Hobfall et al., 2018).

COR has two primary principles. The first is called the *primacy of resource loss* or *loss salience*, meaning it is more psychologically harmful to lose resources than it is psychologically beneficial to gain resources (Halbesleben et al., 2014; Hobfall et al., 2018). When employees experience or perceive loss at work (a stressor), this is extremely stressful and can lead to strain (the outcomes from a stressor; Ganster & Rosen, 2013), such as burnout, depression, and physiological issues (Halbesleben et al., 2014; Hobfall et al., 2018). People also invest in resources to protect against resource loss, recover from losses, and acquire new resources, called *resource investment* or *acquisition*.

The theory also contains corollaries about resource loss and gain, intended to further parse apart anticipated relationships. Earlier iterations of COR describe four corollaries (Halbesleben et al., 2014). Beginning with having resources, Corollary 1 states that individuals with resources are in a better position to invest resources compared to those with fewer resources. Corollary 3 states that as people gain resources, they are in a better position to invest and then gain more resources. Related to losing resources, Corollary 2 states that as individuals lose resources, investing extant resources becomes harder. Finally, corollary 4 states that as individuals lose resources, they become motivated to protect their current resources. An update to the theory describes three corollaries (Hobfall et al., 2018). The first combines the four earlier iterations of the corollaries and the next two describe resource loss and gain spirals. *Resource loss spirals* begin when resources are lost, then each iteration of stress leads to further resource loss for individuals and organizations that gain momentum and magnitude. *Resource gain spirals*

do not develop as quickly or seriously as resource loss spirals due to the primacy of resource loss but is conceptually the same.

In the present study, voice behaviors function as means to get more resources or prevent further resource loss; also called an investment. An employee could invest voice behaviors to attain more resources, such as a raise or suggestion to hire more diverse employees and protect against the threat of losing more resources at work. As described earlier, a weaker diversity climate may introduce threats to self-esteem and uncertainty (SIT), and therefore stress (COR), especially among racially and ethnically underrepresented employees. Meta-analytic evidence supports the COR perspective, as organizational stressors and strains similar to a poor diversity climate - including breaches of expectations, distributive unfairness, and organizational disidentification - are associated with reduced voice behaviors (Ng & Feldman, 2012). Thus, poor diversity climate may make speaking up to gain resources difficult (Corollary 2), and silence more likely to protect existing resources (Corollary 4). Strain such as burnout is likely to result under those circumstances. In line with the same corollaries, if employees have existing strain or burnout, coping with demands or investing in speaking up may already be difficult.

Minorities may have more to lose in weaker diversity climates compared to majority counterparts. Majority-group members may have more resources compared to minorities under poorer diversity climates, making it comparatively easier for them to use voice behaviors to gain more resources (Corollaries 1 and 3), while the opposite is true of minorities (Corollaries 2 and 4). Further, underrepresented groups would be more likely to experience burnout due to increased sensitivity to (e.g., Cole et al., 2016) and exposure to these stressors (e.g., Bergman et al., 2012). Stronger diversity climates would serve as a resource among racially/ethnically underrepresented employees, and consequently lead to similar levels of voice behaviors and

silence compared to majority group members due to Corollaries 1 and 3. Further, minorities may experience less burnout compared to their majority group counterparts under positive conditions.

SIT and COR help to explain cognitive processes among underrepresented employees depending on type of diversity climate. The present research extends the current literature on voice behaviors and silence through further exploring climate as an antecedent of voice behaviors *and* silence, and integrating with the stress and diversity literatures. The outcome of this research has practical implications toward improving underrepresented groups' experience of their organization and implementing diversity programs. In the next section, I further discuss each variable in my model (Figure 1) and outline my hypotheses.

Diversity Climate

Discrimination among racial and ethnic minorities still exists in organizations throughout recruitment, selection, performance appraisal, and compensation (Hebl et al., 2020; Kravitz, 2008; Shen et al., 2009; Thomas, 1990), leading to stress for racial and ethnic minorities (Dhanani et al., 2018) and turnover (Dhanani et al., 2018; Kravitz, 2008). Although DEI efforts attempt to address these issues, they are currently criticized for their low success rates due to the disjointed tactics typically implemented in organizations (Dobbin & Kalev, 2016; Ely & Thomas, 2020; Kalev et al., 2006; Shen et al., 2009). In fact, poor perceptions of DEI initiatives could eventually influence an employee's decision to leave the organization (Ward et al., 2021). Research suggests that successful DEI initiatives systematically hold organizations accountable (Kalev et al., 2006; Kravitz, 2008; Shen et al., 2009; Thomas, 1990) through cultivating a culture of multiculturalism (Leslie et al., 2020) and learning (Ely & Thomas, 2020) that is consistent with their human resources practices (Kravitz, 2008; Shen et al., 2009). Positive perceptions of diversity climate can improve employee attitudes (Holmes et al., 2021) and increase work unit

performance through reduced discrimination (Boehm et al., 2014). Diversity climate helps address issues with DEI initiatives and can improve organizational conditions for racial and ethnic minorities.

Organizational climate is the shared perception of an organization's policies, practices, and procedures (Ostroff et al. 2003) and has been further developed into focused categories of climate (Schneider et al., 2011; Schneider et al., 2013). Diversity climate is a focused climate comprising the extent an organization includes and advocates for people with marginalized identities with their Human Resources practices and policies (McKay et al., 2007). Diversity climate tends to focus on preventing negative outcomes such as discrimination, exclusion, and interpersonal aggression (Dwertman et al., 2016), but also has implications for attitudinal and behavioral outcomes (Holmes et al., 2021) including trust (Ward et al., 2021), turnover (Ward et al., 2021), and performance (McKay et al., 2008).

Researchers typically conceptualize and operationalize diversity climate as unidimensional and discuss it at the organizational level. To assess diversity climate at the organizational level, researchers aggregate multiple employees' perceptions to the unit-level (Schneider et al., 2013). However, research questions should align with the chosen level of analysis when measuring diversity climate (Holmes et al., 2021). Given that my hypotheses will predict individual-level relationships, I will explore diversity climate at the individual-level and will measure individual perceptions of diversity climate. However, I will abbreviate "perceptions of diversity climate" to "diversity climate".

Evidence suggests that a racially and ethnically diverse workforce benefits from diversity climate (McKay et al., 2007; Perry & Li, 2019; Pugh et al., 2008; Ward et al., 2021). For example, diversity climate can improve performance outcomes for racial and ethnic minorities

(Gonzales & DeNisi, 2009; McKay et al., 2008). Further, incorporating multiculturalism in organizations is associated with positive intergroup relationships, such as reducing prejudice, stereotyping and promoting support for DEI policies (Leslie et al., 2020). Multiculturalism is conceptually similar to diversity climate because it acknowledges group differences and attempts to address historical disadvantages (Leslie et al., 2020), as diversity climate does (McKay et al., 2007). A supportive diversity climate can help improve organizational conditions, especially for racial/ethnic minorities, through increasing employees' willingness to speak up with innovative ideas or address extant issues. However, diversity climate is not yet adequately investigated in the voice behavior and silence literatures.

Voice Behaviors and Silence

Voice behaviors and silence are important mechanisms to improve organizational functioning. However, it is unclear whether these phenomena are inclusive of racially and ethnically diverse employees because few studies focus on demographic diversity and many studies have homogenous samples. For example, many studies are conducted within Asian countries (e.g., Farh & Chen, 2014), and studies within the U.S. are primarily White (e.g., Sherf et al., 2021). Integrating diversity climate can aid researchers' understanding and practice of including diverse voices and reducing their silence.

Voice Behaviors

Voice behaviors, defined as different ways of *speaking up* at work, are discretionary expressions intended to influence the work environment and are directed at specific people within an organization who can implement change (Chamberlain et al., 2017; Morrison, 2014; Van Dyne & LePine, 1998). Voice behaviors are considered a challenge to the status quo and a prosocial organizational citizenship behavior intended to improve the organization (Morrison,

2011). To enact voice behaviors, the actor must have something to say, which can contain different types of content directed at different referents (Morrison, 2011; Morrison, 2014) and levels of formality (Klaas et al., 2012).

The content of employee messages can include constructive criticism, feedback surrounding areas of improvement or deficiencies, solutions, and challenge or support current practices (Burris, 2012; Chamberlain et al., 2017; Maynes & Podsakoff, 2014; Morrison, 2014; Whiting et al., 2012). Researchers tend to categorize these messages into two primary forms of voice behaviors: promotive and prohibitive voice (Liang et al., 2012). *Promotive voice* is focused on offering new ideas to help the organization in terms of long-term growth and innovation. An employee might bring up a new product idea in a board meeting, for instance. *Prohibitive voice* is focused on organizational problems as it centers around extant, negative organizational practices that are dissatisfying to employees. For example, a person may speak up about perceived injustice surrounding a promotion decision. Dissent and whistleblowing are other common examples of prohibitive voice. Both voice behavior types are integral to promoting long-term organizational health and preventing potential organizational issues, such as financial losses (Bai et al., 2019).

Referents can react differently to voice behaviors and the anticipation of those reactions can influence employees' decision to speak up. The content of voice behaviors (Burris, 2012; Kim et al., 2021; Ng et al., 2022; Starzyk et al., 2018; Whiting et al., 2012) and speaker qualities (Howell et al., 2015; Lam et al., 2019; McClean et al., 2018; Weiss & Morrison, 2019; Whiting et al., 2012) can influence reactions. Respectful, friendly, and empathetic tones of voice (Lam et al., 2019) and humble or tentative language (Kim et al., 2021) are more likely to receive endorsements. Further, presenting a solution along with feedback is associated with more success

among leaders (Whiting et al., 2011). Generally, voicers who are more expert (Whiting et al., 2011), credible (Lam et al., 2019), and high-status (Howell et al., 2015) are more likely to receive positive reactions or endorsement from their managers. However, when employees are uncertain how others will react to their voice behavior, they tend not to speak up (Li et al., 2020). The literature on silence also helps researchers understand employees' decision-making whether to speak up.

Silence

Silence is a distinct construct from voice behaviors (Hao et al., 2022; Sherf et al., 2021) and reflects the active withholding of information, or choice not to speak up (Morrison, 2014; Nechanska et al., 2020). Understanding silence has important implications for employees' experience of work because it can negatively influence job satisfaction, turnover (Knoll & van Dick, 2013), and burnout (Knoll et al., 2019; Knoll & van Dick, 2013; Sherf et al., 2021). Silence is difficult to understand because the behavior is unobservable, and people can be silent for various reasons. For example, employees may genuinely not have anything to say, but a supervisor wouldn't know unless they asked (Detert & Burris, 2007). Detert and Edmondson (2011) qualitatively explored several reasons employees commonly choose to stay silent. From their review, they found that employees stay silent because they do not want to critique their boss, there is lacking justification, fear of breaking the chain of command, embarrassing their boss, or the potential to have fewer promotion opportunities or even termination.

Knoll and van Dick (2013) integrated other research on silence (e.g., Milliken et al., 2003; Van Dyne et al., 2003) and helped conceptualize silence as a multidimensional construct. According to the cumulative research on silence, there are four types: acquiescent, quiescent, prosocial, and opportunistic silence. *Acquiescent silence* is when employees do not speak up

because they feel their opinion is neither wanted or valued and has given up trying to participate in the organization. *Quiescent silence*, in contrast, involves withholding ideas out of fear of consequence. *Prosocial silence* can be altruistic, affiliative, or self-protective as employees protect confidential information to the benefit of the organization. However, pro-organizational behavior resulting from prosocial silence may not benefit society if the organization is participating in illicit activity or harming people. Finally, *opportunistic silence* involves withholding information or imparting misleading information for personal gain (i.e., power, laziness)

Much of the literature on silence contends the negative influence of silence on organizational performance and employee morale, but lacks empirical investigation (Morrison, 2011, 2014). Although the literature on the four-types of silence is new, the present research on silence has important implications for employee well-being and job attitudes. Researchers recommend that voice behaviors and silence be integrated in future investigations to further distinguish the two constructs and build this developing area of research (Breevart et al., 2020; Sherf et al., 2021).

Connection to Diversity Climate

SIT and COR help explain the relationship between diversity climate with voice behaviors and silence. Diversity climate contributes to a psychologically safe (Dwertmann et al., 2016; Singh et al., 2013) and cohesive work environment because it strives toward the inclusion of different groups of people (Holmes et al., 2021). As discussed earlier, racial/ethnic diversity activates focus on the organization because that is the source of similarity employees will identify with. Both safety and cohesion serve as resources for employees and activate resource acquisition in COR, meaning employees would be more likely to invest in gaining more

resources. Within the context of the present study, employees would be willing to invest in voice behaviors to get more resources and less likely to remain silent. Fewer of these characteristics would make voice behaviors less likely and silence more likely. Although diversity climate has been examined as a predictor of performance (e.g., Kirkman et al., 2013; Martins et al., 2013; Singh et al., 2013), it has rarely been observed within the context of voice behaviors and silence. Further, COR is more popular in the voice behaviors and silence literatures (e.g., Ng & Feldman, 2012) and rarely integrated with diversity climate research (Perry & Li, 2019).

In line with SIT and COR, research supports that uncertainty creates stress that would discourage voice behaviors and silence. A two time-point investigation separated by six weeks of manager-employee dyads revealed perceived organizational politics was negatively related to voice behaviors (Bergeron & Thompspon, 2020). Another two-study investigation of organizational politics found that it reduced prohibitive and promotive voice behaviors because politics create an uncertain situation for employees (Li et al., 2020). Further, Li et al. (2020) found that job resources (i.e., job autonomy, job security) helped buffer the strain organizational politics created that prevented speaking up. From these investigations, I extrapolate that a weak diversity climate creates uncertainty that could reduce voice behaviors because uncertainty obscures how employees should act (SIT) and leads to stress that prevents resource investment (COR).

Research demonstrates diversity climate is related to voice behaviors and silence. Morrison (2014) integrates the voice behavior and silence literatures with a taxonomy that explains when employees may speak up or remain silent, suggesting that organizational characteristics, such as climate, play a role in determining the costs and benefits of speaking up. Chamberlain et al. (2017) meta-analytically tested Morrison's framework and found that

contextual factors accounted for 6% of the variance in voice behaviors. More specifically, the researchers found that positive workplace climate, negative workplace climate, and organizational stressors contributed to these effects. In line with Ng and Feldman's (2012) findings related to COR, organizational factors would serve as either a resource or stressor that influences voice investment. Other researchers study the relationship between climate and voice behaviors and silence, however, few address diversity climate.

Studies examining diversity climate suggest a relationship with voice behaviors. In a study investigating a construct like voice behaviors, the investigators found that diversity climate increased interpersonal extra-role behaviors (Singh et al., 2013). Organizational citizenship behaviors (OCBs), or extra-role behaviors, are related to voice behaviors because they are not required of the employee but serve to improve the organization (Van Dyne & LePine, 1998). Related to diversity climate, inclusion climate is related to prohibitive and promotive voice behaviors (Paolillo et al., 2021). In a cross-sectional investigation of service industry workers, the researchers found that inclusion climate contributes to meeting employee's needs for autonomy, competence, and relatedness and promotes voice behaviors. Both studies suggest that diversity climate could serve as a resource that promotes voice behaviors.

Although there are few studies examining diversity climate, other climates may influence voice behaviors and silence. For example, one study of four multinational companies reported that voice behavior climate had a positive relationship with enacting voice behaviors (Schreurs et al., 2015). A climate for voice behaviors may create more certainty in how others would react, reduce the risk of speaking up, and promote subsequent voice behaviors. Another study of highly skilled Taiwanese workers investigated the influence of several types of ethical climates on silence. The researchers found that negative ethical climates focused on individualism tended to

promote acquiescent silence (i.e., perceived pointlessness of speaking up). More positive ethical climates focused on caring for others and committing to personal ethics reduced acquiescent and quiescent silence (i.e., fear of consequences of speaking up; Wang & Hsieh, 2013). These ethical climates are comparable to strong and weak diversity climates because strong diversity climates are more inclusive whereas weak diversity climates are less so (Holmes et al., 2021). However, studies typically reporting small to medium sized effects between organizational climate and voice behaviors (Cai et al., 2019). Broad organizational factors are a much higher level of abstraction compared to measuring voice behaviors at the individual level, which may contribute to the small effect sizes. Although these effects are small, these findings suggest that depending on strength, diversity climate could serve as a stressor or resource that contributes to employees' willingness to speak up or not.

Research with variables like diversity climate at different levels also illustrate a relationship with voice and silence. Overall organizational justice, or fairness, predicted acquiescent and quiescent silence in two experimental studies (Whiteside & Barclay, 2013). Another study demonstrates that employee-oriented human resource management that considers employees' moral identity cultivates trust in management and encourages voice behaviors (Hu & Jiang, 2018). Considering HRM policies reflect diversity and inequality (Amis et al., 2020; Leslie, 2020), the study implies that management practices can influence voice behaviors. At a lower level, a multicultural team study conducted at three time-points over the course of a university semester demonstrated that those who can work in diverse cultural settings have higher voice behaviors and peer-rated task performance because they were less likely to avoid culturally dissimilar peers (Wu & Ng, 2021). Fairness, multicultural practices and tolerance demonstrate how diversity climate can serve as a resource that encourages investing in voice

behaviors and decreases silence. However, that does not hold true under the opposite circumstances. Wu and Ng (2021) also showed how individuals who avoided diverse peers had fewer voice behaviors and poorer peer-rated task performance. Another multi-wave study revealed that when employees perceived interactional injustice from exposure to abusive supervisors (when leaders do not respect their employees, ignore employee needs, and break organizational rules), or attributed abusive behaviors to the organization, employees reduced prosocial voice and increased silence (Wang & Jiang, 2015). Thus, weak diversity climate would increase stress that demotivates investing in voice and increases silence.

Despite Morrison's (2014) supposition that climate would also influence silence, few studies investigate that relationship, as evidenced above. The dearth of silence literature related to climate emphasizes the need to study voice behaviors and silence together that this research will address. Given the evidence from the few studies that include silence (Wang & Hsieh, 2013; Wang & Jiang, 2015; Whiteside & Barclay, 2013) and the similar, but distinct, relationship between voice behaviors and silence (Hao et al., 2022; Sherf et al., 2021), I anticipate similar relationships to diversity climate in the opposite direction. As a resource, a strong diversity climate would encourage resource investment and thus promote voice behaviors and reduce silence.

Given the different motivations that contribute to voice and silence, the subdimensions of either construct could maintain different relationships with diversity climate. Both types of voice require a certain amount of risk, however, prohibitive voice is riskier than promotive voice because it involves addressing a problem. Although I do not expect different directional relationships between the type of voice behavior, prohibitive voice may demonstrate a stronger relationship with diversity climate due to the psychological safety likely necessary to point out

problems. Related to silence, diversity climate would reduce silence types associated with risk (i.e., acquiescent, quiescent, opportunistic) because it reduces uncertainty. In contrast, diversity climate could increase prosocial silence because it could activate community motivations to withhold information. A recent investigation corroborates that prosocial silence maintains different relationships in the silence nomological net compared to the other types of silence (Hao et al., 2022). Together, the findings support that a strong diversity climate contains resources that promote resource acquisition (COR), reduces the uncertainty of how others will react to voice behaviors (SIT), and thus facilitates investing in voice behaviors and reducing silence, leading to my first hypothesis.

Hypothesis 1: Diversity climate positively predicts a) both voice behaviors and b) prosocial silence, and negatively predicts c) quiescent, d) acquiescent, and e) opportunistic silence.

Race/Ethnicity

Both theoretical frameworks help explain why diversity climate matters for underrepresented groups' voice behaviors and silence. The common thread among these relationships is uncertainty. A weak diversity climate can create uncertainty of how to behave, and more specifically how to speak up, among underrepresented racial/ethnic groups. Additionally, underrepresented groups may evaluate a weak diversity climate as stressful due to the uncertainty those conditions create and tensions between racial and ethnic groups. Discrimination and exclusion exist in a weak diversity climate (Holmes et al., 2021), leading to inequities in resources available and then alter willingness to invest in resources. For example, Bergman et al. (2012) observed in a military investigation, that racial/ethnic minorities experienced more racial/ethnic harassment under an unsupportive climate (policies and

leadership efforts in particular) compared to the White majority. Thus, both frameworks suggest weak diversity climate may discourage voice behaviors and encourage silence.

A strong diversity climate may reduce uncertainty among underrepresented groups in organizations and improve equity in resources due to its fairer and more inclusive environment (Holmes et al., 2021). According to SIT and COR, underrepresented groups may be more willing to invest in resources, and thus speak up, under strong diversity climates and would stay silent less often. The literature exploring diversity within voice behaviors and silence is lacking and exploring the role diversity climate and race/ethnicity play would illuminate how to cultivate voice behaviors in organizations.

As discussed above, racial and ethnic minorities may be more afraid to speak-up compared to majority-group members (Morrison & Milliken, 2000). People who hold minority group status may fear isolation and thus are less likely to speak-up compared to their majority group counterparts (Bowen & Blackmon, 2003). Additionally, evidence suggests that when people feel powerless (Morrison et al., 2015) or psychologically un-safe (Sherf et al., 2021), they are more likely to stay silent. Considering racial and ethnic minorities are often considered low status individuals (Howell et al., 2015), they may be more likely to stay silent because they perceive lack of power. Additionally, racial and ethnic minorities may perceive less psychological safety to be their authentic selves in the workplace (Singh et al., 2013) and would thus experience a higher rate of silence (Sherf et al., 2021). Others' perceptions of racial and ethnic minority authenticity when speaking up may de-motivate racial and ethnic minorities from feeling safe enough to speak up. For example, an experimental study of how people would perceive diversity promotion behavior depending on racial group, suggested that Black people were perceived as more self-interested compared to White people, when promoting a diversity

initiative (Gardner & Ryan, 2020). As described earlier, majority groups also react negatively when discrimination is pointed out. These examples of isolation, powerlessness, lacking authenticity and psychological safety are likely present in weak diversity climates, creating conditions of uncertainty for racial and ethnic minorities that would discourage speaking up and promote silence. Consequently, the ideas of those who hold minority group status would be absent from their organization's and team's dialogue, which has negative implications for improving diversity and inclusion in the workplace (Hatipoglu & Inelmen, 2018; Morrison & Milliken, 2000).

Diversity climate may help racial and ethnic minorities speak up. In the aforementioned study that investigates extra-role behaviors, Singh et al. (2013) found that diversity climate has more beneficial effects for racial and ethnic minorities compared to White employees. In their cross-sectional investigation of a mid-Western organization, the researchers found that the indirect relationship between diversity climate and extra-role behaviors through psychological safety is stronger among racial minority employees compared White employees. Thus, a strong diversity climate would reduce uncertainty and help underrepresented employees feel safe enough to help the organization and colleagues. The discussion in the previous section surrounding motivations to voice or be silent also illuminates a different potential relationship with prosocial silence. In a supportive environment, racial/ethnic minorities may feel more inclined to withhold information that could help the organization (prosocial silence), leading me to hypothesis 2.

Hypothesis 2: Diversity climate will have a stronger positive association with a) both voice behaviors, b) prosocial silence, and a stronger negative association with c)

quiescent, d) acquiescent, and e) opportunistic silence for racial and ethnic minorities compared to majority-group members.

Burnout

Diversity climate, voice behaviors, and silence are related to employee's experience of burnout. Burnout is an important mental health outcome when exposed to stressors such as a negative diversity climate and the inability to speak up. Additionally, employees may have existing burnout that could influence their decision to speak up. Because perceptions of diversity climate more poignantly affect underrepresented groups and their willingness to speak up compared to majority groups, burnout is likely more severe for underrepresented groups as well. While many studies have covered burnout in the voice behavior and silence literature, fewer have integrated that literature with a diversity perspective. Integrating these literatures is critical to understand and improve the well-being of underrepresented groups.

Burnout is commonly investigated within the framework of COR and occurs when someone does not have enough resources or loses resources to cope with workplace demands (Lee & Ashforth, 1996; Halbesleben et al., 2014). Burnout is work-related exhaustion and results in distancing oneself from the stressful parts of one's role. The three dimensions of burnout are *emotional exhaustion* (feeling overextended emotionally), *depersonalization* (cynicism and detached from others), and *diminished personal accomplishment* (decline in feelings of efficacy, competence or productivity; Maslach & Jackson, 1981). Burnt out employees often put less effort in their work, are less proactive, and are less willing to learn new things (Bakker & Costa, 2014). Implementing human resources policies and practices to optimize the work environment, such as a positive diversity climate, can help prevent burnout (Bakker & Costa, 2014).

Diversity Climate as a Predictor

Perceptions of diversity climate activate SIT and COR. Strong and weak diversity climates influence group dynamics, self-esteem, uncertainty, and therefore presence of stress in the workplace. Consistent with spiral of resource loss (Hobfoll et al., 2018), continuous stress stemming from a weak or unsupportive diversity climate, and without adequate resources to cope, leads to burnout over time (Hakanen & Bakker, 2017).

The literature supports a relationship between diversity climate and burnout. In a similar vein to diversity climate, a study of inequality in organizational relationships is related to emotional exhaustion (Taris et al., 2004). Applied to the present investigation, when employees interpret inequitable or unjust relationships due to a weak diversity climate, burnout will likely increase.

Although there have been few empirical investigations of diversity climate and burnout, related literatures support a possible relationship. Employee engagement is a similar but distinct construct frequently investigated with diversity climate (Perry & Li, 2019). Kahn (1990) described engagement as a motivational force in one's work life expressed physically, emotionally, and cognitively. Additionally, he defines "disengagement", parallel to burnout, as a process of withdrawal. Although some researchers consider burnout as the opposite of engagement (Maslach & Leiter, 1997), research suggests that they are distinct constructs (Bakker et al., 2014; Byrne et al., 2016). The two constructs display similar relationships in opposite directions (Crawford et al., 2010), however, burnout is more strongly predicted by job demands and has more health-related outcomes while job resources more strongly predict engagement and has more motivational outcomes (Bakker et al., 2014; Crawford et al., 2010). Given they display

similar relationships, I will draw parallels between the diversity climate and engagement literature to burnout.

Meta-analytic evidence shows that diversity climate has a strong positive relationship with employee engagement (Holmes et al., 2021). In a study of antecedents and outcomes of diversity climate, researchers found that diversity climate accounts for some variance between performance appraisal reactions (antecedent) and engagement (outcome), where more positive perceptions related to more engagement (Volpone et al., 2012). The earlier meta-analysis (Holmes et al., 2021) also shows that diversity climate negatively and moderately relates to unit and moderately-strongly with individual withdrawal. Withdrawal is similar to burnout and indicates levels of disengagement and intentions to, or voluntary, turnover (Bakker et al., 2014; Holmes et al., 2021). Over a multi-level, 6-year time lagged study, researchers found that employee trust *within* their department positively influenced future employee perceptions of a supportive diversity climate, and vice versa (Ward et al., 2021). *Between* departments, the lack of trust in unsupportive diversity climates influenced turnover intentions. The studies demonstrate how supportive climates lead to positive outcomes (e.g., higher engagement), while the unsupportive climates lead to negative outcomes (e.g., higher withdrawal).

Although there are no investigations that consider how diversity climate influences burnout factors, I expect similar relationships. Weak diversity climate should similarly decrease *all* burnout factors because the lack of support, inclusivity, and higher likelihood of discrimination would deplete employees' ability to feel good about oneself (diminished personal accomplishment) and maintain any energy to deal with those stressors (emotional exhaustion, depersonalization). Strong diversity climate would likely enhance energies. Overall, diversity climate research demonstrates that supportive diversity climate serves as a resource for

employees that would reduce burnout, while the opposite is true of unsupportive diversity climate, and leads to my next hypothesis.

Hypothesis 3: Diversity climate will negatively predict all types of employee burnout.

Race/Ethnicity

Research on racial/ethnic and gender minorities demonstrates that diversity climate matters for underrepresented employees' well-being. Volpone et al.'s (2012) earlier findings also showed that Black and Hispanic employees were more sensitive to diversity climate and had higher levels of engagement compared to White employees, regardless of gender. A strong diversity climate is also linked to less conflict in women and is related to less burnout (using the Shirom-Melamed Burnout measure; Sliter et al., 2014). These improvements indicate that diversity climate may serve as a resource for underrepresented employees and help redirect employee identity to the organization as opposed to demographic group differences. Other research on burnout suggests that certain underrepresented groups may be more resilient than their White counterparts. When confronted with incivility, Hispanic employees had less burnout compared to non-Hispanic employees, potentially due to social cultural values (Welbourne et al., 2015). Another study of child welfare workers found that workers of color tended to have lower levels of burnout compared to White workers, despite workers of color having more casework responsibilities and less supervisory roles (Lawrence et al., 2020). The studies suggest that respondents identified with their demographic membership and that buffered against work demands. Those findings may appear antithetical to my contention that diversity climate helps employees identify with the *organization* and subsequently reduces burnout because the researchers observed demographic identification, as opposed to organizational identification. Both ideas suggest that one's identity may serve as a resource protecting employees from

harmful working conditions. Organizations cannot hope to retain employees, and particularly racial and ethnic minority employees (Singh & Selvarajan, 2013), in unsupportive diversity climates and need to cultivate supportive diversity climates to maintain a happy workforce (Bergman et al., 2012). The literature demonstrates a relationship between diversity climate and burnout likely contingent on race/ethnicity and leads me to my next hypothesis.

Hypothesis 4: Race and ethnicity will moderate the relationship between diversity climate and burnout, such that racial and ethnic minorities will display a stronger negative relationship than will majority-group employees.

Voice Behaviors and Silence as Predictors

Earlier, I described how diversity climate can be a resource or stressor depending on positive or negative employee evaluations, respectively. Additionally, relationships may differ depending on race and ethnicity due to salience of diversity issues. The interaction among those antecedents guides employees' choice to either voice or remain silent and would influence employees' level of burnout. Consistent with resource acquisition, when employees speak up more and stay silent less, employees would have lower levels of burnout because employees would be using voice to acquire more resources and are therefore better equipped to handle stressors, such as poor diversity climate. When employees speak up less and stay silent more, employees have higher levels of burnout because they cannot accumulate any additional resources to cope with organizational stressors. Fitting with primacy of resource loss, the act of withholding certain information can be particularly stressful (Sherf et al., 2021), and more salient than the benefits of speaking up, contributing to the stronger relationship between silence and burnout compared to the relationship with voice behaviors. Relationships with burnout may also depend on race and ethnicity because of different reactions to diversity climate among racial and

ethnic groups. Understanding these associations furthers the diversity literature, integrates the voice behavior and silence literatures, and will help researchers understand implications for well-being.

Multiple literatures suggest there is a relationship between voice behaviors and burnout. Researchers suggest that when employees cannot freely express themselves in their organization, they are more likely to experience stress, score higher on elements similar to burnout (cynicism, alienation, and helplessness), and have poor health outcomes (Milliken et al., 2015). For example, one study in the abusive leadership literature suggests that communication designed to address abusive behaviors (voice behavior) helped attenuate emotional exhaustion (a component of burnout), whereas when employees could not directly address the issue there was a larger relationship with emotional exhaustion (Tepper et al., 2007). In the OCB literature, an event sampling method study showed that on a daily-level, OCBs are related to positive affect (Koopman et al., 2016). Again, voice behaviors are considered a type of OCB because they are both discretionary behaviors that promote organizational functioning (Van Dyne & LePine, 1998), thus the study suggests voice behaviors can improve levels of burnout. Further, researchers found and replicated across two multiple time-point studies with one-week time lags, that promotive voice behaviors increased depletion (a construct similar to burnout where concentration, effort, and future performance on future tasks is reduced), whereas prohibitive voice decreased depletion (Lin & Johnson, 2015). It is possible that promotive voice could lead to more burnout depending on if the employee's idea is enacted and leads to more job responsibilities. Despite those findings and more in line with Tepper et al.'s (2007) findings, speaking up should allow employees autonomy and freedom that would unburden employees. Related to the present study, both types of voice behaviors can reduce burnout because they

serve as an investment to acquire more resources and reduce demands. To ensure the types of voice behaviors do not have opposing relationships with burnout, I explore how the subdimensions relate to each other.

Other research demonstrates that burnout may also predict voice behaviors, and there may be a reciprocal relationship between the two variables. In a two-study investigation rooted in COR, researchers found that promotive and prohibitive voice have a U-shaped relationship with emotional exhaustion when resources (job security and interactional justice climate) are high (Qin et al., 2014). Aligned with resource acquisition, employees were better able to speak up when they had resources to cope with both low and high emotional exhaustion. Having resources made it easier to invest resources and to cope with strain, respectively. However, when resources are low, emotional exhaustion negatively predicts both types of voice behaviors. Meaning, employees do not have enough resources to invest in speaking up. In support of a reciprocal relationship, Lin and Johnson (2015) also found in their earlier investigation that depletion subsequently decreased voice behaviors (Lin & Johnson, 2015). Thus, all types of burnout would make investing in any voice behaviors difficult because employees may not believe in the efficacy of their voice (decreased personal accomplishment), may not have the energy to speak up (emotional exhaustion), and may not believe speaking up will lead to change (depersonalization).

The literature shows more support for a relationship between silence and burnout (Knoll et al., 2019; Morrison, 2011; Morrison & Milliken, 2001; Sherf et al., 2021). Meta-analytic evidence shows that silence has a moderate-strong relationship with burnout (Hao et al., 2022; Sherf et al., 2021). More specifically, silence predicted emotional exhaustion and withdrawal (Sherf et al., 2021) and confirmed such findings with withdrawal in follow-up longitudinal

MTurk survey study. In line with findings related to voice behaviors (e.g., Qin et al., 2015), research demonstrates how stressors provoke silence and burnout. A two time-point, multi-source study in Pakistan showed that workplace ostracism (exclusion within the workplace, and a stressor) influenced employee silence and led to exhausted then retaliation with interpersonal deviance (Jahanzeb & Fatima, 2018). These studies demonstrate how employees interpret silence as stressful and may become burned out as they run out of resources to cope.

Hao et al. (2022) demonstrated strong relationships with subdimensions of silence with overall burnout, however, they did not observe opportunistic silence. Withholding information out of fear (quiescent) or perceived lack of value (acquiescent) may increase burnout because those types are at the cost of one's personal feelings. Previous research further demonstrates that acquiescent and quiescent silence positively predict depersonalization (weak-moderate relationships) and emotional exhaustion (strong relationships; Knoll et al., 2019). Prosocial silence could be at the individual's expense and increase burnout if by helping others the employee simultaneously avoids helping themselves. However, opportunistic silence focuses on accumulating one's own resources, which may decrease levels of burnout in the case silence actually leads to more resources. Although opportunistic silence is not as frequently investigated as the other types of silence, it tends to maintain the same direction of relationships as acquiescent and quiescent silence (Hao et al., 2022), so I anticipate relationships with the same direction among subdimensions of burnout and silence, although they may vary in strength.

As with voice behaviors, silence likely has a reciprocal relationship with burnout, as multiple time-lagged studies demonstrate. A four-wave longitudinal study supports a reciprocal relationship between burnout and silence (Knoll et al., 2019). Now in the opposite direction, multiple time points studies show how stressors induce a reciprocal relationship. For example,

abused subordinates (stressor) have higher levels of emotional exhaustion and related to higher levels of silence two weeks later (Xu et al., 2015). In a related literature, researchers demonstrated that when employees felt forced to exhibit extra-role behaviors (a stressor), three months later they had higher levels of emotional exhaustion, and were more silent (He et al., 2018). However, the more the employee identified with the organization, the less emotionally exhausted employees felt. Similar to Qin et al.'s (2014) study, resources aided coping with emotional exhaustion. Although these studies mainly investigate the emotional exhaustion factor of burnout, the evidence supports resource conservation because when employees were burned out and therefore lacked motivational resources, they avoided investing in resources that would be helpful to cope.

The other types of burnout likely have similar relationships with silence because they represent other types of resource depletion that would activate resource conservation. However, burnout may have different strength of relationships with factors of silence. Similar to the relationship between burnout and voice behaviors, when employees feel emotional exhaustion, depersonalization, and decreased personal accomplishment, they would also feel like speaking up is pointless (acquiescent silence), feel afraid to speak up (quiescent), be unable to stay silent for selfish purposes (opportunistic), and unable to help others (prosocial). Knoll et al.'s (2019) longitudinal study also demonstrated that every type of burnout positively predicted every type of silence, apart from emotional exhaustion predicting opportunistic silence. Strong relationships included acquiescent silence and depersonalization and reduced personal accomplishment, and those same burnout factors moderately predicted quiescent silence. Other relationships were weak to moderate, but all were positively related.

Given the above evidence, voice behaviors and silence likely have a reciprocal relationship with burnout, with their subdimensions likely varying in strength, but not direction, and leads me to my next hypothesis.

Hypothesis 5: There will be a reciprocal relationship between voice behaviors and silence with burnout, such that a) subdimensions of voice behaviors negatively predict subdimensions of burnout, and subdimensions of burnout negatively predict all subsequent subdimensions of voice behaviors, and b) all subdimensions of silence positively predict subdimensions of burnout, and subdimensions of burnout negatively predict all subsequent types of silence.

Moderated Mediation

Up to this point I have used SIT and COR to explain direct and interaction effects with my variables of interest. Moderated mediation is also appropriate because I expect diversity climate, which functions as a resource or stressor depending on employee race/ethnicity, to influence voice behaviors and silence due to willingness to invest resources, and finally burnout as the outcome or strain of those pathways. According to SIT, underrepresented employees may perceive diversity climate as uncertain or threatening, and majority group members likely perceive the opposite, and thus spark either loss or gain spirals respectively over time, consistent with COR.

Many examples explained above support a mediating relationship (e.g., He et al., 2018; Qin et al., 2015; Xu et al., 2015). To elaborate upon an earlier study, Whiteside and Barclay (2013) found in a follow-up field survey of full-time working adults that acquiescent and quiescent silence at least partially mediated the relationships between overall justice and emotional exhaustion, psychological withdrawal, and physical withdrawal. Interestingly,

acquiescent silence also fully mediated the relationship between overall justice and performance. Thus, when employees feel unfairly treated, as they could in a poor or unsupportive diversity climate, individuals would not have the resources they would need to speak up about organizational issues and therefore perform and engage in the workplace.

Research also demonstrates that appetitive and inhibitive forces relate to burnout through voice behaviors and silence. Sherf et al. (2021) demonstrated that psychological safety predicted withdrawal through silence in their follow-up study to their meta-analysis. However, they did not find that voice behaviors mediated the relationship between the perceived impact of voice and withdrawal. Lin and Johnson (2015) also demonstrated that promotion (appetitive motivation) and prevention (inhibition motivation) focused self-regulation related to depletion through voice behaviors, over time. Both investigations separately suggest that acquisition and conservation motivations similar to COR predict burnout through voice behaviors and silence.

Earlier, I presented several examples of how race/ethnicity moderate relationships between diversity climate and a) voice behaviors and silence (e.g., Singh et al., 2013) and b) burnout (e.g., Volpone et al., 2012). In further support of moderated mediation, Bergman et al. (2012) observed that climate related to employees' exposure to racial/ethnic harassment and discrimination (REHD) and subsequently negatively influenced work satisfaction and intentions to stay. Although the researchers found similar levels of work-related satisfaction among racial/ethnic groups, they admit that their outcomes were attitudinal and intentional and do not fully encompass well-being. Measuring burnout expands upon their research because it examines another more physical facet of well-being. In conclusion, racial/ethnic minorities should be more sensitive to diversity climate due to interactions with their environment (SIT), which would alter

their relative access to resources and therefore their willingness to enact voice behaviors and burnout (COR). The accumulated evidence bolsters my final hypotheses.

Hypothesis 6: The indirect effect of diversity climate on subdimensions of burnout through subdimensions of a) voice behaviors and b) silence will be stronger for racial and ethnic minorities compared to majority group members.

The literature review also acknowledges potential differences depending on factors of silence, voice behaviors, and burnout within hypothesized relationships. Thus, to capture the possibility that factors may differentially affect relationships, I propose the following research question:

Research Question 1: Do any hypothesized relationships differ at the factor level of voice behaviors, silence, and burnout?

Summary

Diversity climate is an important contextual variable that likely contributes to employees' willingness to speak up about organizational issues and ideas, and burnout over time, especially among underrepresented employees. SIT and COR help frame these relationships through demonstrating how uncertainty and identity can contribute to the evaluation of diversity climate as a stressor or resource, and subsequent behaviors and strain. The present study integrates multiple literatures and answers how to ensure practitioners include all voices in organizations. The present longitudinal investigation of these variables helps establish the time order of events and aids our understanding of causality using a sample of working adults in the U.S.

METHODOLOGY

Participants

The final sample included 502 working adults in the U.S., collected from prolific (ProA), an online research platform that produces high-quality data and diverse participants (Peer et al., 2017). ProA allows researchers to specify their desired sample, and all included participants had primary income outside of ProA, worked full (79%) or part-time (21%) in the U.S., and were above the age of 18 ($M_{age} = 37.37$, $SD_{age} = 10.04$). I selected 18 as the minimum age because a significant portion of adults who are employed are young people (U.S. Bureau of Labor Statistics, 2019). Further, most participants had been working for their organization for several years ($M_{tenure} = 7.00$, $SD_{tenure} = 6.67$), however, some had been working for well under a year or as much at 36 years. In terms of demographics, the sample contained mostly women (55%) and 2% of the sample identified as “other” gender. In terms of race/ethnicity, the sample was nearly split between majority (White and Non-Hispanic; 51%) and minority participants, including 13% Black, 14% Asian, 14% Hispanic, few American Indian or Alaska Native (<1%), Asian-Indian (2%), other (2%), or mixed (<1%).

Consistent with recommendations for Amazon Mechanical Turk or MTurk, a similar crowdsourcing website with similar levels of data quality (Peer et al., 2017), I screened out workers with low approval ratings to ensure high quality data (Cheung et al., 2017). According to an investigation of MTurk workers, approval rating is a valid method of preventing data quality issues because high-reputation workers provide higher quality data compared to low-reputation workers. To qualify for the study, participants had a 95% or above approval rating. Attention check items are unnecessary with approval ratings because high-reputation workers consistently perform well on attention check items (Peer et al., 2014), however, I included them

to ensure high data quality. I included attention check items on surveys 1 and 2 that asked participants to select a given response (i.e., “click agree”). Eleven participants failed at least one of the items, however, they did not fail items consistently (i.e., they failed attention check one, but not two and three), so they were kept in the analysis. Thus, 98% of the sample passed attention checks.

In addition to attention checks, I assured data quality through observing consistency in racial demographic reporting over each iteration of the survey. I checked race and ethnicity over time because that variable was pertinent to conducting the necessary analyses in the study. After collecting all surveys, I assessed if there was any mismatch of responses to Hispanic and Race information among the surveys. A minority of participants ($n = 19$) had mismatch issues, so I verified their status with Prolific reported demographic information at T1, then e-mailed participants with mismatch through Prolific’s website to maintain anonymity. Participants indicated issues with the multiple check-box option for the race question, particularly for people who were Asian, Asian-Indian, or mixed race. For example, some participants forgot they indicated Asian at T1, indicated Asian-Indian at T2 and T3, and actually identify as Asian-Indian. Some participants also indicated accidentally clicking the wrong box for the Hispanic question. Thus, I verified the sample has accurate race/ethnicity information and found that most participants consistently reported their race/ethnicity over time.

Design

I conducted a self-report longitudinal design. Longitudinal designs help researchers understand the time order of relationships and help protect against common method bias (Podsakoff et al., 2012). Considering the large number of cross-sectional investigations in the diversity climate literature, researchers advise implementing a time lag between the collection of

diversity climate measures and outcomes (Holmes et al., 2021). However, the appropriate time lag is unclear given the novelty of investigating diversity climate in the context of voice behaviors and silence. I have only found a few parallel studies using a longitudinal design (e.g., Whiteside & Barclay, 2013). Wholly, many studies in the literature review have used multiple time-point designs at many different time lags, including the daily, weekly, monthly, and yearly levels (e.g., He et al., 2018; Knoll et al., 2019; Lin & Johnson, 2015; Sherf et al., 2021; Ward et al., 2021). I collected data at three time points separated by one-week time lags to observe the relationships specified in my hypotheses. Three time-points helps separate each variable in time to theoretically justify mediation (Winer et al., 2016). Research has demonstrated that a one-week time lag is sufficient to assess the frequency of voice behaviors and feelings of burnout (Lin & Johnson, 2015).

Procedure

Participants responded to three surveys, with a one-week time lag in between responses. To obtain the desired sample demographics, I split up study requests for the first survey on ProA. One study requested 300 White Non-Hispanic participants and the other requested 300 racial/ethnic minority participants (i.e., Black, Hispanic/Latinx, Asian, mixed, etc.). The next two surveys did not require that I split study requests because I only permitted participants who successfully completed survey 1 to complete surveys 2 and 3. Participants who successfully completed survey 1 received email invitations to participate in the subsequent surveys.

On each ProA study, qualified participants saw a study description that describes the nature of the study (Appendix A). When they selected each study, they first agreed to an informed consent (Appendix B), then proceeded to the survey (Appendices C and D). I took a cross-lagged approach to data collection. Participants evaluated their organization's diversity

climate, the frequency they enact voice behaviors, are silent, feel burnout, demographics, probes of racial/ethnic minority status, and potential control variables in survey one (T1). In surveys two (T2) and three (T3), participants repeated most of survey 1, but were not asked to complete most demographic information, aside from their race/ethnicity and the salience of their identity.

I requested 600 participants to account for attrition. Attrition is a concern in longitudinal research, with some researchers citing a 50% drop rate (Wang et al., 2017). However, some researchers using ProA cite an attrition rate as low as 7% between two time-points for subjects with more experience on the platform (Palan & Schitter, 2018). Further, ProA has available tactics to reduce attrition, such as filtering by approval rating (see above), reminders to eligible participants to complete the surveys (see above), and ease of incentivization (Palan & Schitter, 2018). To incentivize participants, payment equaled \$9.54 an hour for each iteration of the survey and participants that completed all three surveys received a \$2.50 bonus. Participants were paid for each survey at each time point, and the bonus was paid after survey three was completed. I collected 600 participants at T1, however, some participants were removed because they did not have a permanent job outside of Prolific ($n_{minority} = 6$; $n_{majority} = 4$) or did not complete the survey, so from the final T1 sample ($n = 586$) to T2 ($n = 545$) the attrition rate was 7%. The participants who dropped from T1 to T2 were split between minority ($n = 19$) and majority group ($n = 22$). From T2 to T3 ($n = 502$), the attrition rate was 8%, where approximately half of the participants who dropped were minority ($n = 24$) versus majority group members ($n = 19$), totaling 14% from T1 to T3. Attrition was similar across dichotomized racial groups between each time point. Further, the attrition rate resembled Palan and Schitter (2018) between time points, but was greater overall, and a large improvement from the estimated 50% attrition rate.

Measures

Perceptions of Diversity Climate. Diversity climate is called perceptions diversity climate because was measured at the individual, as opposed to the unit level. I measured diversity climate using two measures to capture organizational and unit/team-level referents. McKay et al.'s (2007) nine-item scale captures the organizational level, and an example item is, "Maintains diversity-friendly work environment." The measure had acceptable internal consistency at each time point ($\alpha = .93, .93, .94$) and all items were measured on a five-point Likert-type scale (1 = *well below expectations*, 5 = *well above expectations*), consistent with the scale's validation study. I measured team/unit related diversity climate using McKay et al.'s (2008) measure and an example item is "I trust my work unit/team to treat me fairly." The measure had acceptable internal consistency across time points ($\alpha = .90, .87, .88$) and all items were measured on a five-point Likert-type scale (1 = *well below expectations*, 5 = *well above expectations*).

Voice Behaviors. Voice behaviors were assessed with Liang et al.'s (2012) multi-dimensional scale, which contains 5 items per subdimension. Promotive (e.g., "Proactively develop and make suggestions for issues that may influence the unit.") and prohibitive voice (e.g., "Advise other colleagues against undesirable behaviors that would hamper job performance.") each had five items and a 7-point frequency scale (1 = *never*, 7 = *daily*) because it demonstrates better consistency than agreement scales (Sherf et al., 2021). Across time points, promotive ($\alpha = .96, .96, .97$) and prohibitive ($\alpha = .93, .94, .94$) voice have good internal consistency, as well as combining each subdimension into a single measure (i.e., whole measure; $\alpha = .96, .97, .97$).

Silence. Silence was assessed with Knoll and van Dick's (2013) 12-item, multi-dimensional scale. All items shared the same root, "I remained silent at work..." and had two to four items each. Acquiescent silence had four items (e.g., "because nothing will change, anyway"), quiescent had three (e.g., "because of fear of negative consequences"), prosocial silence had three (e.g., "because I do not want to embarrass others"), and opportunistic silence had two (e.g., "to not give away my knowledge advantage"). For the same reason indicated above, I used a 7-point frequency scale (1 = *never*, 7 = *daily*). All types of silence had acceptable internal consistency across time points: acquiescent ($\alpha = .86, .88, .87$), quiescent ($\alpha = .92, .94, .92$), prosocial ($\alpha = .93, .91, .93$), and opportunistic silence ($\alpha = .86, .84, .89$). The same is true of silence as a combined measure of each subdimension ($\alpha = .93, .93, .93$).

Burnout. I used the MBI (Maslach & Jackson, 1981) to measure burnout. Emotional exhaustion was measured with nine items (e.g., "I feel used up at the end of the workday"), depersonalization with five items (e.g., "I've become more callous toward people since I took this job"), and personal accomplishment with eight items (e.g., "I have accomplished many worthwhile things in this job"). Maslach and Jackson (1981) validated with scales of frequency and intensity, and to maintain consistency with the other measures, I used a seven-point frequency scale (1 = *never*, 7 = *daily*). All measures had adequate internal consistency across time points: depersonalization ($\alpha = .91, .91, .92$), emotional exhaustion ($\alpha = .96, .97, .97$), and personal accomplishment ($\alpha = .88, .88, .83$).

Racial/ethnic minority status. I collected participant race and ethnicity information. The sample size ($n = 502$) is not large enough to detect moderated effects between subgroups of race/ethnicity, so I cannot compare *each* racial/ethnic identity to the majority group. Those identifying as White and Non-Hispanic were considered majority-group members and other

identities were considered minority group members in line with current United States demographics (U.S. Bureau of Labor Statistics, 2021). The sample was nearly split ($n_{majority} = 254$; $n_{minority} = 248$), allowing me to conduct moderation analyses (Frazier et al., 2004). While race/ethnicity are the obvious way to capture minority status, other conditions may exist that obscure minority status: organizational composition and identity salience.

Cases exist where the demographic composition of organizations is not typical of the U.S. national average, and identities other than White Non-Hispanic may be the majority group. To account for that possibility, I asked participants if they identify as a racial/ethnic minority within their organization, if they identify as a racial/ethnic minority generally, and who the majority group is in their organization. Further, to account for the possibility that identity salience would influence participant responses to diversity climate (Hofhuis et al., 2012), I used a version of Seller's (1997) Multidimensional Inventory of Black Identity centrality subscale ($\alpha = .93$) on a seven-point Likert-type scale (1 = *strongly disagree*; 7 = *strongly agree*). Items were adapted to racial/ethnic group generally, as opposed to only Black identity. For example, one item of eight was, "In general, my race/ethnicity is an important part of my self-image." Salience may also vary across time and situations, so I asked participants how aware they are of their identity each time they complete their survey (Douglass et al., 2016).

The result of the above questions indicates that most participants who identified as a minority also considered themselves a minority generally (83%) and in their organization (75%). Confirming majority status, most majority group members vastly do not consider themselves a minority generally (98%) or in their organization (99%). Related to who is the majority group in participants' organizations, most participants in minority and majority groups identified White employees as the majority group in their organization. Minority participants most often identified

White employees as the majority in their organization (47%), followed by Black (21%), and Asian (15%) employees. Majority participants most often identified White employees as the majority (86%), followed by Black (7%), and “other” (4%) employees. Interestingly, these results suggest minority employees are more likely than majority employees to work in organizations where White people are not the majority group. There is considerable overlap between self-identified race/ethnicity and minority/majority status, so I calculated interaction effects using demographic characteristics.

When estimating the importance of stable and temporal perceptions of identity to minority employees, I found that Stable Identity mattered for minority individuals ($r = .48$), and across time points minorities had some Temporal Identity Salience ($r = .27, .29, .29$). When examining how identity relates to the main variables of interest, they were related to voice and silence (Table 1), so I controlled for Temporal Identity Salience on all subdimensions of Voice and Silence and Stable Identity Salience on subdimensions of Silence (Carlson & Wu, 2012).

Control variables. I measured tenure (Appendix C), job title (Appendix C), and psychological safety (Appendix D) because previous research has demonstrated that level of expertise (e.g., Whiting et al., 2012), status (e.g., Howell et al., 2015), and psychological safety (e.g., Sherf et al., 2021) influence levels of voice behaviors and silence. I measured psychological safety with Edmondson’s (1999) seven-item scale (e.g., “It is safe to take risk around here.”) using a seven-point Likert-type scale (1 = *strongly disagree*; 7 = *strongly agree*) and had adequate internal consistency across time points ($\alpha = .88, .87, .88$). Previous research has controlled for those variables (e.g., Liang et al., 2012), and psychological safety and tenure did demonstrate significant relationships with the model’s endogenous and exogenous variables

(Table 1), so I included Psychological Safety in the reciprocal effects and controlled for tenure on T3 subdimensions of burnout (Carlson & Wu, 2012).

RESULTS

Descriptive Statistics

Before testing my hypotheses, I assessed descriptive statistics (Table 2) and correlations (Tables 3-7). All variables were normally distributed as each met cutoffs for skew ($-2 > X < +2$) and kurtosis ($-3 > X < +3$; Kline, 2011; Yuan & Bentler, 2000). The whole variables mostly had moderate to strong and significant relationships with each other across time, aside from silence and voice, which did not have significant relationships (Table 3). Looking at each subdimension of voice (Table 4) and silence (Table 5) with organization- and team-based diversity climate, all relationships were significant and moderate to strong across time, aside from relationships between prosocial and opportunistic silence with organization-based diversity climate, which were small. Promotive and prohibitive voice had small and significant relationships with emotional exhaustion and mostly non-significant relationships with depersonalization, other than T1 and T2 promotive voice with T3 depersonalization (Table 6). Prohibitive voice had moderate to strong and significant relationships with subdimensions of burnout, across time. Subdimensions of silence had significant, moderate to strong relationships with subdimensions of burnout, across time (Table 7). However, the decreased personalized accomplishment burnout dimension had small and non-significant relationships with prosocial silence and opportunistic silence across time.

Measurement Model Fit

I tested my hypotheses using path analysis in MPlus version 7.4 (Muthén & Muthén, 1998-2011). I used Maximum Likelihood Estimation to derive parameter estimates and indices of model fit. To evaluate measurement model fit, I used model fit criteria suggested by Hu and Bentler (1999) including the comparative fit index (CFI) $> .90$ ($> .95$ preferred), Tucker–Lewis

Index (TLI) > .90 (>.95 preferred), root mean square error of approximation (RMSEA) < .10 (<.06 preferred), and standardized root mean square residual (SRMR) < .08. However, chi-square was not central to my evaluation because it tends to be significant at large sample sizes, and my sample size is large, so the test is not as informative as the other indices. I tested two models: one using higher order CFA where subdimensions of all scales loaded on a respective latent factor ($\chi^2 (2315) = 5,927.85, p < .01, CFI = .89, TLI = .88, RMSEA = .056, SRMR = .077$), and another treating each subdimensions of all scales as their own latent factor. The latter was the best fitting model and used the McKay et al. (2008) team/unit referent diversity climate measure. The fit statistics met or exceeded each cut off ($\chi^2 (1702) = 4,292.78, p < .01, CFI = .91, TLI = .90, RMSEA = .055, SRMR = .056$) and all factor loadings were acceptable (.59-.95). Thus, I tested the subdimensions of each variable and used team related diversity climate in the reciprocal and moderated mediation models. I include the organizational referent version in relevant correlation tables, however, when referring to diversity climate moving forward, I am referring to the team referent version unless specified otherwise.

Path Model

I specified the path model with each subdimension at their corresponding point in time (see Figure 1). I tested moderated mediation using interaction terms, accounted for reciprocal effects, variance within T2 and T3, and added the controls discussed in the methods section. The moderated mediation model tested if Diversity Climate (T1) predicted Promotive and Prohibitive Voice Behaviors (T2), Quiescent, Prosocial, Opportunistic, and Acquiescent Silences (T2), and subsequently Emotional Exhaustion, Depersonalization, and Diminished Personalized Accomplishment subdimensions of Burnout (T3). T2 Voice Behavior and Silence subdimensions were specified as mediators between Diversity Climate (T1) and Burnout subdimension (T3).

Further, I calculated an interaction term between Diversity Climate and Minority Status (1 = minority; 0 = majority) and calculated how that interaction term influenced the c-paths (Diversity Climate to subdimensions of Burnout) and the a-paths (Diversity Climate to subdimensions of Voice Behaviors and Silence). The model demonstrated adequate fit because each index met or exceeded Hu and Bentler's (1999) cutoff scores ($\chi^2 (197) = 825.30, p < .01, CFI = .96, TLI = .87, RMSEA = .08, SRMR = .03$), and allows me to interpret the results of my hypotheses. When evaluating regression coefficients, I examined both standardized and unstandardized regression coefficients, standard errors, p-values, and bias-corrected bootstrapped confidence intervals to estimate indirect effects. Standardized regression coefficients (i.e., β) are an index of effect size, with values of .1, .3, and .5 being considered small, medium, and large, respectively.

Hypothesis Testing

First, I address Hypotheses 1a-e, which stated that diversity climate will a) positively predict both types of voice, b) prosocial silence, and negatively predict c) quiescent, d) acquiescent, and e) opportunistic silence. To test the hypotheses, I examined the direct effects between T1 Diversity Climate and subdimensions of T2 Voice and Silence and found T1 Diversity Climate does not significantly predict most T2 subdimensions of Voice and Silence (Table 8). However, it does predict Opportunistic Silence ($\beta = .15, p = .02$), but not in the anticipated direction. Further, Prosocial Silence was not in the anticipated direction nor significant ($\beta = -.03, p = .67$). Thus, Hypothesis 1a-e is not supported.

Next, I examined Hypotheses 2a-e, which posits a stronger positive effect of diversity climate on a) subdimensions of voice, b) prosocial silence, and stronger negative effect on c) quiescent, d) acquiescent, and e) opportunistic silence. To test these relationships, I examined direct effects among those variables of interest. T1 Diversity Climate did not significantly predict

most T2 subdimensions of Voice and Silence, other than Opportunistic Silence ($\beta = .15, p = .02$). Minority status also did not significantly predict most T2 subdimensions of Voice and Silence (Table 9), other than Opportunistic Silence ($\beta = .54, p < .001$). Further, the interaction between Diversity Climate and minority status (henceforth called the interaction term) did not significantly predict most subdimensions of Voice and Silence (Table 10), apart from Opportunistic Silence ($\beta = -.51, p < .01$). Meaning, minority status usually did not create different relationships between Diversity Climate and subdimensions of Voice and Silence. However, the relationship between Diversity Climate Team and Opportunistic Silence was stronger and negative for minorities compared to majority group members (Figure 2). Thus, Hypothesis 2e is supported, however, Hypotheses 2a-d are not.

Hypothesis 3 tests if diversity climate negatively predicts all types of burnout. T1 Diversity Climate does not significantly predict any T3 subdimension of Burnout (Table 8). Further, T3 Emotional Exhaustion was not in the anticipated direction, and demonstrated a positive relationship with T1 Diversity Climate ($\beta = .06, p = .08$). Thus, Hypothesis 3 is not supported.

To address Hypothesis 4, which stated that racial and ethnic minorities will display a stronger negative relationship between diversity climate and subdimensions of Burnout than will majority-group employees, I first examine how minority status predicts T3 subdimensions of Burnout. Minority status positively predicted T3 Emotional Exhaustion ($\beta = .30, p < .001$), but not the other T3 subdimensions of Burnout (Table 9). The same occurred for the interaction term (Table 10), where Diversity Climate only significantly predicted T3 Emotional Exhaustion ($\beta = -.30, p < .001$), meaning Diversity Climate had a stronger negative relationship with Emotional Exhaustion compared to the majority group (Figure 3). Thus, Hypothesis 4 is partially supported.

There is limited evidence in favor of Hypothesis 5, which stated that a) voice and b) silence have negative and positive reciprocal relationships with subdimensions of with burnout, respectively. To demonstrate this relationship, T1 subdimensions of Voice and Silence need to predict T2 subdimensions of Burnout, and T2 subdimensions of Burnout need to predict T3 subdimensions of Voice and Silence. Although individual significant relationships exist between particular subdimensions at certain time points, there are not relationships between consistent subdimensions of Voice or Silence at T1, that predict Burnout at T2, nor consistent relationships from T2 Burnout subdimensions to T3 Voice and Silence subdimensions. Related to inconsistent relationships, T1 Depersonalization had a small relationship with T2 Promotive Voice ($\beta = .10, p < .05$) and Opportunistic Silence ($\beta = .16, p < .01$); T2 Emotional Exhaustion predicted T3 Opportunistic Silence ($\beta = -.15, p < .001$); and T2 Depersonalization predicted T3 Acquiescent Silence ($\beta = .09, p = .03$). None of those relationships had matches at other time points that would fulfill the requirements for a reciprocal relationship (i.e., T1 Opportunistic Silence predicting T2 Emotional Exhaustion). However, there are consistent relationships between certain time points. T1 Emotional Exhaustion had a small relationship with T2 Acquiescent Silence ($\beta = .10, p = .04$), and the same is true when T1 Acquiescent Silence predicted T2 Emotional Exhaustion ($\beta = .08, p = .05$). At later points in time, T2 Depersonalization predicted T3 Opportunistic Silence ($\beta = .14, p = .01$), and T2 Opportunistic Silence predicted T3 Depersonalization ($\beta = .06, p = .04$). Other effects examining the relationships among subdimensions of burnout and subdimensions of both voice and silence over time were not significant (Table 11). Thus, Hypotheses 5a and 5b are partially supported because some relationships between subdimensions of voice behaviors and silence significantly relate to subdimensions of burnout.

The conditional indirect effects of T1 Diversity Climate to T3 subdimensions of Burnout, through subdimensions of Voice (Hypothesis 6a) and Silence (Hypothesis 6b), do not significantly differ between minority and majority group members (Table 12). However, there were significant differences between Minority and Majority group total effects on T1 Diversity Climate with T3 Emotional Exhaustion ($\beta = -.24$, 95% CI [-.38, -.01]). Other relationships were significant at the 90% CI level: Depersonalization ($\beta = -.15$, 90% CI [-.27, -.02]) and Decreased Personalized Accomplishment ($\beta = .15$, 90% CI [.02, .28]; Table 13). The total effects of minority ($\beta = -.11$, 90% CI [-.25, .005]) and majority participants ($\beta = .13$, 90% CI [.004, .25]) demonstrates that majority participants had greater Emotional Exhaustion under a stronger Diverse Climate compared to minority participants. The same happened for minority ($\beta = -.25$, 90% CI [-.37, -.12]) and majority ($\beta = -.10$, 90% CI [-.23, .03]) participants with Depersonalization. Interestingly, the opposite effect occurred among minority ($\beta = .04$, 90% CI [-.09, .16]) and majority ($\beta = -.11$, 90% CI [-.25, .02]) participants with Decreased Personalized Accomplishment, such that majority group members had a greater sense of personalized accomplishment compared to minority group members under a stronger Diversity Climate. Hypothesis 6 is partially supported because effects on emotional exhaustion were greater for minority group members compared to majority group members.

As demonstrated above, the reciprocal model fit better than the whole variable model. Further, some relationships between subdimensions of silence differed in (anticipated) direction. Thus, this research question was worth exploring and results demonstrate hypothesized relationships do differ at the subdimension level. I discuss the implications of these findings in the next section.

DISCUSSION

The purpose of the present study was to examine how a supportive diversity climate may improve voice conditions for racial and ethnic minorities, such that they would be more willing to express themselves and subsequently benefit from lower burnout. Some hypotheses were partially supported (Hypotheses 2, 4, 5, and 6). To summarize, diversity climate significantly and positively predicted opportunistic silence (Hypothesis 1e), and a weak diversity climate had higher rates of opportunistic silence (Hypothesis 2e) and emotional exhaustion (Hypothesis 4) for minority than majority group members. Emotional exhaustion may have a reciprocal relationship with acquiescent silence, as may depersonalization and opportunistic silence, however, the relationships are weak (Hypothesis 5b). Additionally, some evidence suggests diversity climate differentially influences subdimensions of emotional exhaustion through subdimensions of voice and silence, depending on minority status (Hypotheses 6a and b). Finally, I evaluated my research question by demonstrating that relationships among subdimensions do differ in strength and direction, even if they did not demonstrate the hypothesized direction. These results have important implications for theory, practice, and future research, but first I discuss how these findings fit within present research.

Theoretical Implications

Effects of Diversity Climate and Minority Status on Voice and Silence

Although related research suggests that diversity climate should predict voice behaviors and silence (Hypotheses 1a-e), few other studies have actually investigated the influence of diversity climate specifically on voice behaviors or silence. Opportunistic silence was the only significant relationship with diversity climate found within this study, and the direction of the relationship was positive. This finding is surprising considering the amount of research on

acquiescent and quiescent silence (Hao et al., 2022), and the two types of voice (Chamberlin et al., 2017). Aligned with present research, diversity climate should have created a psychologically safe environment that would reduce barriers to speaking up (Sherf et al., 2021). However, the results (Table 11) and previous research show that psychological safety is not as strongly related to voice as it is silence (Sherf et al., 2021) and may help explain why diversity climate did not have a significant relationship with voice behaviors. Results related to silence are more difficult to parse apart because research has not fully identified relationships between psychological safety and subdimensions of silence. To illustrate, recent meta-analytic evidence only showed significant relationships between psychological safety and acquiescent and quiescent forms of silence (Hao et al., 2022). Perhaps diversity climate does not cultivate the same level of psychological safety necessary to reduce the other subdimensions of silence compared to opportunistic silence.

In weaker diversity climates, it is possible people would try to protect their ideas or advantage with opportunistic silence because they lack anyone to trust with their ideas. Opportunistic silence is inherently political as it attempts to protect power or status (Knoll & Van Dik, 2013) and thus could reflect potential organizational politics at play (self-serving or manipulative behaviors within the organization that are costly to the organization; Ferris & Kacmar, 1992). While some participants were experiencing lower diversity climate, they could have also been experiencing a political climate. For example, evidence shows that people in power (i.e., racial/ethnic majority) attempt to protect their own advantage (Chow et al., 2013) or perceive injustice as organizational policies attempt to repair historical disadvantages (Crosby et al., 2003; 2006), thus undermining diversity climate efforts and creating organizational politics. If organizational politics were also present, participants would have perceived that as a stressor

and would increase silence. Indeed, research supports that organizational politics is a stressor that discourages speaking up (Bergeron & Thompson, 2020). There is also evidence demonstrating that perceptions of organizational politics moderately increase acquiescent and quiescent silence, however, there is less information on opportunistic silence (Hao et al., 2022), which may in fact be more relevant to organizational politics. Alternatively, even though opportunistic silence is illustrated as a deviant or selfish form of silence (Knoll & Van Dik, 2013), it may be necessary to protect oneself when organizational politics are present. The findings suggest researchers should focus more attention on understanding subdimensions of silence, and especially opportunistic silence because it is a less frequently studied subdimension of silence. However, for results from Hypothesis 1 to support COR, diversity climate should have reduced opportunistic silence because the presence of diversity climate as a resource would facilitate acquiring more resources through investing in voice behaviors. Because the relationship is positive, this leaves theoretical questions unanswered that hypotheses 2a-e may help resolve.

As I unravel the results from Hypotheses 2a-e, minority status adds an interesting layer of complexity to the above discussion. Hypotheses 2a-e expand upon Hypotheses 1a-e as they suggest the relationship between diversity climate with voice and silence will differ according to minority status. Results showed that a supportive diversity climate *reduced* opportunistic silence more for minorities compared to majority group members, however, no other types of voice or silence had significant relationships. This effect is in the opposite direction from Hypothesis 1e and may reflect the true direction of this relationship. The effect of minority status on the relationship between diversity climate and opportunistic silence could reflect issues with status and power. As described in the introduction, racial and ethnic minorities are historically marginalized and may lack status and power in the organization. Perhaps the unique effect of

minority status reflects minorities' attempt to maintain their limited status and power in an *unsupportive* diversity climate, where their status and power would be most frequently challenged. Further, under a *supportive* diversity climate, majority group members had higher opportunistic silence than minority group members and could reflect the desire for majority group members to hold onto their status and power, as discussed in the previous paragraph. With the added context of the moderating relationship, these findings support COR and SIT, such that identity mattered for racial/ethnic minority interpretation of diversity climate as a resource (SIT), and under the presence of resources, majority and minority group members did not need to conserve current resources and could invest in more resources (COR).

Effects of Diversity Climate and Minority Status on Burnout

Despite literature suggesting diversity climate should influence burnout, no effects in the present research supported Hypothesis 3. When considering the interaction of minority status on those relationships (Hypothesis 4), the non-significant effects make more sense. The results showed that a more supportive diversity climate led to less emotional exhaustion, especially for minorities. The effect appears to show that weaker diversity climates are more exhausting for minorities than majority group members and is in line with COR as less support leads to stress over time. However, results did not show significant relationships with the other subdimensions of burnout. The reason for these findings is difficult to disentangle because losing interest in interacting with others (depersonalization) is seemingly related to the relationship component of diversity climate. However, it is possible that emotional exhaustion better captures how stressful unsupportive environments are that depersonalization cannot. Decreased personalized accomplishment is related to how you perceive yourself, and as a result, may be too distally related to diversity climate, a more group-related construct. Further, emotional exhaustion may

be more sensitive to the time lag examined in the study, as previous research shows that emotional exhaustion can vary over the course of a day (Xanthopoulou & Meier, 2014), whereas the other subdimensions of burnout may be more stable over time. Little research examines the relationship between diversity climate and burnout, so finding a conditional effect on that relationship is an important contribution. Theoretically, these results support SIT and COR because identity mattered for the interpretation of diversity climate as a resource (SIT) that would reduce of emotional exhaustion for majority and minority participants (COR), but minority participants in particular (SIT). Thus, the presence of resources interrupts loss spirals that lead to stress (COR).

Reciprocal Relationships

Hypothesis 5 proposed that subdimensions of a) voice and b) silence would be reciprocally related with burnout. The results demonstrated greater support for the relationships between subdimensions of silence and burnout than with voice and burnout, and that reciprocal relationships may exist here. Recent evidence supports a reciprocal relationship between subdimensions of silence and burnout (Knoll et al., 2019), however, the present results demonstrated inconsistent support. I found that depersonalization led to more acquiescent silence, opportunistic silence, and promotive voice. Most of those relationships are consistent with Knoll et al. (2019) and suggest that feeling cynical towards others could lead to more feelings that speaking up is pointless (acquiescent) or that you need to be strategic with your voice (opportunistic) due to mistrusting others. They are also consistent with COR because without resources to cope (primacy of resource loss), acquiring more resources becomes difficult. However, the relationship between depersonalization and promotive voice was not in the anticipated direction, and thus not consistent with how I framed voice and silence within the

context of COR. Resource loss (burnout) should be associated with lower resource investment (lower voice), so alternative explanations are worth exploring. Considering part of deciding to speak up is social (i.e., worrying about others' reactions), it is possible that if an employee does not care about others' feelings or reactions due to depersonalization, that they are unencumbered to express their ideas. This idea is consistent with research suggesting that fear of reactions demotivates voice (Morrison, 2011), however, when that is no longer a barrier, perhaps it is a specific resource that motivates voice. Also consistent with COR, people become less logical as they lose resources, and consequently cannot appropriately analyze when to invest in voice.

Related to emotional exhaustion, results showed a negative relationship with opportunistic silence and a positive relationship with acquiescent silence. Knoll et al. (2019) did not find a significant relationship related to opportunistic silence, but their finding related to acquiescent silence was consistent with the present study. The consistent finding likely indicates that feeling exhausted increases feeling like your voice is useless and supports COR because the presence of a stressor would reduce the ability to invest in more resources. The inconsistent finding related to opportunistic silence may indicate that exhaustion depletes the ability to be strategic with silence. At first glance this may not seem consistent with COR, however, emotional exhaustion behaved as expected because it depleted the energy to engage in effortful behavior that would conserve resources. If opportunistic silence is a more effortful form of silence requiring strategic thinking, then this form of silence should be reduced and is consistent with COR.

Findings where subdimensions of silence were predictors were not always consistent with Knoll et al. (2019) but are in the anticipated direction. Opportunistic silence had a significant and positive relationship with depersonalization in my study but was not significant in Knoll et al.'s

(2019). Perhaps protecting one's own interests with opportunistic silence leads to cynicism towards others. Aligned with Knoll et al.'s (2019) findings, acquiescent silence positively predicted emotional exhaustion and suggests that feeling like your ideas would not be valued is exhausting. Interestingly, decreased personalized accomplishment was not significant outcome in my or Knoll et al.'s (2019) study. However, Knoll et al. (2019) did find that all other relationships where burnout predicted silence were significant (not emotional exhaustion and opportunistic silence as indicated earlier). The possible differences could be due to methodology, because it is surprising that quiescent and prosocial silence had no significant relationships in my study. Although related empirical findings suggested there may be a reciprocal relationship between voice and burnout (e.g., Lin & Johnson, 2015; Qin et al., 2014), the findings related to voice are unsurprising given meta-analytic evidence suggesting silence is more strongly related to burnout than voice (Sherf et al., 2021). Despite the mostly null findings with voice, investigating this with silence answers calls from the literature to integrate these two streams of research to continue to parse these constructs apart (Sherf et al., 2021). The results support COR because employees usually reacted with silence when they could not cope with stressors, they reduced effortful behavior (i.e., opportunistic silence) to protect resources, and interpreted withholding information as stressful thus increasing burnout.

Conditional Indirect Effects

Hypothesis 6 proposed the conditional indirect effects with a) voice and b) silence. There were no differences between minority and majority groups on all indirect effects. The only well supported effect was the total effect between diversity climate and emotional exhaustion through subdimensions voice and silence. This result suggests that minority participants were less emotionally exhausted compared to majority group members under stronger diversity climates,

while accounting for mediating relationships with subdimensions of voice and silence. The results appear consistent with diversity climate research suggesting improvements toward mental health conditions for minorities (Holmes et al., 2021). However, the usefulness of voice behaviors and silence is still unclear. Aligned with COR and SIT, diversity climate likely serves as a resource, particularly for minority participants, that decreased their levels of emotional exhaustion. Thus, identity mattered for the interpretation of diversity climate as a resource (SIT) and resources contributed to the ability to acquire more resources or conserve resources that reduces strain (burnout) over time.

Practical Implications

Present evidence suggests that diversity climate may help reduce racial and ethnic minorities' experience of opportunistic silence and emotional exhaustion. Thus, organizations should foster strong diversity climates to benefit their underrepresented employees' inclusion in organizational matters and well-being. To cultivate diversity climate, executives must buy into the effort and have dedicated personnel to managing it, otherwise the effort will likely fail (Dobbin & Kalev, 2016; Kalev et al., 2006). Leadership is crucial to facilitating changing organizational climates, because much of what employees derive about climate is communicated through leadership and they have ultimate control over policies, procedures and practices (Schneider et al., 2013). After getting buy-in, Human Resources must create policies, practices, and procedures that are consistent with each other and align with a diversity objective (Shen et al., 2009).

Practices, policies, and procedures that foster increased contact among people from different backgrounds should facilitate stronger diversity climates. Organizations may use mentoring programs, which have been shown to be particularly helpful to advancing Black

women in the workplace, and networking, especially to improve connecting Black men with others in the organization (Kalev et al., 2006). Cross-training is also helpful for advancement, as employees get familiar with different employees, managers, and roles (Dobbin & Kalev, 2016). These practices must be consistent with a pro-learning (Ely & Thomas, 2020) and multicultural environment within the organization (Leslie et al., 2020). A learning environment will create safety to learn more about diversity without employees feeling forced to participate in ineffective tactics, such as mandatory diversity training (Dobbin & Kalev, 2016). Diversity trainings are more effective when they are integrated with other diversity initiatives, focus on awareness of diversity issues, skills, and occur over time. So, diversity training done in the appropriate context communicates that the organization values diversity and will be more effective at creating attitude and behavioral changes (Bezrukova et al., 2016). If organizations can create an environment where people can learn from each other and about cultures and backgrounds different from their own, they will be more likely to include people different from themselves, and reduce prejudice and discrimination (Ely & Thomas, 2020; Leslie et al., 2020). Instead of taking the typical compliance approach to diversity, a positive approach will cultivate trust between the employer and employee that the organization will work toward an equitable workplace free of discrimination.

Simultaneous with implementing more effective practices, organizations must modify ineffective practices that do not resolve inequities. For example, grievance systems are a common and ineffective component of traditionally conceptualized diversity programs. Their intention is to identify discriminatory practices and remove problematic employees, however, such systems put undue pressure on the victim to report mistreatment and may leave victims open to retaliation (Dobbin & Kalev, 2016). As discussed earlier, organizational politics may

also be counterproductive to creating a supportive diversity climate, as self-interested individuals attempt to keep their own power and status. Thus, organizations must also deconstruct extant politics. Creating an environment where employees learn about diversity may help prevent needing to use grievance filing and the presence of organizational politics. Perhaps as employees become open communicators and learners, as opposed to behaving defensively or in self-interest, this will reduce organizational systems of inequity. Although it may not feel good to have our own failures pointed out, learning from mistakes helps people move forward and continue to strive for a diverse and supportive environment. Additionally, with a more open approach employees would feel less inclined to retaliate when issues occur. Instead, employees may address such issues directly and facilitate an open discussion. For example, an employee may feel safe to voice concerns about discrimination and such an open dialogue would support a diverse climate.

Other research suggests that when poor perceptions of diversity climate exist, that employees are more likely not to trust their organization or the genuineness of their efforts (Ward et al., 2021). To increase the effectiveness of diversity climate initiatives, the organization should attempt to cultivate trust with employees through openly communicating about the efforts and using participative decision-making (Dirks & Ferrin, 2002). In fact, open communication and including employees in change efforts align with present research on cultivating effective organizational change (Applebaum et al., 2017; Stouten et al., 2018). Thus, leaders can facilitate the change effort through communicating the purpose of change and throughout the process to maintain employee engagements and support with the change effort.

Although not supported in the present model, practitioners may consider soliciting employee voice to facilitate open communication and participative decision-making. When

leaders are open to hearing what employees have to say (Van Dyne et al., 2008; Xu et al., 2020), even when employees are afraid (Morrison et al., 2015), and when employees believe change is possible (Sherf et al., 2021) they are more likely to speak up. Leaders need adequate control to solicit and act upon employee voice, so organizations must create the appropriate channels to reduce bureaucracy and include employees in the decision-making process (Sherf et al., 2019). Without consistent communication among all organizational levels, employees may resist change and it may not last.

Culture change is a high-level solution to employee experience of burnout. However, lower-level stressors and resources can also reduce burnout (Lee & Ashforth, 1996) and present other potential solutions. Utilizing other solutions is particularly important for employees when organization-level solutions are not readily available or quickly fixable. Considering racial/ethnic minorities in this sample experienced a higher level of emotional exhaustion compared to the majority group, fostering social support may help mitigate the negative influence of a less supportive climate (Lee & Ashforth, 1996). As discussed earlier, networking, mentoring, and leadership advocacy translates to developing a diversity climate. Networking creates friendships and supporters that can advocate for racial and ethnic minorities. Additionally, mentoring up the chain of command can communicate the importance of diversity issues and improve leaders understanding, and thus ability, to advocate for racial/ethnic minorities. Considering White men hold most leadership positions (Zweigenhaft, 2020), advocating up the chain of command for diversity may help privileged others better understand racial/ethnic dynamics. Further, these social techniques may help move racial/ethnic minorities into more leadership positions that would help bolster diversity climate (Dobbin & Kalev, 2016; Kalev et al., 2006; Thomas, 1990). Each of these building blocks simultaneously cultivate diversity climate, builds community, and

accordingly social support that can reduce employee burnout, and particularly for racial and ethnic minorities.

Limitations and Future Directions

The present study was conducted over three time points with one-week time lags to help establish a causal relationship and prevent common method variance (CMV). CMV occurs when using the same methods throughout a study, such as time and sources (i.e., cross-sectional investigations), leading to inflated findings (Podsakoff et al., 2012). While three time points help prevent inflation due to time, multiple sources would have added context to the study that further protected against CMV, especially for measuring diversity climate and voice behaviors.

Although I measured diversity climate with different referents (organization and team), verifying participants' perceptions of diversity climate would have benefitted the study. Additionally, supervisor and/or coworker perceptions of the participant's level of voice would have helped reduce bias from participants over- or underestimating their frequency of voice. However, multiple sources may not be helpful to evaluate silence because it is largely an internal process (Detert & Edmondson, 2011). Single-source information is a limitation in both the diversity climate (Holmes et al., 2021) and voice behaviors (Sherf et al., 2021) literatures that future research needs to address.

A related issue to the longitudinal component of the study is the time interval. Recall that there is no agreed upon time interval for data collections in the diversity climate or voice behaviors and silence literatures. If voice is a frequently enacted behavior because it is a type of communication, then a one-week time lag should have been enough time to observe changes. Indeed, descriptive statistics (Table 2) show that voice was enacted fairly frequently with a high amount of variability. Further, silence was enacted less frequently, but with as much variability.

The results are still puzzling in light of previous evidence that suggests daily or weekly intervals would be enough time to observe the effect between voice and depletion (Lin & Johnson, 2015). Given how some of the results do not align with present research findings, it is possible that a one-week time lag was too short to assess a significant reciprocal relationship between voice and silence with burnout, specifically. More recent robust findings examined voice and silence over multiple months and time points with variables similar to burnout (Knoll et al., 2019; Sherf et al., 2021). Perhaps to observe an effect with burnout, a longer time lag was necessary. In addition to the time lag, the study also would have benefitted from a fourth time point to assess a reciprocal relationship.

In terms of content, perhaps measures of voice behaviors and silence should have focused specifically on diversity related issues. If participants responded to items about speaking up about issues or ideas related to diversity, inclusion, discrimination, etc., perhaps relationships would have been more strongly related. Instead of focusing on general voice and silence, future research might explore relationships between diversity climate and speaking up (or not) about diversity and inclusion related topics in the workplace. Further, psychological safety is clearly related to most variables (Table 1). Instead of controlling for psychological safety as I do in this study, future research may add psychological safety as a sequential mediator between diversity climate and voice/silence in the model I presented.

Looking at the descriptive statistics (Table 2), it is clear from the standard deviations that most variables had variability in responses. However, diversity climate with both the team and the organization as referents had little variability in responses. The same is true when we break down responses according to race/ethnicity and gender (Table 14). The reason some direct effects with diversity climate may not have been significant may have to do with restriction of

range. Restriction of range occurs when most participants cluster around an area of a distribution, and in this case, generally participants felt neutral or slightly agreeable about organizational and team related diversity climate and did not stray from such responses. The lack of variance in responses to diversity climate could have attenuated the relationships with other variables of interest (Raykov & Marcoulides, 2011). Other methodological limitations related to diversity climate could have contributed to the results.

Another possibility accounting for the mixed findings with diversity climate is that minorities more often worked in organizations where White people were not the majority group, as indicated in the methods. The experience of these individuals is likely different than a more minoritized work environment because, considering SIT, demographic group interactions differ depending on organizational demographic composition. Perhaps participants who identified as racial/ethnic minorities generally, but not in their organization, felt more neutral about diversity climate because it was not as crucial to their well-being at work. Related to COR, perhaps these participants did not need that resource to invest in their voice or mitigate burnout compared to those who are minoritized in their organizations. Future research should take demographic composition into account when determining the usefulness of diversity climate as a resource.

Given data was conducted using a panel study, the type of information I was able to collect from participants was limited. I could not observe effects within organizations and could not collect multi-source data. Relatedly, I collected data from people belonging to multiple types of industries and organizations but did not record that higher-level information. Organization and industry information would contextualize issues with diversity climate in my study. Incorporating hierarchical information adds a layer of context and accounts for variance from interdependent relationships that you cannot address when using single source information that is

assumed to be independent. Organizational-level data is particularly helpful because collecting other information, such as other climates/cultures outside of diversity climate or organizational politics, and aggregating responses to draw conclusions about strength of climate/culture would facilitate a more nuanced understanding of what is occurring in the organization potentially affecting voice, silence, and burnout. Further, industry information helps contextualize what racial/ethnic identities may be demographically minoritized.

A primary research objective was to understand differences between racial/ethnic majority and minority group members, so I included a moderator analysis of those groups. However, dichotomizing the moderator according to racial/ethnic minority status lacks nuance. As discussed in the methodology, I account for organizational minoritization through asking who the racial/ethnic majority is in the organization and if respondents considered themselves a racial/ethnic minority in the organization. I included those questions to account for variability in organizational composition, capture consistency between historically marginalized racial and ethnic groups and if they are the demographic minority in their organizations. I also measure identity salience to capture psychological nuance in how minoritized individuals react to diversity climate as a resource. However, neither captures marginalization, where individuals are the victims of prejudice and discrimination (Hebl et al., 2020; Witherspoon et al., 2020). Minoritization does not capture the psychological impact of holding a marginalized identity and relates to demographic composition; identity salience only reflects importance. For example, a Black employee in an organization predominantly composed of Black employees may not be minoritized, however, they are still historically marginalized because they face prejudice and discrimination due to their racial/ethnic identity. A White employee in that same organization, while minoritized, still holds power because of the historical advantages their identity affords.

Further, a Black employee in a primarily White workplace who has a salient racial identity may benefit less from a diverse climate compared to a Black employee who has a less salient identity because they do not need the organization to affirm their identity.

Racial/ethnic minority status also does not offer a nuanced understanding of identities outside of race/ethnicity (i.e., sexual orientation) or the complexities of holding multiple marginalized identities or intersectionality. For example, in nursing White men are typically doctors and hold more power compared to women, who are typically nurses (Sliter et al., 2014). Even if a White man was a nurse and would be the demographic minority among nurses, he would still have advantage over the women nurses. In this situation, White women nurses still have more power still Black women nurses, who are marginalized according to gender and race. Including each of these factors helps account for the complexities of identity and how that may influence the variables in my model.

Better representing marginalization more closely informs how certain groups perceive diversity climate as discussed in the introduction and speaking up. Marginalized individuals may be less inclined to speak up because of the different psychological threats they may face. For example, a Black woman may silence herself to avoid the “angry Black woman stereotype”. Marginalized groups may also be silenced simply for their identity. I also did not account for code switching or altering behavior to suit the context (Hebl et al., 2020), such as presenting an identity consistent with White concepts of professionalism (Gray, 2019), and how that influences voice and silence. Speaking up could be inconsistent with someone’s work identity and promote silence. For example, some marginalized individuals may avoid participating in the organization more than necessary to protect themselves. Racial/ethnic minority status was ultimately a modest

way of capturing marginalized identity and future research should investigate more psychological variables to holistically represent identity.

Although I wanted to address racial/ethnic subgroups and intersectionality, I did not have enough power to assess such relationships because the sample sizes of each population would be too small to assess moderation. Nonetheless, these issues are understudied throughout psychology and are important to assess to better understand organizational dynamics. Considering I collected information to assess multiple racial/ethnic groups and intersectionality with sex, I included a demographic breakdown of the descriptive statistics (Table 14). Mean differences provide an interesting avenue for future investigation. Interestingly, across racial groups, females tended to have lower voice and higher silence compared to males. More specifically, White Non-Hispanic and Hispanic females had the lowest means of speaking up compared to all other groups. Asian females and males had slightly higher levels of voice but were still among the lower means. Overall, Asian females and males had comparable levels of voice and silence and tended to suppress their ideas more than other racial groups, as reflected in their lower mean levels of voice and higher levels of silence. It is important to note that many of these means were proximal, and further investigation is necessary to understand group differences.

Related to observing group differences, I oversampled minority employees to examine race/ethnicity issues. Accordingly, the sample was not representative of the U.S. working population and thus there are issues with generalizability (Aguinis et al., 2017). With that said, sacrificing generalizability fit the goal of the study to examine racial and ethnic differences and serves an understudied population (Bergman & Jean, 2016). Further, without oversampling it is possible I would not have found moderating effects (Frazier et al., 2004). Future research could

attempt to balance these concerns with a larger sample size (e.g., Bergman et al., 2012), but that was outside of the scope of my study.

To resolve some of the issues discussed, future research should conduct longitudinal research using an organizational sample. Such research would further our understanding of diversity climate's influence on voice behaviors and silence through examining climate strength, demographic composition, and hierarchical effects. Longitudinal research, perhaps using alternative time lags and more time points, would also help researchers understand the effects of diversity climate over time and a more appropriate time lag to measure those effects. Exploring the effects of race/ethnicity may depend on the size of the organization, because a smaller organization may not be able to protect the anonymity of those individuals. Anonymity is necessary to garner safety to respond honestly. Larger organizations would be more effective at protecting anonymity and gathering enough participants to conduct moderator analyses on racial and ethnic subgroups.

Conclusion

The goal of the present study was to understand how diversity climate influences racial and ethnic minorities' experience speaking up and what that means for their mental health. In support of my hypotheses from the perspective of COR and SIT, I found that minority groups had a stronger experience of diversity climate on their opportunistic silence and emotional exhaustion compared to majority group members. I also found limited support for a reciprocal relationship between subdimensions of voice/silence and burnout. However, results are still unclear if the relationship between diversity climate and emotional exhaustion are mediated through subdimensions of voice and silence. Despite some of the null findings, this research still has important implications for future research and practice. Conducting a longitudinal study with

one-week intervals adds to researchers' understanding of the time frame these phenomena occur, the order these variables may occur, and helps control for common method bias. Although the study does not integrate other sources to further protect against common method bias, examining these variables over time answers calls from the diversity climate, voice, and silence literatures to integrate more designs outside of cross-sectional research. Further, I answer calls from the literature to focus on climates that improve working conditions for racial and ethnic minorities (Bergman et al., 2012) and extend current research through integrating the voice behavior and silence literatures with a diversity lens. Merging literatures also brings two different theoretical perspectives together (COR and SIT) that aid our understanding of how underrepresented groups speak up or not under different diversity climates and what that means for their mental health. Finally, the results of the study are important for practitioners who can recommend that organizations implement diversity climates in unsupportive environments and reduce opportunistic silence and emotional exhaustion among underrepresented employees.

TABLES AND FIGURES

Table 1

Correlations Among Control Variables and All Variables of Interest

Variable	1	2	3	4	5	6	7	8	9	10	11
1. Tenure											
2. Minority	-.13										
3. Age	.51	-.22									
4. Sex	-.05	-.04	.02								
5. Identity Salience	-.04	.48	-.11	.12	.93						
6. Temporal Salience (T1)	-.09	.27	-.12	.04	.49						
7. Temporal Salience (T2)	.02	.29	-.01	-.03	.44	.65					
8. Temporal Salience (T3)	.01	.29	-.05	-.08	.47	.69	.78				
9. Psychological Safety (T1)	.14	-.13	.08	-.08	-.14	.02	.00	.00	.88		
10. Psychological Safety (T2)	.11	-.10	.03	-.12	-.12	-.01	.01	.02	.77	.87	
11. Psychological Safety (T3)	.14	-.06	.03	-.14	-.09	.04	.05	.05	.80	.80	.88
12. Organizational Diversity Climate (T1)	.10	-.09	.04	-.11	-.12	.01	.07	.07	.50	.44	.47
13. Organizational Diversity Climate (T2)	.11	-.07	.03	-.09	-.09	.02	.12	.10	.48	.50	.51
14. Organizational Diversity Climate (T3)	.08	-.04	.02	-.12	-.09	.03	.09	.11	.50	.45	.51
15. Team Diversity Climate (T1)	.09	-.10	.03	-.09	-.16	-.01	.02	.03	.70	.62	.65
16. Team Diversity Climate (T2)	.11	-.03	.00	-.11	-.12	.01	.08	.06	.63	.70	.69
17. Team Diversity Climate (T3)	.09	-.03	-.02	-.10	-.09	.05	.06	.06	.65	.63	.70
18. Promotive Voice (T1)	.17	-.03	.06	-.16	-.04	.07	.12	.14	.31	.33	.30
19. Promotive Voice (T2)	.13	.02	.01	-.17	.01	.11	.17	.17	.30	.33	.31
20. Promotive Voice (T3)	.16	.01	.02	-.17	-.02	.10	.18	.19	.28	.27	.29
21. Prohibitive Voice (T1)	.17	.04	.03	-.21	.00	.11	.17	.20	.25	.27	.26
22. Prohibitive Voice (T2)	.14	.09	-.02	-.19	.03	.12	.18	.18	.20	.23	.21
23. Prohibitive Voice (T3)	.19	.07	.01	-.25	-.01	.10	.18	.21	.19	.19	.21
24. Total Voice (T1)	.18	.00	.05	-.19	-.02	.09	.15	.18	.29	.31	.29
25. Total Voice (T2)	.14	.05	-.01	-.19	.02	.12	.18	.18	.26	.30	.27

Table 1 Continued

Variable	1	2	3	4	5	6	7	8	9	10	11
26. Total Voice (T3)	.18	.04	.01	-.22	-.02	.11	.19	.21	.24	.24	.26
27. Quiescent Silence (T1)	-.10	.10	-.11	.16	.17	.05	.06	.06	-.52	-.47	-.51
28. Quiescent Silence (T2)	-.07	.08	-.08	.13	.14	.12	.05	.10	-.49	-.50	-.57
29. Quiescent Silence (T3)	-.06	.09	-.09	.14	.18	.10	.08	.11	-.49	-.51	-.56
30. Prosocial Silence (T1)	-.02	.09	-.06	.12	.13	.07	.10	.11	-.22	-.24	-.26
31. Prosocial Silence (T2)	.00	.06	-.02	.11	.12	.10	.08	.12	-.24	-.22	-.24
32. Prosocial Silence (T3)	.08	.08	-.01	.11	.16	.10	.11	.14	-.22	-.25	-.26
33. Opportunistic Silence (T1)	.06	.11	.03	.00	.09	.10	.10	.10	-.33	-.30	-.34
34. Opportunistic Silence (T2)	.00	.14	-.03	-.05	.08	.10	.14	.16	-.32	-.34	-.34
35. Opportunistic Silence (T3)	-.03	.13	-.04	.02	.12	.12	.12	.15	-.34	-.34	-.39
36. Acquiescent Silence (T1)	-.07	.11	-.07	.06	.09	.02	.03	.03	-.59	-.53	-.57
37. Acquiescent Silence (T2)	-.08	.09	-.06	.06	.11	.08	.03	.06	-.55	-.61	-.62
38. Acquiescent Silence (T3)	-.10	.09	-.09	.07	.12	.05	.03	.04	-.55	-.57	-.62
39. Total Silence (T1)	-.05	.12	-.08	.11	.14	.06	.08	.08	-.52	-.48	-.53
40. Total Silence (T2)	-.06	.11	-.06	.09	.14	.12	.08	.12	-.51	-.53	-.57
41. Total Silence (T3)	-.04	.11	-.07	.11	.17	.10	.09	.12	-.50	-.52	-.57
42. Emotional Exhaustion (T1)	-.08	.06	-.19	.11	.05	.01	-.02	-.01	-.45	-.45	-.49
43. Emotional Exhaustion (T2)	-.10	.06	-.18	.09	.06	.05	-.01	.01	-.44	-.49	-.52
44. Emotional Exhaustion (T3)	-.12	.07	-.18	.10	.04	.03	-.01	.01	-.43	-.47	-.52
45. Depersonalization (T1)	-.05	.09	-.17	-.01	.03	.02	.03	.04	-.39	-.37	-.41
46. Depersonalization (T2)	-.06	.12	-.16	-.01	.06	.08	.05	.06	-.38	-.40	-.44
47. Depersonalization (T3)	-.04	.08	-.15	-.01	.01	.01	.02	.03	-.39	-.42	-.44
48. Personal Accomplishment (T1)	-.16	.09	-.18	.05	.00	-.07	-.06	-.07	-.37	-.37	-.40
49. Personal Accomplishment (T2)	-.14	.09	-.18	-.03	-.01	-.06	-.11	-.07	-.39	-.41	-.44
50. Personal Accomplishment (T3)	-.14	.12	-.20	.05	.04	-.04	-.06	-.05	-.40	-.39	-.43
51. Total Burnout (T1)	-.12	.09	-.22	.08	.04	-.01	-.03	-.02	-.51	-.50	-.56
52. Total Burnout (T2)	-.13	.10	-.21	.04	.05	.03	-.03	.00	-.51	-.55	-.59
53. Total Burnout (T3)	-.13	.10	-.21	.07	.04	.01	-.02	.00	-.49	-.53	-.57

Note: Bold indicates a significant relationship. Numbers along the diagonal are alpha values.

Table 2*Descriptive Statistics of All Continuous Variables Across Time*

Variable	<i>M</i>	<i>SD</i>	Median	Min	Max	Range	Skew	Kurtosis	SE
Tenure	6.17	7.08	4.00	0.02	60.00	59.98	2.57	9.79	.32
Age	36.31	11.27	34.00	18.00	75.00	57.00	0.81	0.25	.50
Identity Salience	3.91	1.53	3.88	1.00	7.00	6.00	0.03	-0.77	.07
Temporal Salience (T1)	4.87	1.70	5.00	1.00	7.00	6.00	-0.42	-0.72	.08
Temporal Salience (T2)	4.74	1.79	5.00	1.00	7.00	6.00	-0.23	-1.09	.08
Temporal Salience (T3)	4.41	1.87	4.00	1.00	7.00	6.00	-0.10	-1.13	.08
Psychological Safety (T1)	5.15	1.17	5.43	1.00	7.00	6.00	-0.76	0.22	.05
Psychological Safety (T2)	5.12	1.13	5.29	1.86	7.00	5.14	-0.70	0.08	.05
Psychological Safety (T3)	5.13	1.18	5.29	1.43	7.00	5.57	-0.74	0.13	.05
Organizational Diversity Climate (T1)	3.19	0.81	3.11	1.00	5.00	4.00	-0.05	0.26	.04
Organizational Diversity Climate (T2)	3.16	0.79	3.11	1.00	5.00	4.00	-0.11	0.20	.04
Organizational Diversity Climate (T3)	3.17	0.82	3.11	1.00	5.00	4.00	-0.09	0.28	.04
Team Diversity Climate (T1)	3.89	0.81	4.00	1.00	5.00	4.00	-0.97	1.22	.04
Team Diversity Climate (T2)	3.89	0.77	4.00	1.00	5.00	4.00	-0.91	1.28	.03
Team Diversity Climate (T3)	3.87	0.80	4.00	1.00	5.00	4.00	-0.97	1.28	.04
Promotive Voice (T1)	3.66	1.63	3.30	1.00	7.00	6.00	0.21	-0.93	.07
Promotive Voice (T2)	3.54	1.63	3.20	1.00	7.00	6.00	0.34	-0.75	.07
Promotive Voice (T3)	3.45	1.62	3.20	1.00	7.00	6.00	0.31	-0.75	.07
Prohibitive Voice (T1)	3.30	1.64	3.00	1.00	7.00	6.00	0.43	-0.82	.07
Prohibitive Voice (T2)	3.17	1.65	2.80	1.00	7.00	6.00	0.50	-0.68	.07
Prohibitive Voice (T3)	3.00	1.61	2.60	1.00	7.00	6.00	0.64	-0.49	.07
Total Voice (T1)	3.48	1.56	3.10	1.00	7.00	6.00	0.33	-0.87	.07
Total Voice (T2)	3.35	1.56	3.10	1.00	7.00	6.00	0.43	-0.67	.07
Total Voice (T3)	3.23	1.54	3.00	1.00	7.00	6.00	0.47	-0.60	.07

Table 2 Continued

Variable	<i>M</i>	<i>SD</i>	Median	Min	Max	Range	Skew	Kurtosis	SE
Quiescent Silence (T1)	2.40	1.56	2.00	1.00	7.00	6.00	1.11	0.39	.07
Quiescent Silence (T2)	2.37	1.60	2.00	1.00	7.00	6.00	1.17	0.45	.07
Quiescent Silence (T3)	2.37	1.54	2.00	1.00	7.00	6.00	1.05	0.16	.07
Prosocial Silence (T1)	2.55	1.55	2.33	1.00	7.00	6.00	0.88	-0.08	.07
Prosocial Silence (T2)	2.58	1.52	2.33	1.00	7.00	6.00	0.81	-0.22	.07
Prosocial Silence (T3)	2.54	1.52	2.33	1.00	7.00	6.00	0.87	-0.05	.07
Opportunistic Silence (T1)	1.90	1.35	1.00	1.00	6.50	5.50	1.54	1.44	.06
Opportunistic Silence (T2)	1.88	1.31	1.00	1.00	7.00	6.00	1.71	2.63	.06
Opportunistic Silence (T3)	1.81	1.27	1.00	1.00	7.00	6.00	1.74	2.55	.06
Acquiescent Silence (T1)	2.40	1.51	1.88	1.00	7.00	6.00	1.00	-0.03	.07
Acquiescent Silence (T2)	2.43	1.53	2.00	1.00	7.00	6.00	1.08	0.27	.07
Acquiescent Silence (T3)	2.50	1.57	2.00	1.00	7.00	6.00	0.98	-0.09	.07
Total Silence (T1)	2.35	1.26	2.00	1.00	6.33	5.33	0.87	-0.14	.06
Total Silence (T2)	2.36	1.24	2.00	1.00	6.50	5.50	0.91	0.17	.06
Total Silence (T3)	2.36	1.26	2.00	1.00	6.33	5.33	0.88	-0.02	.06
Emotional Exhaustion (T1)	3.09	1.65	2.67	1.00	7.00	6.00	0.67	-0.61	.07
Emotional Exhaustion (T2)	3.12	1.67	2.67	1.00	7.00	6.00	0.68	-0.62	.07
Emotional Exhaustion (T3)	3.06	1.72	2.56	1.00	7.00	6.00	0.73	-0.56	.08
Depersonalization (T1)	2.22	1.41	1.60	1.00	7.00	6.00	1.28	0.88	.06
Depersonalization (T2)	2.20	1.40	1.80	1.00	7.00	6.00	1.33	1.00	.06
Depersonalization (T3)	2.20	1.38	1.80	1.00	7.00	6.00	1.34	1.14	.06
Personal Accomplishment (T1)	3.44	1.23	3.43	1.00	7.00	6.00	0.16	-0.48	.05
Personal Accomplishment (T2)	3.44	1.25	3.36	1.00	7.00	6.00	0.29	-0.35	.06
Personal Accomplishment (T3)	3.06	1.11	2.86	1.00	6.14	5.14	0.39	-0.34	.05
Total Burnout (T1)	3.00	1.18	2.81	1.00	6.81	5.81	0.49	-0.42	.05
Total Burnout (T2)	3.01	1.20	2.81	1.00	6.86	5.86	0.49	-0.48	.05
Total Burnout (T3)	2.85	1.20	2.71	1.00	6.62	5.62	0.57	-0.40	.05

Table 3*Correlations among Whole Latent Variables*

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Organizational Diversity Climate (T1)	.93														
2. Organizational Diversity Climate (T2)	.74	.93													
3. Organizational Diversity Climate (T3)	.75	.84	.94												
4. Team Diversity Climate (T1)	.67	.63	.60	.90											
5. Team Diversity Climate (T2)	.62	.70	.62	.79	.87										
6. Team Diversity Climate (T3)	.58	.66	.69	.75	.81	.88									
7. Total Voice (T1)	.38	.35	.37	.31	.29	.29	.96								
8. Total Voice (T2)	.34	.41	.40	.29	.33	.30	.76	.97							
9. Total Voice (T3)	.33	.33	.38	.26	.27	.27	.73	.79	.97						
10. Total Silence (T1)	-.31	-.30	-.30	-.50	-.43	-.44	-.05	-.08	-.06	.93					
11. Total Silence (T2)	-.34	-.37	-.34	-.50	-.50	-.50	-.07	-.07	-.03	.74	.93				
12. Total Silence (T3)	-.34	-.34	-.34	-.49	-.47	-.49	-.05	-.07	-.03	.74	.81	.93			
13. Total Burnout (T1)	-.35	-.37	-.37	-.47	-.43	-.44	-.24	-.21	-.20	.56	.50	.48	.94		
14. Total Burnout (T2)	-.35	-.42	-.39	-.47	-.48	-.49	-.21	-.21	-.18	.53	.59	.53	.88	.94	
15. Total Burnout (T3)	-.33	-.39	-.40	-.45	-.45	-.48	-.21	-.20	-.19	.54	.55	.53	.88	.92	.94

Note: Bold indicates a significant relationship. Numbers along the diagonal are alpha values.

Table 4*Correlations between Diversity Climate and Subdimensions of Voice Behaviors*

Variable	1	2	3	4	5	6	7	8	9	10	11	12
1. Organizational Diversity Climate (T1)	.93											
2. Organizational Diversity Climate (T2)	.74	.93										
3. Organizational Diversity Climate (T3)	.75	.84	.94									
4. Team Diversity Climate (T1)	.67	.63	.60	.90								
5. Team Diversity Climate (T2)	.62	.70	.62	.79	.87							
6. Team Diversity Climate (T3)	.58	.66	.69	.75	.81	.88						
7. Promotive Voice (T1)	.37	.35	.35	.30	.29	.28	.96					
8. Promotive Voice (T2)	.35	.42	.40	.31	.36	.33	.74	.96				
9. Promotive Voice (T3)	.33	.34	.38	.27	.31	.30	.70	.79	.97			
10. Prohibitive Voice (T1)	.36	.33	.36	.29	.27	.27	.83	.68	.67	.93		
11. Prohibitive Voice (T2)	.29	.36	.36	.24	.26	.25	.63	.82	.68	.71	.94	
12. Prohibitive Voice (T3)	.29	.28	.34	.22	.20	.22	.60	.67	.82	.69	.73	.94

Note: Bold indicates a significant relationship. Numbers along the diagonal are alpha values.

Table 5*Correlations between Diversity Climate and Subdimensions of Silence*

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1. Organizational Diversity Climate (T1)	.93																	
2. Organizational Diversity Climate (T2)	.74	.93																
3. Organizational Diversity Climate (T3)	.75	.84	.94															
4. Team Diversity Climate (T1)	.67	.63	.60	.90														
5. Team Diversity Climate (T2)	.62	.70	.62	.79	.87													
6. Team Diversity Climate (T3)	.58	.66	.69	.75	.81	.88												
7. Quiescent Silence (T1)	-.33	-.30	-.31	-.51	-.46	-.45	.92											
8. Quiescent Silence (T2)	-.36	-.37	-.34	-.51	-.50	-.50	.71	.94										
9. Quiescent Silence (T3)	-.33	-.33	-.34	-.47	-.46	-.47	.70	.77	.92									
10. Prosocial Silence (T1)	-.11	-.10	-.12	-.20	-.16	-.15	.65	.49	.48	.93								
11. Prosocial Silence (T2)	-.14	-.14	-.12	-.23	-.20	-.21	.46	.63	.54	.60	.91							
12. Prosocial Silence (T3)	-.14	-.11	-.11	-.21	-.20	-.18	.44	.51	.66	.60	.66	.93						
13. Opportunistic Silence (T1)	-.10	-.10	-.07	-.31	-.24	-.25	.54	.42	.42	.48	.31	.36	.86					
14. Opportunistic Silence (T2)	-.11	-.12	-.10	-.26	-.23	-.26	.38	.52	.46	.34	.42	.37	.61	.84				
15. Opportunistic Silence (T3)	-.15	-.14	-.11	-.33	-.27	-.31	.46	.49	.56	.38	.33	.48	.70	.70	.89			
16. Acquiescent Silence (T1)	-.41	-.39	-.39	-.56	-.50	-.52	.71	.59	.59	.50	.37	.40	.63	.43	.52	.86		
17. Acquiescent Silence (T2)	-.39	-.47	-.43	-.54	-.58	-.56	.57	.69	.64	.37	.48	.43	.45	.56	.50	.73	.88	
18. Acquiescent Silence (T3)	-.42	-.44	-.45	-.54	-.54	-.57	.59	.62	.73	.35	.38	.50	.43	.43	.54	.74	.82	.87

Note: Bold indicates a significant relationship. Numbers along the diagonal are alpha values.

Table 6*Correlations between Subdimensions of Voice Behaviors and Burnout*

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Promotive Voice (T1)	.96														
2. Promotive Voice (T2)	.74	.96													
3. Promotive Voice (T3)	.70	.79	.97												
4. Prohibitive Voice (T1)	.83	.68	.67	.93											
5. Prohibitive Voice (T2)	.63	.82	.68	.71	.94										
6. Prohibitive Voice (T3)	.60	.67	.82	.69	.73	.94									
7. Emotional Exhaustion (T1)	-.16	-.19	-.17	-.13	-.11	-.12	.96								
8. Emotional Exhaustion (T2)	-.16	-.17	-.14	-.13	-.10	-.10	.87	.97							
9. Emotional Exhaustion (T3)	-.16	-.20	-.17	-.13	-.12	-.11	.88	.92	.97						
10. Depersonalization (T1)	-.06	-.06	-.05	.01	.02	.02	.73	.64	.68	.91					
11. Depersonalization (T2)	-.08	-.05	-.03	-.01	.02	.01	.68	.76	.72	.80	.91				
12. Depersonalization (T3)	-.12	-.10	-.07	-.06	-.03	-.01	.67	.70	.74	.77	.85	.92			
13. Personal Accomplishment (T1)	-.40	-.33	-.32	-.36	-.27	-.26	.31	.33	.31	.27	.24	.30	.88		
14. Personal Accomplishment (T2)	-.32	-.36	-.32	-.28	-.28	-.25	.34	.35	.36	.30	.26	.34	.73	.88	
15. Personal Accomplishment (T3)	-.30	-.29	-.31	-.25	-.22	-.26	.36	.37	.38	.34	.31	.34	.71	.74	.83

Note: Bold indicates a significant relationship. Numbers along the diagonal are alpha values.

Table 7*Correlations between Subdimensions of Silence and Burnout*

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1. Quiescent Silence (T1)	.92																				
2. Quiescent Silence (T2)	.71	.94																			
3. Quiescent Silence (T3)	.70	.77	.92																		
4. Prosocial Silence (T1)	.65	.49	.48	.93																	
5. Prosocial Silence (T2)	.46	.63	.54	.60	.91																
6. Prosocial Silence (T3)	.44	.51	.66	.60	.66	.93															
7. Opportunistic Silence (T1)	.54	.42	.42	.48	.31	.36	.86														
8. Opportunistic Silence (T2)	.38	.52	.46	.34	.42	.37	.61	.84													
9. Opportunistic Silence (T3)	.46	.49	.56	.38	.33	.48	.70	.70	.89												
10. Acquiescent Silence (T1)	.71	.59	.59	.50	.37	.40	.63	.43	.52	.86											
11. Acquiescent Silence (T2)	.57	.69	.64	.37	.48	.43	.45	.56	.50	.73	.88										
12. Acquiescent Silence (T3)	.59	.62	.73	.35	.38	.50	.43	.43	.54	.74	.82	.87									
13. Emotional Exhaustion (T1)	.51	.45	.46	.34	.28	.23	.37	.28	.30	.56	.51	.50	.96								
14. Emotional Exhaustion (T2)	.47	.52	.48	.31	.33	.27	.34	.33	.29	.53	.60	.55	.87	.97							

Table 7 Continued

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
15. Emotional Exhaustion (T3)	.46	.46	.47	.31	.28	.27	.35	.30	.30	.53	.55	.55	.88	.92	.97						
16. Depersonalization (T1)	.48	.41	.40	.31	.23	.23	.53	.43	.43	.60	.49	.52	.73	.64	.68	.91					
17. Depersonalization (T2)	.45	.47	.44	.29	.31	.24	.47	.48	.43	.55	.58	.53	.68	.76	.72	.80	.91				
18. Depersonalization (T3)	.47	.48	.47	.33	.32	.28	.45	.48	.45	.55	.55	.54	.67	.70	.74	.77	.85	.92			
19. Personal Accomplishment (T1)	.21	.21	.22	.11	.11	.03	.08	.14	.11	.17	.20	.22	.31	.33	.31	.27	.24	.30	.88		
20. Personal Accomplishment (T2)	.24	.26	.26	.12	.10	.07	.12	.18	.19	.23	.28	.30	.34	.35	.36	.30	.26	.34	.73	.88	
21. Personal Accomplishment (T3)	.28	.25	.27	.13	.12	.03	.14	.16	.16	.25	.28	.30	.36	.37	.38	.34	.31	.34	.71	.74	.83

Note: Bold indicates a significant relationship. Numbers along the diagonal are alpha values.

Table 8*T1 Diversity Climate Predicting Subdimensions of T2, Voice, T2 Silence, and T3 Burnout*

Subdimension	β	<i>SE</i>	<i>p</i>
Promotive	.03	.06	.59
Prohibitive	.04	.06	.48
Quiescent	-.10	.06	.08
Prosocial	-.03	.07	.67
Opportunistic	.15	.07	.02
Acquiescent	-.07	.06	.19
Emotional Exhaustion	.06	.04	.08
Depersonalization	-.07	.05	.16
Decreased Personalized Accomplishment	-.07	.06	.22

Table 9*Minority Status Predicting Subdimensions of T2 Voice, T2 Silence, and T3 Burnout*

Subdimension	β	<i>SE</i>	<i>p</i>
Promotive	.01	.14	.94
Prohibitive	.01	.15	.95
Quiescent	.11	.14	.45
Prosocial	.10	.17	.55
Opportunistic	.54	.16	.00
Acquiescent	.10	.13	.44
Emotional Exhaustion	.30	.09	.00
Depersonalization	.13	.11	.23
Decreased Personalized Accomplishment	-.17	.14	.22

Table 10*Interaction Predicting Subdimensions of T2 Voice, T2 Silence, and T3 Burnout*

Subdimension	β	<i>SE</i>	<i>p</i>
Promotive	.01	.14	.96
Prohibitive	.05	.15	.75
Quiescent	-.12	.14	.39
Prosocial	-.14	.17	.43
Opportunistic	-.51	.16	.00
Acquiescent	-.11	.13	.41
Emotional Exhaustion	-.30	.08	.00
Depersonalization	-.17	.11	.12
Decreased Personalized Accomplishment	.23	.14	.10

Table 11*Test of Reciprocal Effects*

		Y2																					
		1		2		3		4		5		6		7		8		9		10		11	
X1		β	p	β	p	β	p	β	p	β	p	β	p	β	p	β	p	β	p	β	p	β	p
1		.72	.00	.26	.00	.04	.42	-.03	.58	-.12	.02	-.06	.33	-.23	.00	-.13	.01	-.03	.45	-.03	.60	-.09	.10
2		.10	.01	.56	.00	.03	.59	.04	.48	-.10	.08	-.03	.67	.15	.02	-.07	.19	.00	.99	.00	.92	-.06	.19
3		.05	.20	.01	.80	.55	.00	.11	.05	-.03	.57	.05	.41	.04	.56	-.01	.86	.01	.80	-.04	.40	-.04	.52
4		.00	.94	.03	.58	.19	.00	.60	.00	.06	.29	.02	.77	.05	.39	.01	.86	.01	.81	.05	.34	.03	.61
5		.07	.09	-.03	.51	.03	.52	.06	.25	.48	.00	.06	.37	-.04	.47	.00	.97	-.02	.65	.00	.95	-.02	.72
6		-.09	.01	.04	.29	.01	.85	-.03	.54	.10	.02	.54	.00	.09	.06	.03	.41	.00	.92	-.01	.87	.01	.89
7		-.03	.43	.05	.20	-.01	.89	.04	.38	-.02	.73	-.05	.33	.47	.00	-.02	.64	-.01	.65	.05	.23	-.02	.70
8		-.05	.26	-.03	.54	-.08	.15	-.09	.12	.03	.63	.02	.78	-.05	.39	.52	.00	.08	.05	.05	.32	-.01	.87
9		-.07	.04	-.04	.31	-.09	.06	-.05	.34	.06	.25	.06	.31	-.09	.10	.10	.04	.84	.00	.19	.00	.05	.26
10		.05	.17	.02	.67	.10	.05	.07	.20	-.01	.91	-.04	.50	.16	.00	.02	.70	-.04	.32	.59	.00	.05	.34
11		-.03	.33	.01	.66	-.01	.70	-.01	.85	.01	.81	.02	.64	.05	.20	.00	.96	.07	.01	.01	.79	.65	.00

		Y3																					
		1		2		3		4		5		6		7		8		9		10		11	
X2		β	p	β	p	β	p	β	p	β	p	β	p	β	p	β	p	β	p	β	p	β	p
1		.64	.00	.14	.00	-.02	.68	.02	.71	-.19	.00	-.14	.01	-.12	.03	-.12	.01	-.03	.30	-.04	.30	-.11	.04
2		.11	.00	.61	.00	.03	.49	-.05	.35	.05	.29	.07	.19	.02	.67	.00	.93	.01	.76	.12	.00	.06	.30
3		.00	.93	-.01	.78	.69	.00	.23	.00	.04	.41	.07	.21	.08	.15	.04	.34	-.06	.07	-.01	.79	-.02	.66
4		-.02	.66	.06	.19	.09	.05	.53	.00	-.03	.49	-.02	.68	.01	.83	-.02	.69	.03	.29	-.01	.81	.01	.81
5		-.19	.00	-.09	.03	.05	.23	-.06	.27	.53	.00	.08	.13	.17	.00	.11	.01	-.03	.32	.03	.38	.00	.95
6		.06	.03	.05	.14	.00	.97	.01	.73	.10	.01	.54	.00	-.05	.22	-.04	.27	-.01	.72	.02	.54	.03	.47
7		.02	.49	.02	.65	.07	.07	.09	.03	.00	.91	.03	.50	.53	.00	-.09	.01	-.02	.32	.06	.04	-.06	.13
8		-.01	.80	-.06	.20	-.07	.16	.02	.65	.11	.02	.11	.05	.05	.35	.69	.00	.01	.79	.01	.88	-.02	.71

Table 11 Continued

X2	Y3																					
	1		2		3		4		5		6		7		8		9		10		11	
	β	p	β	p	β	p	β	p	β	p	β	p	β	p	β	p	β	p	β	p	β	p
9	-.04	.28	.02	.72	-.02	.69	-.01	.88	.02	.73	.00	.98	-.15	.00	-.02	.69	.86	.00	.08	.05	.04	.49
10	-.04	.29	-.07	.10	.01	.77	-.02	.64	.02	.73	-.07	.19	.14	.01	.09	.03	.06	.03	.72	.00	.10	.03
11	-.08	.00	-.01	.75	-.05	.14	-.03	.46	.02	.45	-.04	.33	.05	.13	.05	.10	.03	.11	.10	.00	.69	.00

Note. XI = Time 1 Predictors; Y2 = Time 2 Outcomes; X2 = Time 2 Predictors; Y3 = Time 3 Outcomes; 1 = Psychological Safety; 2 = Diversity Climate; 3 = Promotive Voice; 4 = Prohibitive Voice; 5 = Quiescent Silence; 6 = Prosocial Silence; 7 = Opportunistic Silence; 8 = Acquiescent Silence; 9 = Emotional Exhaustion; 10 = Depersonalization; 11 = Personalized Accomplishment.

Table 12*Conditional Indirect Effects from Diversity Climate to Subdimensions of Burnout through Subdimensions of Voice and Silence*

Subdimensions		Group	Estimate	90 % CI		95% CI	
Voice/Silence	Burnout			<i>LL</i>	<i>UL</i>	<i>LL</i>	<i>UL</i>
Promotive	Emotional Exhaustion	Minority	.00	-.02	.01	-.02	.01
Promotive	Emotional Exhaustion	Majority	.00	-.02	.01	-.02	.01
	Difference		.00	-.01	.01	-.01	.01
Promotive	Depersonalization	Minority	.00	-.01	.00	-.01	.00
Promotive	Depersonalization	Majority	.00	-.01	.00	-.01	.00
	Difference		.00	.00	.00	.00	.00
Promotive	Decreased Personalized Accomplishment	Minority	.00	-.01	.00	-.01	.01
Promotive	Decreased Personalized Accomplishment	Majority	.00	-.01	.00	-.01	.00
	Difference		.00	.00	.00	.00	.00
Prohibitive	Emotional Exhaustion	Minority	.01	-.01	.02	-.01	.02
Prohibitive	Emotional Exhaustion	Majority	.00	-.01	.01	-.01	.01
	Difference		.00	-.01	.01	-.01	.01
Prohibitive	Depersonalization	Minority	.00	-.01	.01	-.01	.01
Prohibitive	Depersonalization	Majority	.00	-.01	.01	-.01	.01
	Difference		.00	.00	.00	.00	.00
Prohibitive	Decreased Personalized Accomplishment	Minority	.00	-.01	.01	-.01	.01
Prohibitive	Decreased Personalized Accomplishment	Majority	.00	-.01	.01	-.01	.01
	Difference		.00	.00	.00	.00	.00

Table 12 Continued

Subdimensions		Group	Estimate	90 % CI		95% CI	
Voice/Silence	Burnout			<i>LL</i>	<i>UL</i>	<i>LL</i>	<i>UL</i>
Quiescent	Emotional Exhaustion	Minority	.01	-.01	.03	-.01	.03
Quiescent	Emotional Exhaustion	Majority	.01	-.01	.02	-.01	.02
Difference			.00	-.01	.01	-.01	.01
Quiescent	Depersonalization	Minority	-.01	-.02	.01	-.02	.01
Quiescent	Depersonalization	Majority	.00	-.01	.01	-.02	.01
Difference			.00	-.01	.00	-.01	.01
Quiescent	Decreased Personalized Accomplishment	Minority	.00	-.02	.02	-.02	.02
Quiescent	Decreased Personalized Accomplishment	Majority	.00	-.01	.01	-.01	.01
Difference			.00	-.01	.01	-.01	.01
Prosocial	Emotional Exhaustion	Minority	.00	-.01	.01	-.01	.01
Prosocial	Emotional Exhaustion	Majority	.00	.00	.00	.00	.00
Difference			.00	.00	.01	-.01	.01
Prosocial	Depersonalization	Minority	.00	-.01	.01	-.01	.01
Prosocial	Depersonalization	Majority	.00	-.01	.00	-.01	.00
Difference			.00	-.01	.00	-.01	.01
Prosocial	Decreased Personalized Accomplishment	Minority	.00	-.01	.01	-.01	.01
Prosocial	Decreased Personalized Accomplishment	Majority	.00	-.01	.00	-.01	.01
Difference			.00	-.01	.00	-.01	.01

Table 12 Continued

Subdimensions		Group	Estimate	90 % CI		95% CI	
Voice/Silence	Burnout			<i>LL</i>	<i>UL</i>	<i>LL</i>	<i>UL</i>
Opportunistic	Emotional Exhaustion	Minority	.00	-.01	.01	-.01	.01
Opportunistic	Emotional Exhaustion	Majority	-.01	-.02	.00	-.03	.01
Difference			.01	-.01	.03	-.01	.04
Opportunistic	Depersonalization	Minority	-.01	-.02	.01	-.02	.01
Opportunistic	Depersonalization	Majority	.02	.00	.03	-.01	.04
Difference			-.02	-.04	.00	-.05	.00
Opportunistic	Decreased Personalized Accomplishment	Minority	.00	-.01	.01	-.01	.02
Opportunistic	Decreased Personalized Accomplishment	Majority	-.01	-.03	.00	-.03	.01
Difference			.02	.00	.04	-.01	.04
Acquiescent	Emotional Exhaustion	Minority	.00	-.01	.01	-.02	.01
Acquiescent	Emotional Exhaustion	Majority	.00	-.01	.01	-.01	.01
Difference			.00	-.01	.00	-.01	.01
Acquiescent	Depersonalization	Minority	.00	-.01	.01	-.02	.01
Acquiescent	Depersonalization	Majority	.00	-.01	.01	-.01	.01
Difference			.00	-.01	.00	-.01	.01
Acquiescent	Decreased Personalized Accomplishment	Minority	.00	-.01	.02	-.01	.02
Acquiescent	Decreased Personalized Accomplishment	Majority	.00	-.01	.01	-.01	.01
Difference			.00	.00	.01	-.01	.01

Note. CI = confidence interval; *LL* = lower limit; *UL* = upper limit.

Table 13*Total Effects, and Differences between Minority and Majority Groups, of Conditional Indirect Effects*

Total Effects	Group	Estimate	90% CI		95% CI	
			<i>LL</i>	<i>UL</i>	<i>LL</i>	<i>UL</i>
Emotional Exhaustion	Minority	-.11	-.23	.01	-.25	.03
	Majority	.13	.00	.25	-.02	.27
Difference		-.24	-.36	-.12	-.38	-.10
Depersonalization	Minority	-.25	-.37	-.12	-.39	-.10
	Majority	-.10	-.23	.03	-.26	.05
Difference		-.15	-.27	-.02	-.30	.00
Decreased Personalized Accomplishment	Minority	.04	-.09	.16	-.12	.19
	Majority	-.11	-.25	.02	-.27	.05
Difference		.15	.02	.28	-.01	.30

Note. CI = confidence interval; *LL* = lower limit; *UL* = upper limit.

Table 14*Descriptive Statistics According to Intersectionality between Race/Ethnicity & Sex*

Variable	White Non-Hispanic <i>n</i> = 254				Hispanic <i>n</i> = 71				Black <i>n</i> = 61				Asian <i>n</i> = 165			
	Female <i>n</i> = 149		Male <i>n</i> = 105		Female <i>n</i> = 33		Male <i>n</i> = 38		Female <i>n</i> = 37		Male <i>n</i> = 24		Female <i>n</i> = 83		Male <i>n</i> = 82	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Tenure	7.12	9.09	7.00	6.67	5.85	6.15	5.56	4.66	4.53	6.69	7.89	8.29	4.43	4.47	4.48	4.48
Age	39.72	13.00	37.37	10.04	34.64	10.09	34.18	9.23	35.38	12.72	35.92	9.48	31.49	9.32	31.55	9.36
Identity Salience	3.31	1.22	2.99	1.39	4.48	1.58	4.15	1.67	5.30	1.18	4.95	1.24	4.75	1.30	4.76	1.31
Temporal Salience (T1)	4.38	1.69	4.47	1.78	5.36	1.45	4.82	1.97	6.05	1.33	6.00	1.02	5.18	1.42	5.17	1.42
Temporal Salience (T2)	4.15	1.76	4.33	1.98	5.12	1.69	4.71	1.68	6.11	1.29	6.54	0.66	5.14	1.52	5.16	1.53
Temporal Salience (T3)	3.76	1.81	4.03	1.92	4.55	1.87	4.58	1.67	5.65	1.81	6.25	1.42	4.83	1.53	4.84	1.54
Psychological Safety (T1)	5.20	1.18	5.39	1.11	4.91	1.31	5.18	1.15	5.27	0.93	5.08	0.80	4.91	1.28	4.95	1.21
Psychological Safety (T2)	5.10	1.20	5.43	0.96	4.96	1.23	5.17	1.20	5.21	1.06	5.15	0.62	4.87	1.19	4.91	1.15
Psychological Safety (T3)	5.06	1.22	5.41	1.07	4.74	1.26	5.32	1.17	5.25	1.09	5.30	0.79	4.99	1.23	5.03	1.18
Organizational Diversity Climate (T1)	3.19	0.80	3.35	0.71	2.95	0.88	3.11	0.78	3.39	0.76	3.42	0.85	3.05	0.80	3.07	0.77
Organizational Diversity Climate (T2)	3.14	0.82	3.32	0.75	2.93	0.85	3.16	0.81	3.50	0.80	3.26	0.73	3.04	0.63	3.05	0.63
Organizational Diversity Climate (T3)	3.12	0.81	3.31	0.86	2.86	0.84	3.19	0.84	3.44	0.82	3.43	0.81	3.12	0.69	3.13	0.68
Team Diversity Climate (T1)	3.94	0.82	4.01	0.72	3.54	1.01	3.92	0.59	3.99	0.54	3.94	0.70	3.76	0.86	3.79	0.82
Team Diversity Climate (T2)	3.84	0.83	4.03	0.67	3.81	0.92	4.05	0.64	4.01	0.63	3.93	0.71	3.81	0.70	3.83	0.67
Team Diversity Climate (T3)	3.83	0.85	3.98	0.76	3.69	0.81	3.95	0.76	4.03	0.58	3.94	0.63	3.84	0.74	3.87	0.71
Promotive Voice (T1)	3.49	1.66	4.03	1.70	3.48	1.45	4.01	1.70	3.71	1.63	3.68	1.42	3.57	1.57	3.60	1.55
Promotive Voice (T2)	3.28	1.60	3.82	1.64	3.35	1.84	3.96	1.73	3.83	1.56	3.94	1.59	3.51	1.46	3.54	1.44
Promotive Voice (T3)	3.19	1.51	3.78	1.68	3.12	1.70	3.76	1.74	3.79	1.67	3.96	1.45	3.52	1.58	3.55	1.56

Table 14 Continued

Variable	White Non-Hispanic <i>n</i> = 254				Hispanic <i>n</i> = 71				Black <i>n</i> = 61				Asian <i>n</i> = 165			
	Female <i>n</i> = 149		Male <i>n</i> = 105		Female <i>n</i> = 33		Male <i>n</i> = 38		Female <i>n</i> = 37		Male <i>n</i> = 24		Female <i>n</i> = 83		Male <i>n</i> = 82	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Prohibitive Voice (T1)	2.95	1.58	3.66	1.72	3.18	1.52	3.73	1.75	3.58	1.73	3.79	1.42	3.20	1.57	3.23	1.56
Prohibitive Voice (T2)	2.81	1.55	3.34	1.73	2.68	1.44	3.80	1.82	3.65	1.73	4.07	1.65	3.20	1.48	3.23	1.47
Prohibitive Voice (T3)	2.54	1.33	3.37	1.73	2.61	1.49	3.45	1.74	3.22	1.68	4.03	1.48	3.09	1.62	3.11	1.61
Total Voice (T1)	3.22	1.53	3.85	1.66	3.33	1.38	3.87	1.66	3.65	1.59	3.74	1.39	3.38	1.50	3.41	1.49
Total Voice (T2)	3.05	1.49	3.58	1.61	3.02	1.56	3.88	1.73	3.74	1.52	4.00	1.56	3.36	1.42	3.38	1.40
Total Voice (T3)	2.87	1.32	3.58	1.64	2.86	1.55	3.61	1.66	3.51	1.60	3.99	1.40	3.31	1.55	3.33	1.54
Quiescent Silence (T1)	2.45	1.57	1.95	1.22	2.60	1.57	2.23	1.55	2.01	1.12	2.07	1.21	3.12	1.81	3.08	1.77
Quiescent Silence (T2)	2.42	1.60	1.99	1.25	2.85	1.87	2.26	1.89	2.00	1.37	2.18	1.62	2.83	1.68	2.80	1.68
Quiescent Silence (T3)	2.47	1.57	1.91	1.22	2.64	1.73	2.46	1.81	2.02	1.25	2.06	1.27	2.78	1.57	2.72	1.51
Prosocial Silence (T1)	2.56	1.53	2.20	1.29	2.91	1.78	2.54	1.49	2.36	1.44	2.00	1.23	3.15	1.82	3.17	1.81
Prosocial Silence (T2)	2.64	1.57	2.28	1.28	2.80	1.61	2.54	1.40	2.45	1.53	2.19	1.19	2.97	1.74	2.99	1.73
Prosocial Silence (T3)	2.66	1.58	2.09	1.25	2.71	1.60	2.73	1.61	2.50	1.54	2.36	1.51	2.80	1.56	2.82	1.56
Opportunistic Silence (T1)	1.71	1.23	1.81	1.22	2.18	1.36	1.97	1.51	1.78	1.47	1.98	1.24	2.14	1.44	2.16	1.44
Opportunistic Silence (T2)	1.69	1.18	1.72	1.09	2.20	1.43	2.12	1.54	1.78	1.20	2.08	1.41	2.13	1.42	2.14	1.43
Opportunistic Silence (T3)	1.67	1.13	1.61	1.04	2.30	1.65	1.88	1.48	1.76	1.30	1.92	1.22	1.98	1.29	1.99	1.29
Acquiescent Silence (T1)	2.31	1.47	2.13	1.41	2.57	1.37	2.67	1.75	2.17	1.43	2.22	1.11	2.77	1.66	2.71	1.60
Acquiescent Silence (T2)	2.45	1.54	2.08	1.26	2.76	1.74	2.70	1.83	2.16	1.61	2.36	1.30	2.62	1.53	2.57	1.46
Acquiescent Silence (T3)	2.53	1.55	2.12	1.38	2.67	1.64	2.97	2.01	2.07	1.36	2.42	1.24	2.63	1.51	2.58	1.44
Total Silence (T1)	2.31	1.21	2.05	1.10	2.60	1.26	2.41	1.21	2.11	1.18	2.09	1.04	2.85	1.48	2.83	1.48
Total Silence (T2)	2.36	1.23	2.05	1.04	2.70	1.35	2.45	1.35	2.13	1.26	2.23	1.16	2.68	1.33	2.66	1.33
Total Silence (T3)	2.41	1.24	1.98	1.04	2.61	1.36	2.60	1.47	2.11	1.24	2.23	1.09	2.60	1.29	2.58	1.28

Table 14 Continued

Variable	White Non-Hispanic <i>n</i> = 254				Hispanic <i>n</i> = 71				Black <i>n</i> = 61				Asian <i>n</i> = 165			
	Female <i>n</i> = 149		Male <i>n</i> = 105		Female <i>n</i> = 33		Male <i>n</i> = 38		Female <i>n</i> = 37		Male <i>n</i> = 24		Female <i>n</i> = 83		Male <i>n</i> = 82	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Emotional Exhaustion (T1)	3.18	1.66	2.75	1.44	3.57	1.66	2.92	1.67	2.41	1.14	2.94	1.69	3.44	1.84	3.39	1.81
Emotional Exhaustion (T2)	3.17	1.69	2.79	1.49	3.55	1.75	3.04	1.78	2.62	1.32	2.56	1.49	3.48	1.79	3.44	1.76
Emotional Exhaustion (T3)	3.11	1.74	2.70	1.53	3.54	1.81	3.03	1.88	2.41	1.39	2.67	1.51	3.41	1.77	3.38	1.74
Depersonalization (T1)	2.05	1.36	2.14	1.32	2.38	1.51	2.26	1.47	1.92	1.03	2.24	1.53	2.50	1.45	2.50	1.46
Depersonalization (T2)	2.03	1.30	2.06	1.37	2.52	1.33	2.34	1.47	2.03	1.18	1.92	1.06	2.54	1.62	2.55	1.63
Depersonalization (T3)	2.04	1.35	2.14	1.29	2.45	1.51	2.21	1.31	1.92	1.26	1.87	1.15	2.52	1.52	2.53	1.53
Personal Accomplishment (T1)	3.36	1.21	3.29	1.19	3.63	1.31	3.22	1.33	3.24	1.25	3.05	0.99	3.84	1.21	3.85	1.21
Personal Accomplishment (T2)	3.31	1.22	3.37	1.28	3.36	1.37	3.39	1.26	3.13	1.26	3.35	1.27	3.80	1.13	3.79	1.12
Personal Accomplishment (T3)	2.97	1.06	2.86	1.05	3.14	1.14	3.02	1.15	2.84	1.22	3.06	1.29	3.42	1.08	3.41	1.08
Total Burnout (T1)	2.97	1.18	2.78	1.06	3.31	1.28	2.86	1.20	2.57	0.87	2.81	1.11	3.35	1.25	3.33	1.25
Total Burnout (T2)	2.95	1.17	2.81	1.13	3.24	1.33	2.99	1.27	2.65	1.01	2.67	0.98	3.36	1.27	3.34	1.26
Total Burnout (T3)	2.81	1.17	2.62	1.12	3.15	1.30	2.83	1.30	2.44	0.95	2.61	1.02	3.20	1.26	3.19	1.25

Note. Asian includes Asian-Indian.

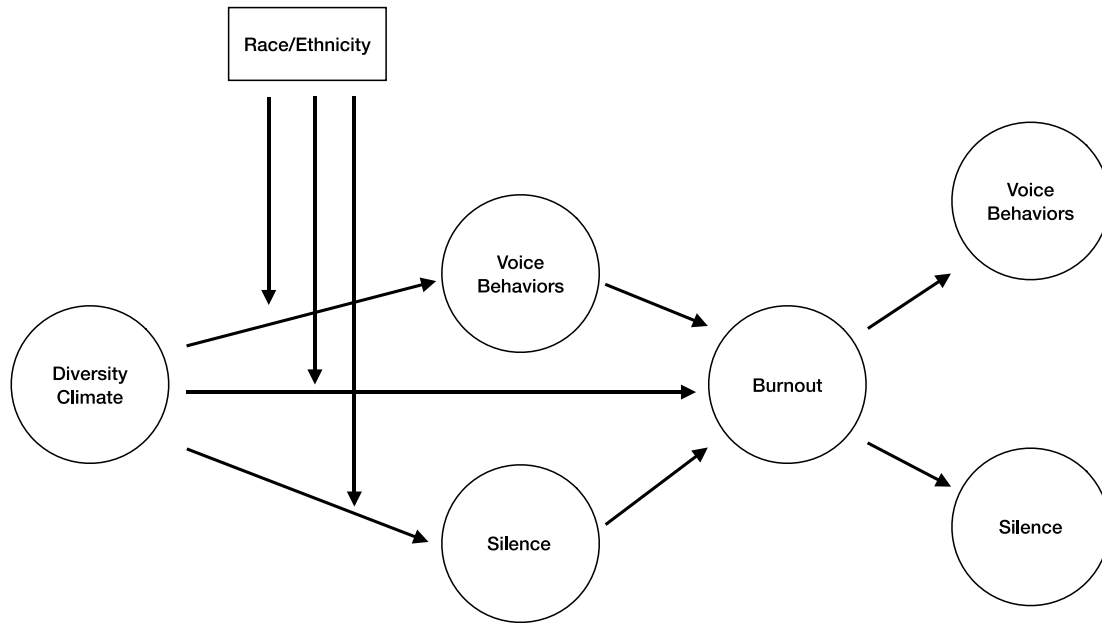


Figure 1

Path model of diversity climate, voice behaviors, silence, burnout, and race/ethnicity

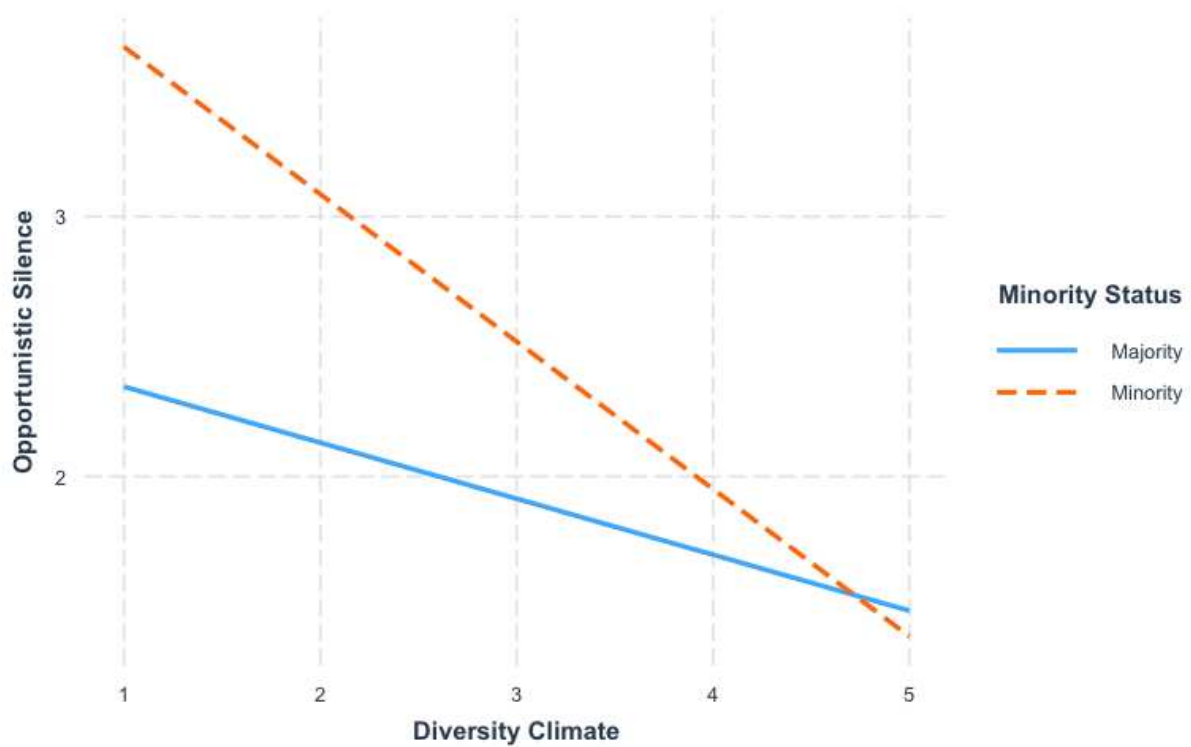


Figure 2

Differential effect of diversity climate on opportunistic silence by minority status

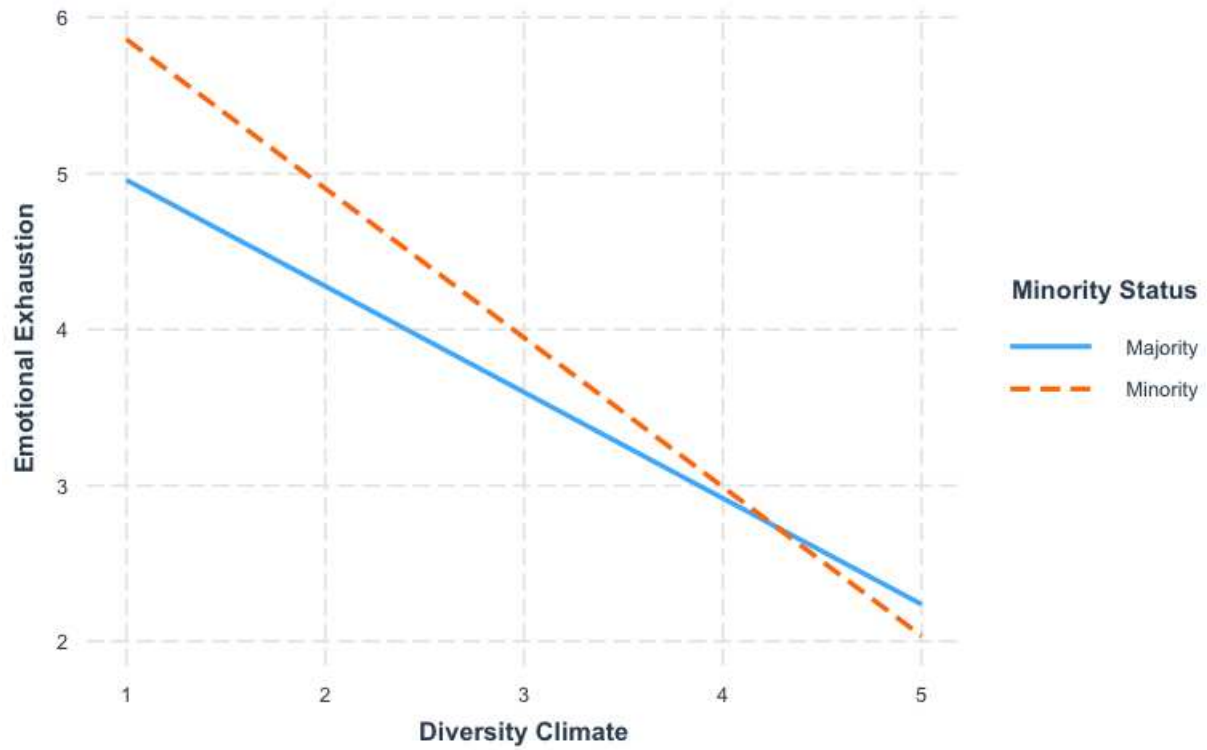


Figure 3

Differential effect of diversity climate on emotional exhaustion by minority status

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APPENDIX A: PROLIFIC STUDY DESCRIPTIONS

Study 1:

The aim of the study is to understand your perceptions of what your organization's diversity initiatives are like, how frequently you speak up or not, and your well-being. The research team hopes to uncover how to encourage organizations to solicit the ideas and criticisms of employees because it is associated with improvements to employee well-being and organizational effectiveness. Your responses will help further research that aims to give *all* employees a voice.

You will be asked to complete three brief surveys one week apart from each other, paying \$1.59 for each survey. Participants who complete all surveys will receive a \$2.50

bonus. Each survey asks closed-ended questions about your demographic information (e.g., race, ethnicity, gender, tenure at your organization, minority status, etc.), perceptions of your organization, well-being, and frequency you speak up or not. You must complete all questions to be compensated for the study.

Study 2:

The aim of the study is to understand your perceptions of what your organization's diversity initiatives are like, how frequently you speak up or not, and your well-being. The research team hopes to uncover how to encourage organizations to solicit the ideas and criticisms of employees because it is associated with improvements to employee well-being and organizational effectiveness. Your responses will help further research that aims to give *all* employees a voice.

This is survey two. You are being asked to complete the second of three brief surveys one week apart from the first survey, paying \$1.59 for each survey. Participants who complete all surveys will receive a \$2.50 bonus.

Each survey asks closed-ended questions about your demographic information (e.g., race, ethnicity, gender, tenure at your organization, minority status, etc.), perceptions of your organization, well-being, and frequency you speak up or not. You must complete all questions to be compensated for the study.

Study 3:

The aim of the study is to understand your perceptions of what your organization's diversity initiatives are like, how frequently you speak up or not, and your well-being. The research team hopes to uncover how to encourage organizations to solicit the ideas and criticisms of employees because it is associated with improvements to employee well-being and organizational effectiveness. Your responses will help further research that aims to give *all* employees a voice.

This is survey three. You are being asked to complete the last of three brief surveys one week apart from the second survey, paying \$1.59 for each survey. Participants who complete all surveys will receive a \$2.50 bonus.

Each survey asks closed-ended questions about your demographic information (e.g., race, ethnicity, gender, tenure at your organization,

minority status, etc.), perceptions of your organization, well-being, and frequency you speak up or not. You must complete all questions to be compensated for the study.

APPENDIX B: INFORMED CONSENT

Consent to Participate in a Research Study Colorado State University

TITLE OF STUDY: Understanding Voice Behaviors and Silence Among Racial Groups

PRINCIPLE INVESTIGATOR: Danielle Gardner, PhD at (970) 491-0914 or Danielle Gardner@colostate.edu

CO-PRINCIPLE INVESTIGATOR: Marisa Rosen, MS at (561) 376-7884 or Marisa.Rosen@colostate.edu

WHO IS CONDUCTING THE STUDY? Marisa Rosen, an Industrial/Organizational Psychology doctoral student and her advisor, Dr. Danielle Gardner, an assistant professor at Colorado State University.

WHY AM I BEING INVITED TO PARTICIPATE? You are being invited to participate because you are a working adult in the United States.

PURPOSE OF THE STUDY: The purpose of the study is to understand how diversity climate and identity impact whether employees speak up about organizational issues at work or decide not to say anything, and their feelings of well-being.

LOCATION AND DURATION OF THE STUDY: This study takes place from the comfort of your own home or office, as this is an online survey design. The total time to complete the survey is no longer than 10 minutes.

WHAT WILL I BE ASKED TO DO? You will be asked to complete three surveys with a one-week time lag in between surveys. Questions will ask about basic components of your job, demographic questions (e.g., race/ethnicity, gender), if you speak up about organizational issues, perceptions of your organization and your well-being. Please complete as many questions as you are able to answer.

ARE THERE REASONS WHY I SHOULD NOT PARTICIPATE? You should only participate in this research if you are a full- or part-time working adult, who is at least 18 years old.

ARE THERE RISKS OR DISCOMFORTS? There are no known risks to participate. While the risk is minimal, you may be uncomfortable with questions related to your demographic identity. The researchers have taken all precautions to minimize any risk.

ARE THERE BENEFITS? There are no known direct benefits to participating in this research study. However, your participation in this research study will help organizations better listen to employee ideas, especially among people who hold marginalized identities.

DO I HAVE TO PARTICIPATE? Your participation is completely voluntary, and you can choose to withdraw at any time for any reason. To stop the survey, you may exit the survey window, but you cannot restart the survey after this time. You may also choose to be completely removed from the study. Please contact the research team with any concerns about participation.

CONFIDENTIALITY: Participants are fully anonymized on Prolific and receive a 24-character alphanumeric ID. Researchers cannot access participants' identifiable information and may not attempt to re-identify any participant.

Prolific has its own privacy policy and notes that they may process information you provide in your personal profile (gender, race, date of birth, relationship status, politics hobbies, etc.) and account (name, e-mail address, phone, address, and any correspondence data) on Prolific. They also acknowledge the use of third parties to handle your data. Please be aware that Prolific stores user data in a secure cloud container environment but does not itself store data provided within studies. Prolific will not disclose personal data to the researchers, but researchers can see anonymized demographic data. Additionally, the survey software, Qualtrics, has specific privacy policies of their own. You should be aware that these web services may be able to link your responses to your ID in ways that are not bound by this consent form and the data confidentiality procedures used in this study, and if you have concerns you should consult these services directly.

The research team works to ensure confidentiality to the degree permitted by technology. It is possible, although unlikely, that unauthorized individuals could gain access to your responses because you are responding online. However, your participation in this online survey involves risks similar to a person's everyday use of the internet.

We will keep private all research records that include your survey responses to the extent allowed by the law. All records will be kept on a password-protected computer for three years after the completion of the study, as required by law, after which time the information will be erased.

Your survey responses will not be shared with your organization or anyone else, and no one in your organization will know if you did or did not complete the survey. The researchers will not use your personal information and any identifying information will be deleted. We may publish the results of this study and use your responses, however, any personal information (i.e., Prolific public profile) will be kept private.

We may be asked to share the research files with the CSU Institutional Review Board (IRB) ethics committee for auditing purposes.

WILL I RECEIVE COMPENSATION? Yes, you will be compensated via Prolific. After approval from the investigator that you fully completed the survey, funds will be deposited into your Prolific account. However, response patterns will be monitored and random and/or incomplete responding on questions will not result in compensation.

WHAT IF I HAVE QUESTIONS? Please refer all questions about the study to the co-investigator, Marisa Rosen at (561) 376-7884. Prolific also allows anonymous messaging, so the researchers cannot identify who contacted them with concerns. If you have questions about your right to volunteer in this research you may contact the Research Integrity and Compliance Review Office via: Phone: 970-491-1553, or Email: RICRO_IRB@mail.colostate.edu.

Your agreement below acknowledges that you have read the information stated and willingly sign this consent form. You may print out this consent form to make a copy for your records.

If you agree to the above conditions, click agree. Otherwise, click disagree if you do not want to participate.

- Agree
- Disagree

APPENDIX C: DEMOGRAPHICS

1. Do you have a permanent paid job outside of Prolific?
☐ Yes ☐ No
2. What is your official job title? _____
3. How long have you been working at your job outside of Prolific? If you have been working for your organization for less than a year, please convert to a decimal (e.g., 6 months = 0.50 year)
_____year(s)
4. Are you a full- or part-time employee?
☐ Full-time (35+ hours/week) ☐ Part-time (20-34 hours/week)
5. Are you a contract worker?
☐ Yes ☐ No
6. Are you in a union?
☐ Yes ☐ No
7. What is your age as of your last birthday? [drop down list]
8. What is your sex assigned at birth?
☐ Male ☐ Female
9. What is your gender?
☐ Male ☐ Questioning
☐ Female ☐ Other _____
☐ Transgender Male ☐ Prefer not to say
☐ Transgender Female
10. Are you Hispanic and/or Latino?
☐ Yes ☐ No
11. What is your race? Check all that apply.
☐ African American or Black ☐ Native Hawaiian/Pacific Islander
☐ Caucasian or White ☐ Middle Eastern
☐ Asian American/Asian ☐ Multiracial or Multiethnic
☐ Native American/American Indian/Alaska Native ☐ Other (please specify): _____
12. Do you identify as a racial/ethnic minority **within your organization**?
☐ Yes

☐ No

13. Do you identify as a racial/ethnic minority **generally**?

☐ Yes

☐ No

14. Who is the racial/ethnic majority group in your organization?

☐ African American or Black

☐ Caucasian or White

☐ Asian American/Asian

☐ Native American/American
Indian/Alaska Native

☐ Native Hawaiian/Pacific Islander

☐ Middle Eastern

☐ Multiracial or Multiethnic

☐ Other (please specify):

15. How aware are you of your race/ethnicity right now?

☐ Select a number 1 (*not at all*) through 7 (*extremely*)

Identity Salience (Sellers et al., 1997)

1. Overall, my race/ethnicity has very little to do with how I feel about myself. ^R

2. In general, my race/ethnicity is an important part of my self-image.

3. My destiny is tied to the destiny of other members of my racial/ethnic group.

4. My race/ethnicity is unimportant to my sense of what kind of person I am. ^R

5. I have a strong sense of belonging to my racial/ethnic group.

6. I have a strong attachment to other members of my racial/ethnic group.

7. My race/ethnicity is an important reflection of who I am.

8. My race/ethnicity is not a major factor in my social relationships. ^R

Note: 7-point Likert-type scale from 1-7 (1 = *strongly disagree*; 7 = *strongly agree*). ^R
indicates reverse scored items.

APPENDIX D: SCALES

Voice Behaviors (Liang et al., 2012)

Promotive Voice

1. Proactively develop and make suggestions for issues that may influence the unit.
 2. Proactively suggest new projects which are beneficial to the work unit.
 3. Raise suggestions to improve the unit's working procedure.
 4. Proactively voice out constructive suggestions that help the unit reach its goals.
 5. Make constructive suggestions to improve the unit's operation.
-

Prohibitive Voice

6. Advise other colleagues against undesirable behaviors that would hamper job performance.
 7. Speak up honestly with problems that might cause serious loss to the work unit, even when/though dissenting opinions exist.
 8. Dare to voice out opinions on things that might affect efficiency in the work unit, even if that would embarrass others.
 9. Dare to point out problems when they appear in the unit, even if that would hamper relationships with other colleagues.
 10. Proactively report coordination problems in the workplace to the management.
-

Note: Frequency scale from 1-7 (1 = *never*; 7 = *daily*).

Silence (Knoll & Van Dick, 2013)

Item root: I remained silent at work...

Quiescent Silence

1. ...because of fear of negative consequences
 2. ...because I fear disadvantages from speaking up
 3. ...to not make me vulnerable in the face of colleagues or superiors
-

Prosocial Silence

4. ...because I do not want to hurt the feelings of colleagues or superiors
 5. ...because I do not want to embarrass others
 6. ...because I do not want others to get into trouble
-

Opportunistic Silence

7. ...to not give away my knowledge advantage
 8. ...because of concerns that others could take an advantage of my ideas
-

Acquiescent Silence

9. ...because that would mean having to do avoidable additional work
 10. ...because I will not find a sympathetic ear, anyway
 11. ...because my superiors are not open to proposals, concerns, or the like
 12. ...because nothing will change, anyway
-

Note: Note: Frequency scale from 1-7 (1 = *never*; 7 = *daily*).

Burnout (Maslach & Jackson, 1981)

Emotional Exhaustion

1. I feel emotionally drained from my work
 2. I feel used up at the end of the workday
 3. I feel fatigued when I get up in the morning and have to face another day on the job
 4. Working with people all day is really a strain for me
 5. I feel burned out from my work
 6. I feel frustrated by my job
 7. I feel I'm working too hard on my job
 8. Working with people directly puts too much stress on me
 9. I feel like I'm at the end of my rope
-

Depersonalization

10. I feel I treat some recipients as if they were impersonal 'objects'
 11. I've become more callous toward people since I took this job
 12. I worry that this job is hardening me emotionally
 13. I don't really care what happens to some recipients
 14. I feel recipients blame me for some of their problems
-

Personal Accomplishment

15. I can easily understand how my recipients feel about things
 16. I deal very effectively with the problems of my recipients
 17. I feel I'm positively influencing other people's lives through my work
 18. I feel energetic
 19. I can easily create a relaxed atmosphere with my recipients
 20. I have accomplished many worthwhile things in this job
 21. In my work, I deal with emotional problems very calmly
-

Note: Frequency scale from 1-7 (1 = *never*; 7 = *daily*).

Perceptions of Diversity Climate (McKay et al., 2007)

Instructions: To what extent does your company engage in each of the following policies, procedures, or practices to support racial/ethnic diversity?

1. Recruiting from diverse sources
 2. Offer equal access to training
 3. Open communication on diversity
 4. Publicize diversity principles
 5. Offer training to manage diverse population
 6. Respect perspectives of people like me
 7. Maintains diversity-friendly work environment
 8. Workgroup has climate that values diverse perspective
 9. Top leaders visibly committed to diversity
-

Note: Five-point Likert-type scale (1 = *well below expectations* to 5 = *well above expectations*).

Diversity Climate (McKay et al., 2008)

Instructions: Please rate the extent to which you agree with each of the following statements.

1. I trust my work unit/team to treat me fairly.
 2. My work unit/team maintains a diversity-friendly work environment.
 3. My work unit/team respects the views of people like me.
 4. Top leaders demonstrate a visible commitment to diversity within my work unit/team.
-

Note: Five-point Likert-type scale (1 = well below expectations to 5 = well above expectations).

Psychological Safety (Edmondson, 1999)

1. If you make a mistake on this team it is often held against you ^R
 2. Members of this team are able to bring up problems and tough issues
 3. People on this team sometimes reject others for being different ^R
 4. It is safe to take a risk on this team
 5. It is difficult to ask other members of this team for help ^R
 6. No one on this team would deliberately act in a way that undermines my efforts
 7. Working with members of this team, my unique skills and talents are valued and utilized
-

Note: 7-point Likert response format (1= strongly disagree; 7= strongly agree). ^R indicates reverse scored items.
