Exploring perceptions of inclusion

Sari Engen

Haaga-Helia University of Applied Sciences

Leadership and Human Resource Management

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Abstract

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Sari Engen

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Companies are urged to grow the diversity within their workforce due to problems such as skilled-labor shortage and aging population, in combination with social pressure to build more just society. Diversity can add the competitive value, but it can also cause disadvantages in organizations. Studies suggests that organizations that are focusing on the diversity management efforts that promote a climate of inclusion, are able to get the benefits of diverse workforce while minimizing the disadvantages. However, studies also suggest, that the outcome of diversity management actions are based on how employees are perceiving the practices and processes, not as they are objectively designed and implemented in organizations. Hence, the effectiveness of these practices and processes should be evaluated based on how the employees perceive them.

The purpose of this study is to define what is the level of perceived inclusion in one of the units in company x, what areas of inclusion are in good level, and what areas of inclusion should be developed to improve the perceived inclusion.

The theoretical framework of this study is based on a model that emphasizes both, the actions taken within organizations to prevent exclusion and those that promote inclusion.

The research strategy used in this study was a case study. Empirical research was conducted in November 2023 through a survey distributed to all employees in the selected unit. The collected data includes both quantitative and qualitative information.

Based on the study the level of inclusion was good, and all areas of inclusion were evaluated positively. Statistically significant differences were identified when comparing groups based on the duration of their employment in the company, the teams they belonged to, and whether participants held team lead responsibilities or not.

The findings suggest that it is important to focus on maintaining the good level in the future, and target developmental actions based on the length of employment.

Keywords
Inclusion, perceived inclusion, diversity, exclusion

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1   Introduction

During past years, the problem of skilled-labor shortage has been on the top of the mind in companies around Europe, also in Finland (European commission, 2023; Keskuskauppakamari 2022). As the struggle won't get any easier in the coming years due to the aging population and increasing labor market mismatches (SITRA 2023), it´s self-evident that we can't afford keeping any parts of the workforce outside job market. Moreover, companies must not only attract new talents, but also make sure to keep the existing ones. In addition, companies are also assumed to actively contribute building a more fair and just society by addressing systemic inequities, and providing equal opportunities for all, including historically marginalized groups. (McKinsey, 2020; McKinsey, 2022).

This said, it seems like an obvious choice to welcome diversity with all its aspects to organizations. Furthermore, diversity, defined as "the representation of multiple identity groups and their cultures in a particular organization or workgroup" (Ferdman 2013, 4) can improve creativity and decision making, prompt higher innovation, and enhance customer understanding in diverse markets (Georgiadou, Gonzalez-Perez & Olivas-Luján Miguel 2019, 12; Greenberg 2003, 122). Shore, Cleveland and Sanchez (2018, 186) add, that in a world characterized by growing change and complexity, diversity offers a range of perspectives and experiences that can benefit both organizations and the communities where these organizations are located.

However, diversity alone doesn't necessarily lead into positive benefits. In fact, diversity can cause fractions, frustration, and other disadvantages in organizations, such as limited workgroup cohesiveness, conflicts, mistrusts, poor decision-making, and poor communication (Ferdman 2013, 4; Shore & al. 2018, 177).

What conditions enable organizations to leverage the advantages of a diverse workforce while minimizing the disadvantages? The study conducted by Mor Barak, Lizano, Kim, Duan, Rhee, Hsiao & Brimhall (2016, 305) suggests, that although diversity in organizations is associated with both positive and negative outcomes, diversity management efforts that promote a climate of inclusion are consistently associated with positive outcomes. This concludes that the focus of increasing the diversity should be extended to developing policies and practices that generates a climate of inclusion (Mor Barak et. al. 2016, 305). Shortly said, diversity of a workforce only provides the opportunity for greater innovation, but without inclusion such a benefit is unlikely happen (Shore & al. 2018, 178; Ferdman 2013, 4).

Accordingly, not only to unlock the potential for innovation and growth in a diverse workforce, but also to create workplaces where all kinds of people can flourish, individuals need to be part of inclusive organizations and groups. Inclusion can be seen as a way of working with diversity by

developing processes and practices that are supporting organizations to reap the benefits of their diversity, and developing a culture and climate where people with differences are accepted and equitably rewarded in the organization (Ferdman 2013, 5; Garg & Sangwan 2020, 13).

However, no matter how much time, effort and money organizations are using to develop the practices and processes creating inclusiveness, it cannot bring the desired outcomes unless individuals in the organization feel that they are part of an inclusive workplace. In other words, the outcome of these actions is based on how employees are perceiving the practices and processes, not as they are objectively designed and implemented. (Robbins & Judge 2014, 184; Nishii & Wright 2008, 10). Hence, this research is focusing on studying the perceived inclusion in organizations.

Although inclusion is an important factor in all areas of life, weather talking about political decision making, educational systems or how we meet each-others as human beings in general, this study is looking into inclusion themes only from an organizational point of view.

Company in this study

Company in this study is a Finnish-based technology company that manufactures, deploys, and maintains automation systems and IoT solutions for buildings. In year 2022 this company had turnover of 60M€ and about 400 employees located in Finland and Sweden.

This study focuses on researching the perceived inclusion in one unit, Project & Maintenance organization, later P&M, consisting of three teams: projects, maintenance, and life cycle services. P&M is the biggest organization in company having approximately 140 employees mostly in the capital area, but also in other bigger cities in Finland.

1.1 Terminology

Definitions of terms used in diversity, equity, and inclusion (DEI) work vary a bit. As ensuring a mutual understanding requires clear definitions for these terms, in this study, when addressing concepts of diversity, inclusion, equity, belonging, and exclusion, the following definitions are used.

Diversity

According to Armstrong (2020, 165) diversity refers to the differences between people. Smith, Yellowley & McLachlan (2020, 165) are defining these differences as a "mix of skills, abilities, genders, ages, cultures, and ethnic groups, etc. relating to a workforce", emphasizing that diverse workforce consists of both demographic characteristics, such as age, gender or sexual orientation, and a mix of psychological characteristics, such as values, interests, and experiences. In addition, Greenberg (2003, 123) mentions also job-related diversity, which means e.g., functional

background, industry, and occupation. Robbins (2024, 77) points out, that there are two different levels in diversity: surface level and deep level. Surface-level diversity means those characteristics, which are easy to notice, such as gender, race, ethnicity, or age. They don't always reflect the ways individuals are thinking or feeling, but those characteristics may activate certain stereotypes in others. Deep level diversity refers to "differences in values, personality, and work preferences that become progressively more important for determining similarity as people get to know one another better". (Robbins, 2024, 77.)

Equity

Robbins (2024,100) defines equity to be the actions that provides access to the same opportunities for all employees, while recognizing that some people have more privileges while others are confronted with barriers. Sanford (2022, chapter 1) adds that fairness does not require everyone to be treated the same way, equally, but it creates equal access to opportunities through relevant organizational policies and practices so that everyone is offered the kind of support they need. Robbins (2024, 100) states, that commitment to equity involves both a commitment to equal opportunity, and also reducing prejudice and discrimination. Equity strategies can include engagement and collaboration with diverse communities, critiquing unjust structures, building coalitions, and education on inequity. (Robbins, 2024, 100.)

Inclusion and belonging

While diversity exists or not, inclusion is always a conscious choice that needs to be made by both individuals and organizations. Like Armstrong (2020, 165) says, "inclusion is the deliberate act of welcoming diversity and creating an environment where different kinds of people can thrive and succeed". Ferdman (2013, 16) defines inclusion as a "practice, an interacting set of structures, values, norms, group and organizational climates, and individual and collective behaviors, all connected with inclusion experiences in a mutually reinforcing and dynamic system". However, Ferdman (2013, 21) also argues, that it is not necessary to give one single definition of inclusion, as the suitability of the definition depends on the frame of reference, purpose, and level of analysis.

Belonging walks hand-in-hand with inclusion and can be seen as an outcome of inclusive environment and actions. It is a powerful emotion, which binds us to the communities we value, and motivates us to work towards shared objectives. Belonging can be seen as the foundation for the psychological safety. (McGowan & Shipley, 2023, chapter 5.) Morukian (2023, 5) adds belonging to the definition of inclusion by stating, that inclusion is referring to practices, behaviors, and structures that are promoting a sense of belonging in organizations. Morukian (2023, 5) continues, that sense of belonging can be defined as the fundamental human need of wanting to feel a sense of

belonging with the group, and also feel to be seen as an individual, with one's own unique qualities and characteristics.

For everyday purpose, Chan (2020) summarizes the differences and connections of these terms beautifully:

> "**Diversity** is a fact.
> **Equity** is a choice.
> **Inclusion** is an action.
> **Belonging** is an outcome."

Exclusion

Depending on context there are many definitions and different levels of exclusion. In organizational context exclusion is one form of discrimination, and it means exclusion of certain people from job opportunities, social events, discussions, or informal mentoring, and it can also occur unintentionally (Robbins 2024, 83). It is important factor to address, as Abrams, Hogg and Marques (2004, 14-15) says, that the effects of exclusion are almost always negative, and that psychological effects of exclusion to individual can be contraction of self, self-concept threat, lowered self-esteem, anger, frustration, and emotional denial.

1.2   Objective and research questions

If organizations aim to be more inclusive, they must understand the types of people management policies and practices that support inclusion. This study focuses on overall perception of inclusion, which is formed with practices and processes that are both preventing exclusion and promoting inclusion. To bring new angle to the study of inclusion, and to gain insight on effectiveness of the inclusion practices and policies, I will particularly focus on researching the perceived inclusion in one of the units in the Company X.

The research questions for this study are:
Q1: What is the level of perceived inclusion in P&M unit in Company X?

Q1a: What areas of inclusion are in good level?
Q1b: What areas of inclusion should be developed, to improve the perceived inclusion?

Structure of this thesis

The structure of the thesis is following. In chapter 2, I will present a literature review focusing on theories related to the themes of preventing exclusion and promoting inclusion, examining perceptions of inclusion, and exploring the factors influencing these perceptions. Additionally, I will introduce the theoretical framework used in this research. In chapter 3, the methodology section of this study will be presented. This will include an overview of the chosen research strategy, the case study, along with explanations of the data collection processes, used methods, and the data analysis process. In chapter 4, the research findings will be presented. Subsequently, Chapter 5 will involve a discussion of these findings, addressing the research questions, assessing the reliability and validity of the study, and concluding with a reflection on the personal learning process during the writing of this study.

2   Theoretical Framework

The foundation for diversity, equity and inclusion work was set in Paris in 1948, when The Universal Declaration of Human Rights by United Nations was published. It sets the basis for non-discrimination and equality at work in articles 2 and 23. Article 2 presents the foundation for the declaration, stating that every individual is entitled to all the rights and freedoms outlined in the declaration without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status. In article 23 are presented the rights of every person to work under fair conditions, protection from unemployment, equal pay for equal work, fair compensation ensuring a dignified life, and the freedom to join trade unions to protect their interests. (United Nations 2023.) Finland has various acts that are supporting the equality and non-discrimination at work. To mention the most important ones in this context, provisions on equality and on the prohibition of discrimination can be found from the Non-discrimination act (1325/2014), and provisions on equality and on the prohibition of discrimination based on gender from the Act on equality between women and men (609/1986).

Undoubtedly, legislation and compliance practices have reduced discrimination against marginalized groups. However, true success lies in creating inclusive organizations that not only welcome marginalized individuals but also provide opportunities for their advancement and thriving within the company.

In this chapter the theories and frameworks around the themes of preventing exclusion and promoting inclusion are presented. While processes and practices preventing exclusion are creating a profound foundation for inclusion work, they alone do not create perceived inclusion. For individuals to perceive the inclusion, organizations need to focus also on processes and practices that are promoting inclusion. Therefore, theories and frameworks are examined more thoroughly from this perspective. At the end of this chapter a theoretical framework supporting the research project is presented.

2.1   Preventing exclusion

Preventing exclusion is often referred in companies as diversity management. Georgiadou & al. (2019, 11-12) argue, that the disadvantages of diversity are not precisely caused by the workforce diversity itself, but more due to poor diversity management, that Robbins (2024, 100) defines to mean that appropriate strategies to manage and leverage the workforce diversity are used. Ivancevich and Gilbert (2000, 75) define diversity management as "the systematic and planned commitment by organizations to recruit, retain, reward, and promote a heterogeneous mix of employees". Pitts (2006, 253) definition of diversity management has similar elements than Ivancevich and

Gilbert, and he defines it to be a complex concept and claims it to include three components; re-cruitment programs, programs aimed to increase cultural awareness, and pragmatic management policies.

Pitts (2006) model for diversity management is presented on Figure 1. Pitts (2006, 254) claims that the three initiatives, recruitment, building cultural awareness and pragmatic management policies, are leading to integration, and increased organizational heterogeneity, cultural synergy, and job satisfaction, which are all together influencing the organizational performance in desired way. He also points out, that all these three diversity management initiatives should be aligned with the core mission of the organization.
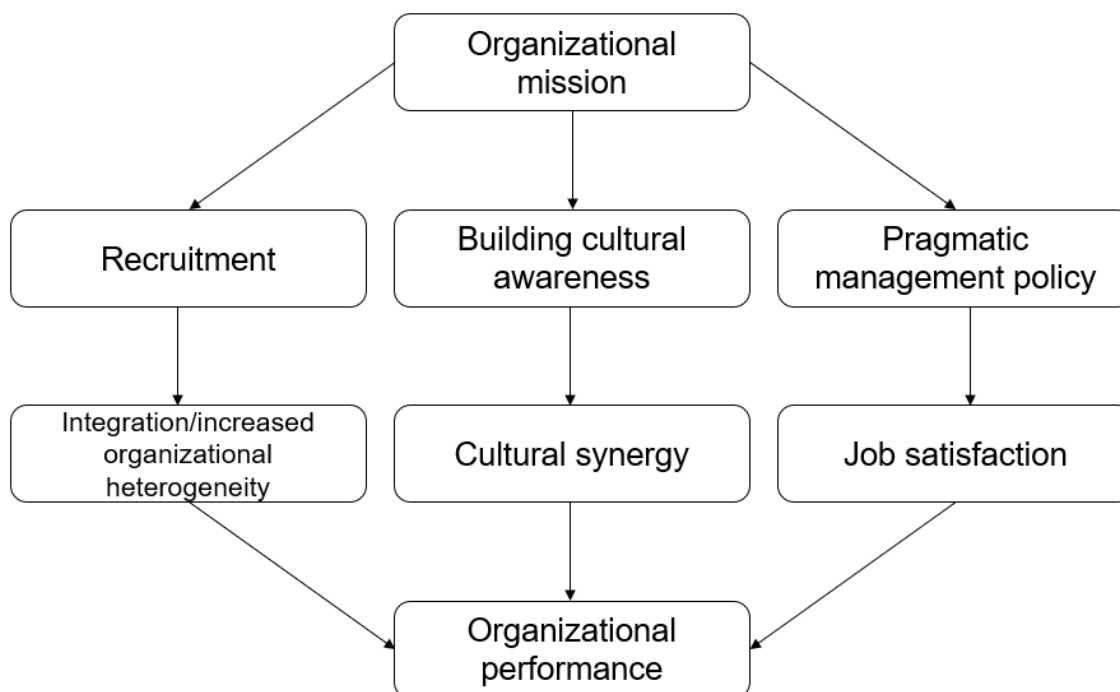
Figure 1. Model of Diversity Management (adapted from Pitts 2006, 254)

In the model Pitts (2006, 253) argues, that recruitment is the only way organizations can achieve diversity. Robbins (2024, 104-105) is also emphasizing the importance of recruitment activities by saying, that workforce diversity can be enhanced by targeting recruiting messages to those demo-graphic groups, which are underrepresented in the workforce. He also adds that the selection stage is the most important place to apply diversity efforts in recruitment process, and thus hiring managers should value fairness and objectivity, and use well-defined protocol for assessing appli-cants. (Robbins 2024, 104-105). Tetlock and Mitchell (2009, 17) are also emphasizing the im-portance of selection stage and are advising to implement structured interviews that prioritize as-sessing knowledge, skills, and abilities derived from professional job analyses and objectively

validated tests. They continue by saying, that all stereotypical content from recruitment materials should be removed, job descriptions that are based on the specific tasks performed in the role should be created, rather than relying on characteristics typically associated with individuals who have traditionally held the position. Lastly, they say that information regarding race, sex, age, and other irrelevant applicant attributes to the greatest extent possible should be concealed. (Tetlock & Mitchell, 2009, 17.)

A second element in the Pitts model is the building of cultural awareness. It is important as it can be assumed that employees who are valuing differences can use diversity to their advantage in producing better work outcomes and produce cultural synergy. On the contrary, employees who are not valuing diversity and don't bother to explore cultural differences, are more likely to end up to conflicts, which leads to segmentation within workgroups, leaving very little chance of producing cultural synergy. (Pitts 2006, 253.) Jeyalakshmi and Chandrasekar (2022, 4) think similar to Pitts and says, that cultural diversity management has a direct impact on six aspects of corporate performance: cost, human resource attractiveness and retention, marketing success and innovation, creativity and invention, quality of problem solving, and organizational flexibility.

Lastly Pitts (2006, 254) states that pragmatic management policies seeking to improve employee job satisfaction and retention should be in place. These policies can help organization to recruit form a larger pool of candidates, and lead to increased retention and retaining of organizational knowledge, as employees feel that their needs are valued. Robbins (2024, 104) is also recognizing the importance of effective and comprehensive management policies and claims them to have four different components, that together are influencing on employee experience. Firstly, managers should advocate for diversity as a resource, secondly, they should promote positive intergroup inter-actions, thirdly, they should stimulate discussions and conversations among those of different backgrounds to manage the organizations' knowledge, and lastly encourage continuous reflection on the organizations' diversity practices, processes, and goals. (Robbins 2024, 104.)

Management of microinequities, discrimination and subtle discrimination are part of pragmatic management policies.

Microinequities

Rowe (1990, 4) defines microinequities to be rather small, often momentary, and hard-to-prove kind of events, which are covert, often unintentional, and unrecognized by the perpetrator. Hinton's (2003) definition has similar aspects, and he defines microinequity as "a subtle message, sometimes subconscious, that devalues, discourages and ultimately impairs performance in the workplace." Hinton (2003) continues, that those messages can occur in looks, gestures or tones of

voice. Rowen (1990, 2) points out, that microinequities are occurring when people are perceived to be somehow different, e.g., women in a traditionally male dominant work environment. The mechanisms fostering prejudice against individuals who are different may appear subtle, but their collective impact is significant. When combined, these mechanisms possess considerable influence. Microinequities operate by both excluding individuals who are different and making those individuals less self-confident and less productive. (Rowen 1990, 2.) Hinton (2003) adds that the cumulative effect of microinequities can lead to damaged self-esteem and even withdrawal from co-workers in the office.

What can organizations do to minimize the microinequities and the consequences caused by them? According to Rowe (1990) they should provide support and help addressing individual concerns by, for example, providing confidential advisers. However, most importantly employers should recognize the importance of microinequities and offer platforms to discuss about them, and to help managers to notice and address the microinequities as they happen (Rowe, 1990).

Discrimination and subtle discrimination

According to Mor Barak (2016, 220) discrimination in employment occurs when (a) individuals, institutions, or governments are treating people differently because of personal characteristics such as race, gender, or sexual orientation, instead of their ability to perform their jobs, and (b) these actions have a negative impact on access to jobs, promotions, or compensation. Mor Barak (2016, 97) continues, that discrimination can be *overt*, meaning it occurs because of a policy or law that generate unequal treatment, or *covert*, meaning it to be result of implicit side effect of another policy or decision. Discrimination can also occur on *individual* or *institutional* level. Discrimination happens on individual level when a single manager or coworker, driven by their personal biases, carries out certain actions. In contrast, it takes on an institutional nature when these actions are executed in alignment with the organization's practices or policies. Discrimination can also be characterized by the motivation behind it and can be *intentional* or *unintentional*. (Mor Barak 2016, 97.) However, as Robbins (2024, 85) states, weather discrimination is overt or covert, intentional or unintentional, discrimination is one of the primary factors preventing diversity.

While direct discrimination is usually actionable and rather easy to recognize, the nature of subtle discrimination is different. Van Laer and Janssen (2011, 1205) describe subtle discrimination as "forms of discrimination that pervade society, are less visible, often very ambiguous for those experiencing it, not easily recognized as discrimination and often not punishable under anti-discrimination legislation." Walker, Corrington, Hebl and King (2022, 312) argue, that experiences of subtle discrimination are using a lot of the resources that are needed to perform tasks at work. When an individual faces subtle discrimination and e.g., gets treated rudely, frowned at, or ignored, they use

regulatory resources to control their thoughts, feelings, and behavior. The negative consequences of subtle discrimination on performance might be explained by this usage of regulatory resources. (Walker, Corrington, Hebl & King 2022, 312.)

To prevent discrimination and subtle discrimination organizations should, according to Hebl, Cheng & Ng (2020, 275), implement a higher degree of structure and consistency in their processes to minimize biases, communicate clearly that both overt and subtle discrimination is not tolerated, promote inclusion in organization and lastly, organizations and leaders should follow the antidiscriminatory legislation and also "set an example for future legislation through their own policies".

The role of (top) management in preventing exclusion

Cottrill, Lopez & Hoffman (2014, 276) states, that leaders within diverse and inclusive organizations should demonstrate comfort with diversity, adjust behavioral guidelines to ensure broad compliance, foster platforms for cross-cultural dialogues, exhibit a commitment to ongoing learning, and authentically share their own trials and successes to inspire a culture of authenticity among their team members.

Robbins (2024, 104) highlights, that managers have a critical role when promoting equity, as they are playing the key role in establishing diversity strategy in their organizations. This strategy needs to clearly demonstrate the expectations organization has, and policies must be communicated to employees so they can understand how and why certain practices are followed (Robbins 2024, 104). Organizations are also putting a lot of effort of diversity trainings for managers, but Robbins & Judge (2014, 90) highlights that in order to get desired results, trainings need to include strategies to measure the representation of historically marginalized groups in managerial positions and managers needs to be hold accountable for achieving more demographically diverse management teams.

2.2   Promoting inclusion

The practices and processes that are preventing exclusion are setting a good base for inclusion work, but to ensure, that everyone in diverse workforce have equal possibilities to flourish and succeed, inclusion practices and policies needs to be actively promoted. In this chapter I will present theories and frameworks about how organizations can promote inclusion. I´m presenting the theories from "outside in", looking first the theories of Mor Barak (2016) and Ferdman (2013). These theories emphasize the impact that organization's external environment has for inclusion work. Afterwards, I look into the perspective of individuals by presenting the theory of Shore & al. (2011). This theory underscores the concepts of belongingness and uniqueness as an essential foundation

for promoting inclusion. Finally, the role of management is presented in a form of inclusive leadership practices.

Multilevel analytic framework of inclusion

Mor Barak´s (2016, 511) emphazes the different levels of inclusion. She claims that inclusion cannot excist in a vacuum, as orgnizations are always part of communities, society, and global networks. Mor Baraks (2016) model of inclusive workplace is preseted in Figure 2.
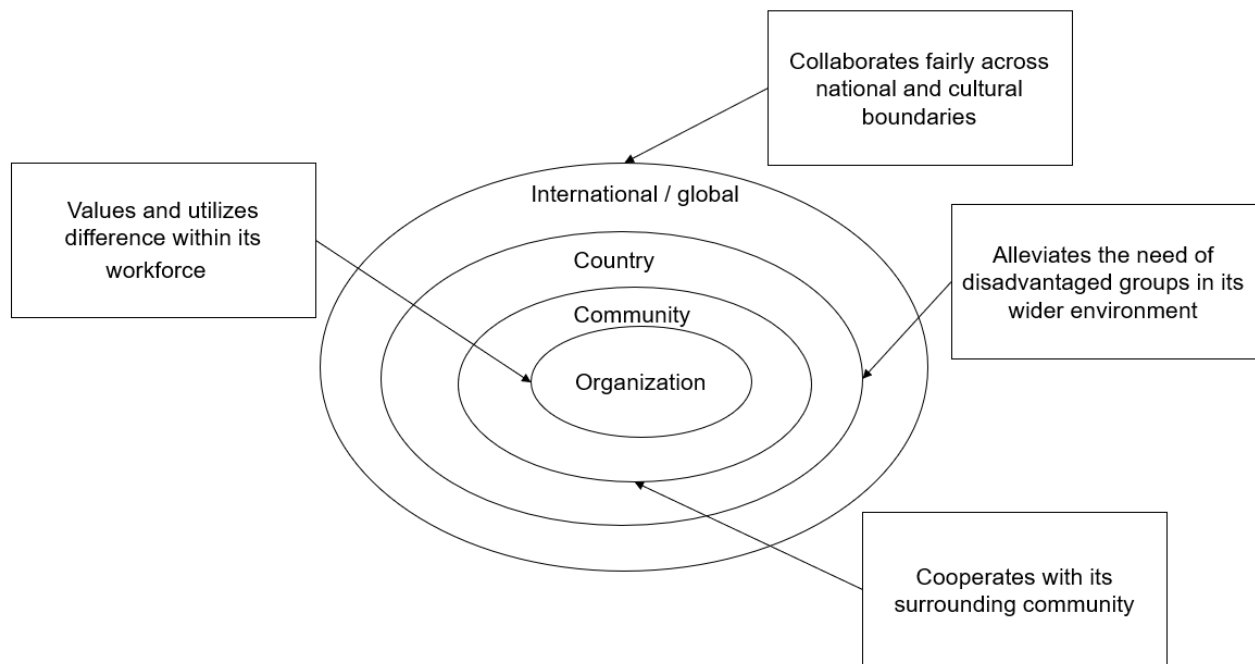
Figure 2. The inclusive workplace model (Adapted from Mor Barak 2016, 511)

Mor Barak locates the organization in the middle of the model and says, that organization´s acions are affected by it´s valutes, policies, programs and actions. To become inclusive, those values and norms should be evaluated, and new policies and programs bringing the needed change should be intiated. (Mor Barak 2016, 511.) While doing this organizations should, accroding to Mor Barak (2016, 511), also be an active member in the community and nation-wide programs aimin to support disadvantaged groups, and collaborate across cultural and national boundaries. Mor Barak's inclusive workplace model offers a guide for implementing inclusion policies and practices within and outside the organization. It emphasizes the importance of working together with the local community and recognizing the community and society as genuine stakeholders in the organization. (Mor Barak 2016, 510-511.)

Ferdman (2013, 14) is also highlighting the importance of multiple levels in the society around the organization itself, but unlike Mor Barak (2016, 511), locates the individual´s experience of

inclusion and individual to the center of the model. However, Ferdman (2013, 16) points out, that though individual´s own experience is important to note, that angle alone isn't sufficient as if focusing only on individuals´ own motivation to belong, we can't fully address how group or social identities are affecting the dynamics of inclusion and exclusion. He states, that when assessing inclusion, multiple levels must be observed simultaneously (Ferdman, 2013, 16-17). According to Ferdman (2013, 30) inclusion has both individual and collective components, and it includes the angles of how individuals are experiencing their life, work and interactions, and also how social groups collectively experience the world. Ferdman (2013, 15) also emphasizes the nature of inclusion as non-static or a one-time achievement, as needs to be created anew in each situation through the relationships individual has with the surrounding social systems. Ferdman (2013, 15) describes inclusion as a continuum, where society, organizations, leaders, work groups and individuals should share inclusive values, policies, practices, and behaviors, in order to create experience of inclusion in individuals and social identity groups.

In Figure 3 is presented Ferdmans (2013, 17) multilevel analytic framework for inclusion systems. Ferdman (2013, 30) emphasizes that inclusion cannot exist without individuals who seek for it and behave accordingly. Around levels lies diversity with all it´s aspects.

Diversity:

Job related diversity

Age

Gender

Sexual orientation

Society:
inclusive policies, practices, values, ideologies

Organization:
inclusive policies, practices, climates

Leaders and leadership
inclusive practices

Groups and teams:
inclusive practices, norms; collective experience of inclusion

Individuals:
Inclusive and interpersonal behaviour

Experience of inclusion

Diversity:

Culture

Ethnic groups

Values

Interests

Experiences
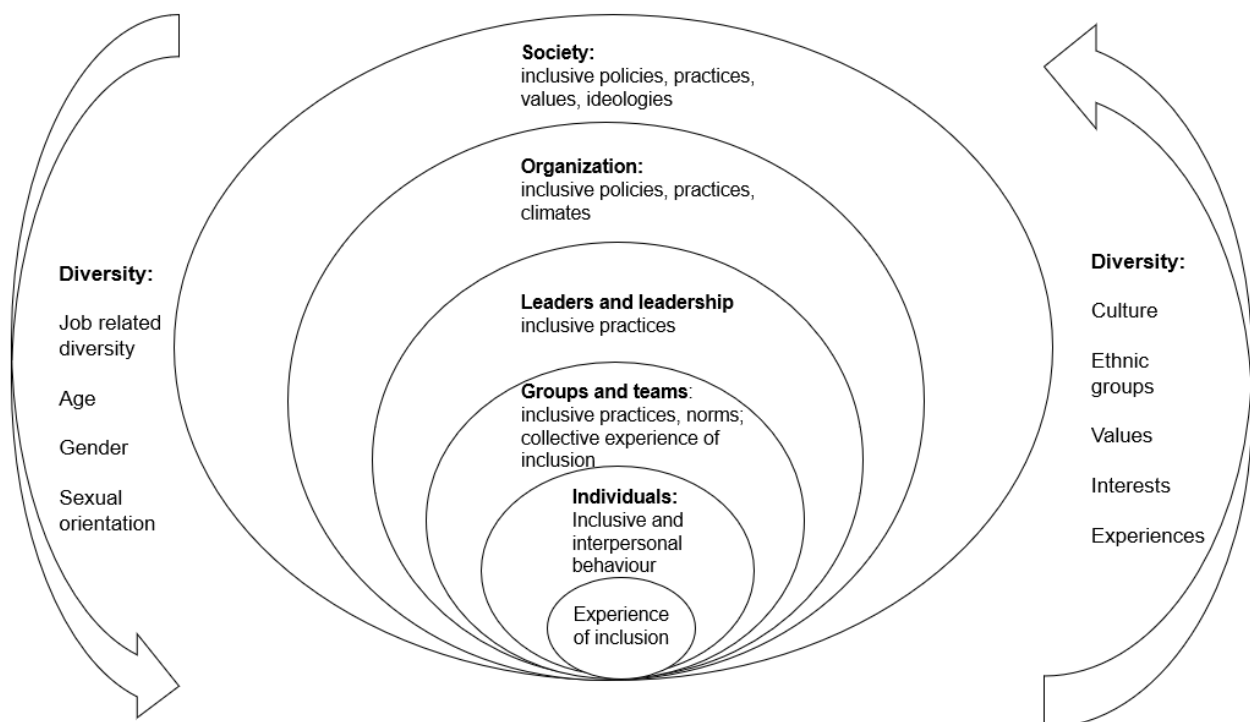
Figure 3. Systems of inclusion: a multilevel analytic framework. (Adapted from Ferdman 2013, 17)

In the center of framework is **individuals experience** of inclusion, meaning the degree to which individuals "feel safe, trusted, accepted, respected, supported, valued, fulfilled, engaged, and authentic in their working environment, both as individuals and as members of particular identity

groups". **Inclusive interpersonal behavior** is created when group memebers are making people feel included, and treating each-others kindly and are open to receiving kindness from each-others. **Group level inclusion** comes true when group is promoting inclusion by adopting needed practices and norms, treating everyone with respect, encouraging collaboration and resolving conflicts authentically. The collective experience of inclusion is formed from individuals' perceptions and interpretations at the group level. **Inclusive leader and leadership** level emphasizes the additional responsibilities of leaders in promoting inclusion within organizations. In addition to inclusive interpersonal behavior, leaders must also hold others accountable for their actions and align the organizations mission and vision with inclusion. Inclusive leadership serves as a crucial factor in promoting inclusion at various levels, including groups, organizations, and societies. In **organization** level the policies and practices play a crucial role when promoting inclusion. They shape individual behavior, leadership, and overall organizational culture. By incorporating inclusive policies across various systems, such as work processes, recruitment, decision-making, and community engagement, organizations can create an inclusive and supportive environment for all stakeholders. When promoting inclusion in sociaty level, broader **societal** frameworks that influence our experiences, behaviors, policies and practices needs to be considered. These frameworks include various policies, values, and ideologies, some of which may not support inclusion. Communities, societies, and international organizations can still take proactive measures to foster inclusion and create inclusive communities, where people can maintain their unique identities and cultures. (Ferdman 2013, 17-20.)

Belongingness and uniqueness as a base of inclusion framework

While Ferdman (2013, 17) argues, that when assessing inclusion, multiple levels must be observed simultaneously, and Mor Barak (2016, 511) is emphasizing the importance of active collaboration with communities, Shore & al (2011, 1266) are focusing more on individual´s perspective of inclusion. Shore & al. (2011, 1266) have developed their definition of inclusion by using Marilynn Brewer's Optimal Distinctiveness Theory (ODT, 1991), and then presenting their framework of inclusion. According to Shore & al. (2011, 1263-1265) ODT is a psychological theory focusing on how individuals are balancing their need for inclusion in social groups, and their need for self-distinctiveness and uniqueness within the groups they belong. Theory assumes humans having a fundamental motivation to belong to social groups and at the same time maintain a sense of individual distinctiveness. According to the ODT individuals also have a strong need to be part of social groups, in order to fulfill their need for belonging, social support, and acceptance, while still being seeing and valued as unique individuals. The importance of the two needs, belongingness, or uniqueness, are varying depending on the context of individuals situation, leading to the place where specific social identity may become more important than in other situations. (Shore & al. 2011, 1263-1265.)

Shore & al. (2011, 1265) define inclusion "as the degree to which an employee perceives that he or she is an esteemed member of the work group through experiencing treatment that satisfies his or her needs for belongingness and uniqueness". Focusing on both belongingness and uniqueness is differentiating their theory from other theories, which are not focusing on the necessity for balancing these two needs.

	Low belongingness	High belongingness
Low value in uniqueness	**Exclusion** Individual is not treated as an organizational insider with unique value in the work group but there are other employees or groups who are insiders.	**Assimilation** Individual is treated an insider in the work group when the conform to organizational/ dominant culture norms and downplay uniqueness.
High value in uniqueness	**Differentiation** Individual is not treated as an organizational insider in the work group, but their unique characteristics are seen as valuable ad required for group/ organization success.	**Inclusion** Individual is treated as an insider and also allowed/ encouraged to retain uniqueness with the work group.

Figure 4. Inclusion framework (Adapted from Shore & al. 2011, 1266)

Figure 4 presents the two-dimensional framework for inclusion by Shore & al (2011, 1266). Framework is focusing on how individuals are perceiving the inclusion within a group they are part of. Exclusion states low belongingness and low value in uniqueness, leading to the situation where individual is not treated as an organizational insider who brings unique value in the work group, unlike other employees who are considered being insiders. This can lead to harmful cognitive, emotional, behavioral, and health outcomes, and feelings of an exclusion. (Shore & al. 2011, 1265.)

Assimilation states high belongingness and low value in uniqueness, leading to situation where unique individual only gets treated as an insider, when he or she conforms to the dominant norms of the culture. Individual can choose whether or not to reveal his or her uniqueness if the characteristics, which are not fitting the group norms, are not visible. This could mean for example a religious view or sexual orientation. If the characteristic is more visible, like race, age or gender, individual can choose to minimize and downplay the way there differentiate from the group. (Shore & al. 2011, 1265.)

Differentiation states low belongingness but high value in uniqueness. There is differentiation on how unique individuals want to be seen. Companies have "increasingly emphasized the unique capabilities of their employees as a form of human capital and a source of competitive advantage".

This has led to the situation where organization can have individuals with highly appreciated unique values, but who don't fully fit into the organizational culture. To solve this issue, some of the organizations have implemented the concept of free agency, which makes it possible for organizations to harness the skills and abilities of unique individuals without committing to permanent employment agreements. (Shore & al. 2011, 1266-167.)

Lastly, in the inclusion cell both high uniqueness and high belongingness are working together creating a feeling of inclusion. When a unique individual is welcomed into a group, and the group genuinely appreciates their unique characteristics, it can lead to opportunities for improved group performance. (Shore & al. 2011, 167.)

Inclusive leadership

According to Mor Barak (2016, 359) uniqueness and belongingness atmosphere can be reached with inclusive leadership, which means ability to recognize and appreciate the uniqueness of the organizational members and also to promote their sense of belonging with three inclusion dimensions: decision making, information networks, and participation in groups and the organization as a whole. (Mor Barak 2016, 359.) Inclusive leader is close to what literature describes as transformational leader (Mor Barak 2016, 360). In the model presented in Figure 5, Mor Barak (2016, 360) describes how transformational leader provides individualized consideration to all employees, leading them to recognize each individual´s specific characteristics and talents, advancing the uniqueness aspect of inclusion. Also, in order to promote the uniqueness aspect, transformational leader can incite intellectual simulation, promoting an environment where employees are urged to look for different perspectives. Belonging aspect of inclusion cab be promoted by transformational leader by idealized influence, which creates a shared sense of purpose and common goal among the employees, and by inspirational motivation that urges everyone to participate reaching the common goals. (Mor Barak 2016, 361.)

| Transformational leadership | Inclusive leadership | Climate of inclusion |
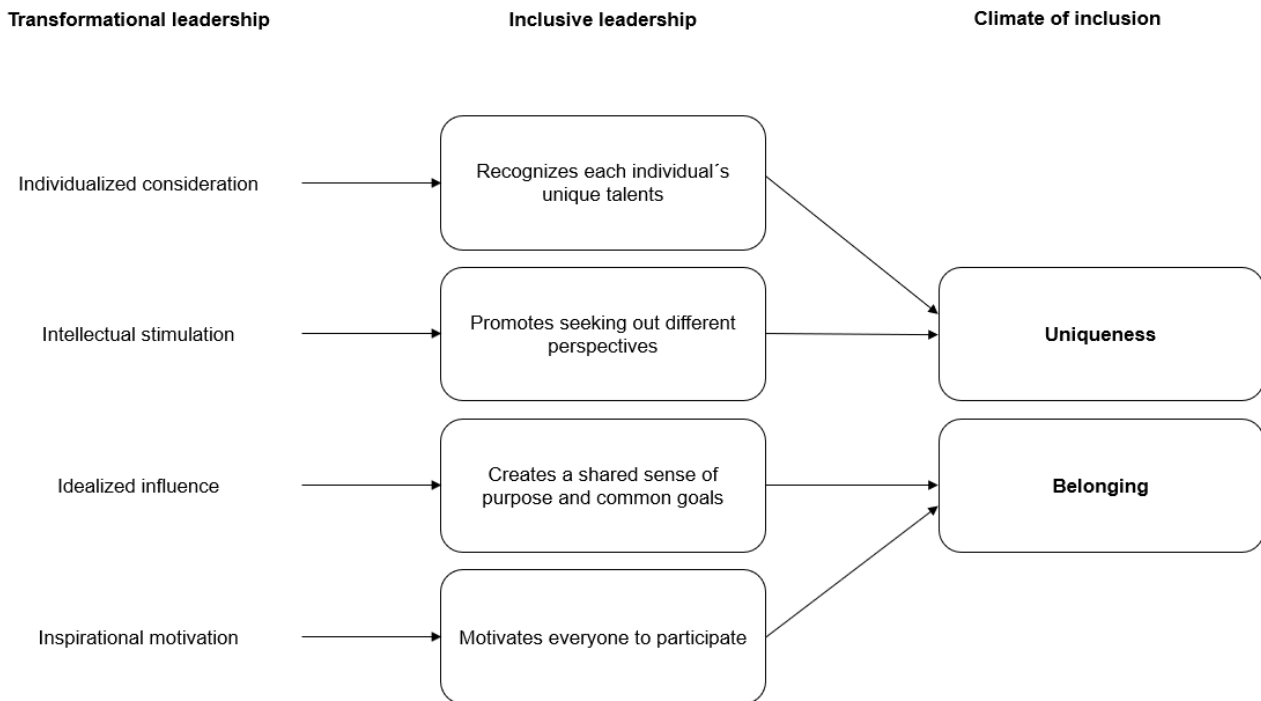
Figure 5. The path from transformational leadership through inclusive leadership to organizational climate of diversity (Adapted from Mor Barak 2016, 362)

Randel, Galvin, Shore, Ehrhart, Chung & Dean (2018, 191) are also emphasizing how important it is that leaders are supporting the sense of uniqueness and belonging in work groups. They propose, that compared to other leadership forms, inclusive leadership offers a distinct advantage in promoting the efficient functioning of diverse work teams. They built their theory on optimal distinctiveness theory and defined inclusive leadership as a set of leadership behaviors, which are supporting group members to feel part of the group (belongingness), retain the feeling of individuality (uniqueness), and at the same time contribute to group processes and outcomes. (Randel & al. 2018, 191.) Randel & al. (2018, 191) continue by saying, that as belonging and being valued for uniqueness are fundamental needs, inclusive leadership could be beneficial not only for diverse teams, but also more homogeneous work groups.

Randel & al. (2018, 193) say, that leaders can facilitate belongingness by (1) supporting group members for example by offering support and help, (2) ensuring that members of the group are experiencing justice and equity by making group members to feel that they are a respected part of the group, and by proactively considering how decisions can unintentionally create a lack of equity, and by (3) providing opportunities for shared decision making on relevant issues by sharing power, consulting others when making decisions, and offering help to decide how work could be conducted.

Randal & al. (2018, 193-194) propose, that leaders can promote the feeling of uniqueness by (1) encouraging diverse contributions to the work group by appreciating and seeking different opinions and approaches, and by (2) helping group members fully offer their unique talents and perspectives to enhance the work of the group, by encouraging everyone to participate, learning about everyone's strengths and preferences, and highlighting that everyone can bring their full selves to work

2.3   Perceived inclusion

Why do organizational efforts aimed at promoting inclusion sometimes fall short of achieving their intended outcomes? Robbins & Judge (2014, 184) say, that "the world as it is perceived is the world what is behaviorally important", meaning that what we perceive can be different from objective reality, and people's behaviour is based on their perception of what reality is, not on reality itself. Ferdman (2013, 15) echoes with Robbins & Judge and says, that the inclusiveness of organizations practices or individuals' behavior, "should be based on whether or not those affected by the practice or behavior feel and are included". This is a critical factor to consider when assessing the effectiveness of HR practices and processes that have been implemented. Though it is wished that employees are responding the practices with improved skills and increased satisfaction, commitment and motivation, the outcome is based on how employees are *perceiving* the practices and processes, not as they are objectively designed and implemented. (Robbins & Judge 2014, 184; Nishii and Wright 2008, 10.)

Nishii and Wright (2008, 6-7) recognize the possibility that actual HR practices might differ from their initially intended forms, due to the way these practices are executed. This helps to understand the difference between intended and perceived inclusion practices in organizations. Nishii and Wright (2008, 6-7) emphasize that the impact of HR practices depends on the perceptions that employees have on them, and employee perceptions of HR practices vary because of employees' unique ways of thinking, their values, their personality, and other individual differences. (Nishii and Wright 2008, 7.) Nishii and Wright (2008, 6-7) argue that these employee perceptions effect on their attitude and behavior at work, which is associated with organization performance. The extent to which employee attitudes and behaviors link to bigger organizational success depends on functions such as team structure, task interdependence, leadership, and group cohesion. (Nishii & Wright 2008, 6-7.) Process model of strategic human resource management is presented (Nishii & Wright 2008, 7) in Figure 6.

Next, I will present the variations affecting the perception of HR practices in both individual and job group level.
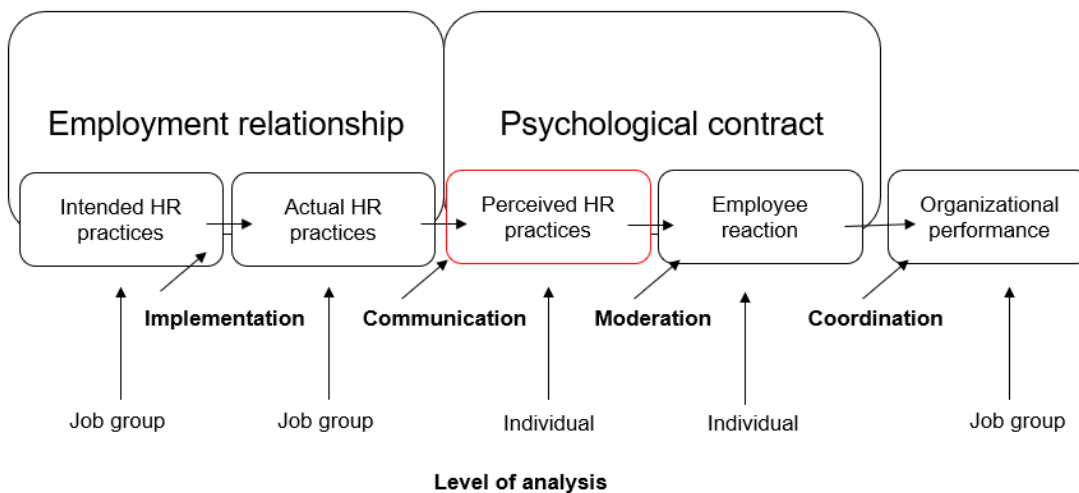
Figure 6. Process model of SHRM (adapted from Nishii & Wright 2008, 7)

Individual and job group level variations effecting the perception of HR practices

Great variability can exist in the way that employees respond to HR practices. Bowen and Ostrof (2004, 208) propose, that when HRM system is perceived by employees as high in distinctiveness, consistency, and consensus, it will be perceived as a strong HRM system. In strong HRM systems, individual differences in how employees perceive the work environment decrease, and a common perception of the workplace emerges. When this shared perception extends to groups and to the entire organization, positive performance outcomes can be achieved. When employees collectively share their perceptions, they can more effectively align their actions to achieve the organization's strategic goals. (Bowen & Ostrof 2004, 208.)

Nishii and Wright (2008, 15) claim, that previous experiences with HR practices in different companies can strongly affect on how employees perceive HR practices in their current work. Expectations formed from past experiences influence how employees' approach e.g., information-seeking in the new organization. Recruitment and socialization experiences, such as onboarding, are also shaping beliefs about the employment relationship. As especially recruitment experiences can vary a lot based on the recruiting representative, expectations about the job can be diverse. This can lead into situation, where even within the same organization individuals' perceptions of HR practices can differ from beginning. (Nishii & Wright 2008, 15.)

Nishii & Wright (2008, 15-16), says, that employee's role in organization can also affect the way they evaluate organizational information. These roles can be e.g., their place in the organizational hierarchy, reporting relationships or personal experiences with leaders. Also, employees who are centrally positioned in organizations informal networks can better control the allocation and use of valued resources, such as training and performance rewards, and therefore have better

opportunities to reach their goals. This leads into more favorable perceptions of HR practices and policies. This emphasizes how the patterns of the way people are interacting with each other are important in shaping the employees' perception of HR practices. (Nishii & Wright 2008, 15-16.)

Managers play a crucial role in shaping how people see HR practices. The way managers are working, is linked to how employees in the team feel about the work environment and having a good relationship with a manager makes employees see the work environment, and it´s practices, more positively. Even in the situation where employees own values don´t match the company's values, which are shown e.g., as HR practices, they can still have good experiences at work if the relationship with manager is good. All these findings suggest that how employees view the overall company, including HR practices, is partially influenced by their experiences and feelings toward their immediate supervisors. (Nishii & Wright 2008, 16.)

As it´s often manager´s task to implement HR practices with their team, manager´s role extends beyond the interpersonal connections they have with their team members, to job group level. Nishii and Wright (2008, 17) point out, that even though companies have clear guidelines for the HR process implementation, variability often exists at the work group level because of the different ways managers are implementing the processes. Managers need to translate HR processes into situation-specific action directives when interacting with their team members, and as there will always be room for interpretation with implementation, different perceptions of HR processes in team level will arise. (Nishii & Wright 2008, 17.)

Perceptions of HR practices can be influenced not only by formal organizational group memberships but also by informal social identity groups. If individuals from specific groups perceive unfair treatment or exclusion from organizational practices and accessibility to valued organizational resources, these perceptions can affect how they interpret HR practices. (Nishii & Wright 2008, 19.) Ferdman (2013, 9) continues, that expectations of being included can differ in organization based on individuals' history of oppression or privilege. This means that members of dominant groups are usually expecting to be able to join the groups or organizations, and receive acceptance, worth and equal treatment. This point highlights the core meaning of DEI work, where societal inequities and systematic discrimination is addressed and solved. (Ferdman 2013, 9.)

2.4 A model of inclusive organizations in this study

Previously in this chapter I have presented theories about the prevention of exclusion, the promotion of inclusion, and about perceived inclusion. Next, I will shortly summarize the highlights of these topics, after which I will present a theoretical framework used in this research.

Diversity management, in other words preventing exclusion, creates a good foundation for inclusion work. According to Pitts (2006, 254) by aligning recruitment, building cultural awareness, and pragmatic management policies to organizational mission, companies can influence on both integration and increased organizational heterogeneity, cultural synergy, and job satisfaction. All these outcomes together are then influencing on the organizational performance in desired way. By successfully managing microinequities, discrimination and subtle discrimination, organizations can create a safe and fair space for diverse workforce and advance diversity. (Pitts 2006, 254.)

Researchers have different approaches to the ways inclusion can be promoted in organizations. Mor Barak (2016, 511) and Ferdman (2013, 17) are emphasizing the multiple levels of inclusion that must be considered when designing inclusion practices and policies in organizations, while Shore & al.´s (2011, 1266) theory focuses on the importance of balancing the needs of uniqueness and belongingness in individual level. Mor Barak (2016, 511) and Randel & al. (2018, 191) are emphasizing the importance of inclusive leadership practices in order to nourish the belonging and uniqueness needs of individuals.

A substantial amount of literature (Robbins & Judge, 2014; Nishii & Wright 2008; Bowen & Ostrof 2004; Ferdman, 2013) highlights the significance of employees' perceptions when assessing the efficacy of implemented processes. While organizations may have numerous practices and processes in place to promote inclusion, or prevent exclusion, these efforts have limited value unless employees perceive a genuine sense of inclusiveness in the organization. Variations at both the individual and job group levels can influence how HR practices are perceived. (Robbins & Judge, 2014; Nishii and Wright 2008; Bowen & Ostrof 2004; Ferdman, 2013.)

While all these theories provide valuable insights into concepts of preventing exclusion and promoting inclusion, they don't offer a complete view on their own. That is why I've chosen to adopt the model of inclusive organizations, presented in Figure 7, by Shore & al. (2018, 185) as the theoretical framework for this study.
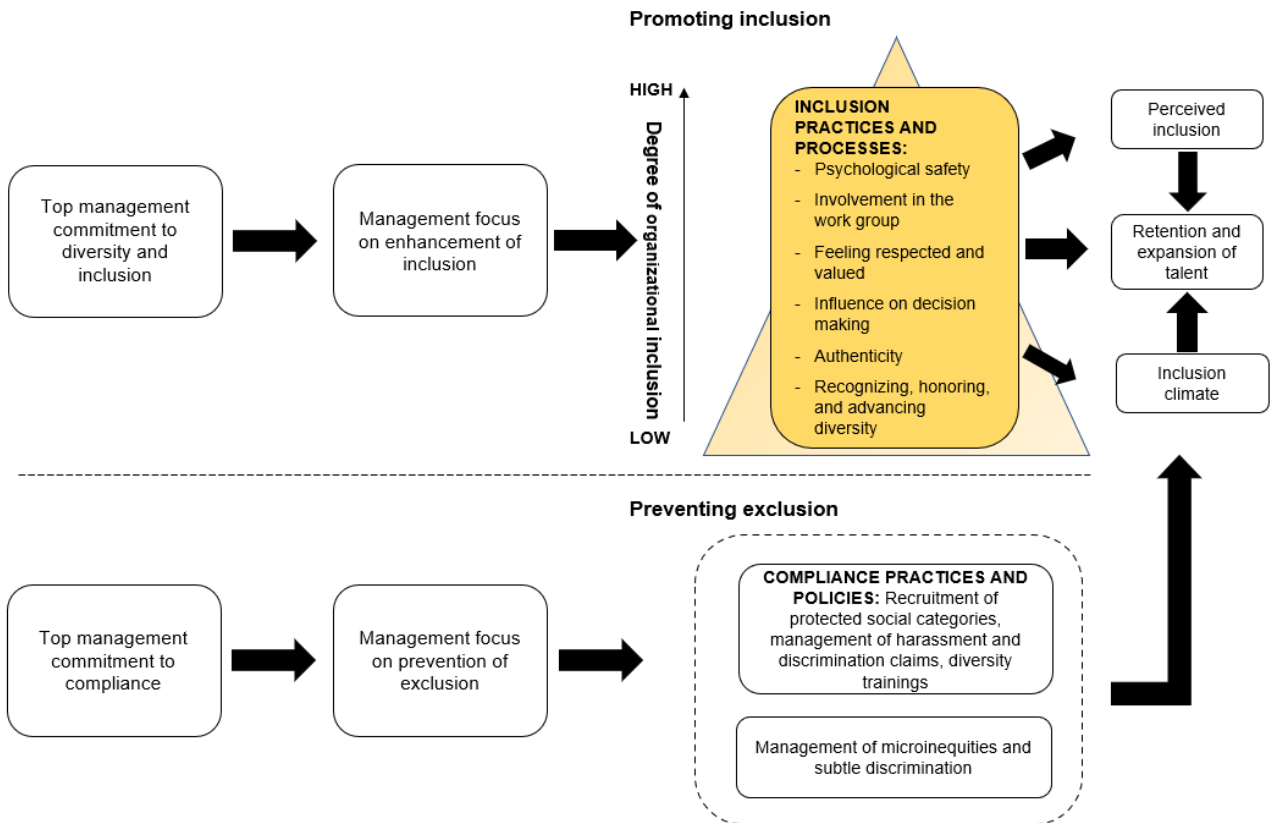
Figure 7. A model of inclusive organizations (modified based on the model of Shore & al. 2018, 185)

This framework provides context and supports the research questions by defining, what kind of compliance practices and policies are supporting the foundations of inclusive organization impacting the creation of inclusion climate, and by defining what kind of practices and policies are supporting perceived inclusion in organizations. Together these factors, inclusion climate and perceived inclusion, are impacting retention and expansion of talent in organizations, helping organizations to succeed in not only hiring, but also keeping the talent in highly competitive talent market. The inclusion practices and processes, presented in a yellow triangle in Figure 7, are playing an important part in this study. Those processes and practices are also differentiating this theory from other inclusion theories (Mor Barak 2016; Ferdman, 2013) as they are presenting the factors that are creating perceived inclusion.

Like other authors (Randel & al. 2018; Mor Barak 2016), also Shore & al. (2018) are emphasizing the role of top management and management in their model. Shore & al. (2018, 176) says, that the role of the direct supervisor is critical in shaping inclusive experiences, particularly when it comes to employees belonging to the social groups that are more likely to be excluded, or when there's a lack of similarity between team members or between the employee and their manager. Mor Barak,

Luria & Brimhall (2022, 842) propose, that because organizational policies are mostly influenced by top management (CEO´s), and daily practices are mostly influenced by the group level leadership (supervisors and team managers), inclusive leadership should exist in both of these levels to avoid policy-practice decoupling. In inclusion context policy-practice decoupling refers to failing to "walk the talk", meaning the gap between the implementation of policies designed to recognize and engage employees for their unique attributes, and the execution of actions meant to put these policies into practice within organizational processes. This includes decision-making, information sharing, and informal relationships. (Mor Barak & al. 2022, 842.) The role of management in preventing exclusion has been presented chapter 2.1 and promoting inclusion in form of inclusive leadership in chapter 2.2.

Next, I will present the elements of preventing exclusion and promoting inclusion in this Shore & al´s (2018) model.

2.4.1 Preventing exclusion

In Shore & al.´s (2018, 185) model for inclusive organizations inclusion is approached from two different orientations: management prevention and promotion orientation. In this thesis work I have renamed those as preventing exclusion and promoting inclusion, as they describe the essence of those approaches better. When preventing exclusion, managers work to make the organization safe and secure by following laws and regulations to avoid legal issues, but also addressing subtle forms of discrimination. The practices and policies such as recruitment of protected social categories, management of harassment and discrimination claims, and diversity trainings, establish the groundwork for fostering an inclusive organization. The compliance practices and policies preventing exclusion have been presented more thoroughly in chapter 2.1. By following these practices and policies, and combining them with inclusion practices and policies, organizations can establish inclusion climate. (Shore & al. 2018, 185.)

Nishii and Rich (2013, 332) have also done research about the inclusion climate, and claim it to consist of (1) practices within the organization that shape how employees perceive what is valued and rewarded in an organization, (2) interactions among employees, which leads to the development of common interpretations regarding the workplace environment, and (3) objective characteristics of the work environment, including established norms and policies that limit decision-making and other behaviors. Nishii and Rich (2013, 339) continue by saying, that based on studies people working in teams with inclusive climates are reporting higher levels of personal inclusion or belongingness within the group, commitment, satisfaction, perceived organizational support, and willingness to engage in citizenship behaviors, and are less inclined to leave the organization, in contrast to those working in teams with lower levels of inclusivity.

2.4.2   Promoting inclusion

While preventing exclusion, especially in a form of diversity management practices have focused bringing marginalized groups into the workplace, inclusion practices are aiming to create equal access to decisionmaking, resources, and career advancement opportunities for these individuals. (Shore & al. 2018, 177). Themes presented in inclusion practices and processes list in yellow triangel in Figure 7 collectively contribute creating an inclusive and respectful organizational culture that values individuality, fosters participation, and supports diverse identities. (Shore & al. 2018, 185.) The presentation of themes in the form of a triangle is designed such that the foundational themes are at the bottom, and the degree of inclusion progressively increases as one ascends towards the top of the triangle. Themes are based on the elements suggested by Ferdman (2013), presented later in methodology chapter on Table 1 "Experience of inclusion". Next, I will present these themes, starting from the bottom.

Recognizing, honoring, and advancing of diversity

Corner stone of organizational inclusion is recognizing, honoring, and advancing of diversity. Shore & al. (2018, 185) claim that it comes true when people are treated fairly, when diversity of workforce is utilized to promote learning and growth, and top management shows value for diversity. This theme also involves elimination of factors prevents people from advancing their careers. It means making sure that everyone, especially those who belong to historically marginalized identity groups, has a fair chance to earn more money and move forward in their job. (Shore & al 2018, 185.) Robbins (2024, 100) also sees that the work promoting diversity, equity and inclusion in organizations begins with celebrating, rather than denigrating the differences between people, and increasing the representation of diverse, marginalized people in the workforce.

Authenticity

The theme of authenticity describes organization's support for openness and the exchange of personal identities (Shore & al. 2018, 185). This concept aligns with the uniqueness component in Shore et al.'s (2011, 1266) framework presented in Figure 4, allowing employees to express valued identities that might diverge from the dominant organizational culture or employee lifestyles, all without facing negative consequences (Shore & al 2018, 185). Ferdman & Roberts (2013, 110) describes authenticity to be the act of "being genuine, honest, centered, and consistent with one's values". Ferdman & Roberts (2013, 110) emphasize, that in the heart of authenticity is being true to oneself and commitment of continuous process of recognizing and sharing one´s own experience with other. Ferdman and Roberts (2013, 110) continues, that authenticity also means "being clear

about and true to the full range of who we are, not only as individuals but also as members of various social and cultural groups".

Though Shore at al. (2018, 185) means authenticity, in this context, more as a possibility for an individual to bring one´s whole self to work, Robbins (2024, 106) highlights that authenticity in its other meaning also plays a huge role when wanting to earn credibility in diversity, equity and inclusion work. Leaders and managers of the organization needs to demonstrate actual commitment, and if their actions seem to have self-interested reasons, or they fail to redeem the promises they have made, outcome can be diminished inclusion perceptions.

Influence on decision making

Influence on decision-making comes true when employees feel that their ideas and perspectives are heard, and they can influence decision making. This aspect is often highlighted as an important aspect of fostering inclusivity. (Shore & al 2018, 185).

Being able to influence on decision making can be seen as a part of psychological empowerment, which "refers to a state of increased intrinsic task motivation that comprises four cognitive components: sense of meaning, competence, self-determination and impact" (Monje-Amor, Xanthopoulou, Calvo & Abeal Vázquez, 2021, 779). It is increased when the formal procedures for making important decisions give member a significant influence on these decisions (Yukl & Gardner, 2020, 117-118). White & Mackenzie-Davey (2003, 232) emphasizes, that important part of inclusion is ability to take an active role in organization, by being involved in decisions that are affecting employees as individuals or their role at the higher level in organization. It is not only seen as getting something rather that also being able to give something back to the organization, and being seen as an equal, who can contribute beyond the bare minimum requirements of the role. (White & Mackenzie-Davey, 2003, 232.)

Feeling respected and valued

Theme of feeling respected and valued involves receiving appreciation as a valued member of both the group and the organization, whether that appreciation is directed at the individual or individuals' important identity group (Shore & al 2018, 182).

White & Mackenzie-Davey (2003, 228) define the feeling of being valued as "a positive affective response arising from confirmation, within a congruent set of criteria, of an individual´s possession of the qualities on which worth or desirability depends". Rogers & Ashforth (2017, 1578-1579) argue that there are two different types of respect: one is a generalized respect, where everyone feels valued as part of the collective "we," and the other is a particularized respect, where

individuals perceive that the organization values them for their specific attributes, actions, and ac-complishments. Rogers & Ashforth (2017, 1578-1579) continue by saying, that respect is one of the most critical social signals that employees encounter within their work environment, as it con-firms their value and fulfills fundamental human needs.

Involvement in the work group

The concept of work group involvement centers around the sense of being an insider with access to crucial workplace information and resources, and it has been identified as an important factor for the success of diverse teams. It includes an individual's participation in tasks like sharing infor-mation and making collaborative decisions, as well as their feeling of being valued and heard. (Shore & al. 2018, 182; Hobman, Bordia & Gallois, 2004, 564-565.)

Mor-Barak and Cherin (1998, in Hobman & al. 2004, 564) define work group involvement "as the perception of inclusion-exclusion with regard to employee interaction or involvement within work teams". Guerrero & Barraud-Didier (2004, 1410) claim, that it can be assumed that employees are increasing their involvement in the company if they have possibility to both control and understand their work. Hence, involvement can be seen to consist of gathering intelligence, ideas and the moti-vation of all employees. This concept also includes the idea that employees' efforts are aligned with the company's goals, effectively turning them into enthusiastic and competent contributors to the organization's success. (Guerrero & Barraud-Didier 2004, 1410.)

Psychological safety in organizations

Psychological safety's significance in relation to team performance has been highlighted in re-search literature since the 1960s. However, it became part of the mainstream discussion after the publication of Google's Aristotle project research. It showed that the secret between successful teams is not skilled individuals, but rather how the team is working together. The research identi-fied five key dynamics that differentiate successful teams from other teams: psychological safety, dependability, structure & clarity, meaning of work and impact of work. Out of these five, psycho-logical safety was by far the most important factor, as it supports the other four. (Rozovsky, 17 No-vember 2017.)

Edmondson & Lei (2014, 23) defined psychological safety as "people's perceptions of the conse-quences of taking interpersonal risks in a particular context such as a workplace". Psychological safety in teams is more than just interpersonal trust. It is experienced in group level, and is a blend of trust, respect of each-others competence and caring about each-other as people, and it should not be mixed with team cohesiveness, as that can reduce willingness to disagree and challenge others´ views. (Edmondson 1999, 354, 375.)

Carmeli and Gittell (2009, 711) say that psychological safety, together with trust, involves a perception of vulnerability and making choices that are minimizing the negative consequences in relationships. Carmeli and Gittell (2009, 714) continue saying, that when group members perceive an environment where it's safe to express vulnerability in both their words and actions, they are more inclined to engage in learning from failures. At the same time, being able to challenge others´ views and disagree is essential also for building an inclusive atmosphere, where everyone can bring their authentic self and opinions while trusting, that they are accepted as they are, not expected to fit in with the norm (Edmondson 2018, chapter 2). This is supported by Edmondson´s (2018, chapter 2) studies showing that psychological safety can make or break achievement of team performance, especially in diverse teams.

Edmondson (2018, chapter 2) also points, that research on psychological safety finds positive benefits for learning, engagement, and performance in organizations, and presents study that found psychological safety predicting employee engagement. However, study of Yuanqin (2020, 4) has contradictory findings, which didn't confirm expectations of a positive correlation between psychological safety and work engagement. Instead, study suggests that psychological safety motivates employee voice, which leads to work engagement. Dundon & Gollan (2007, in Yuanqin 2020, 4) define employee voice to be a "practice of giving employees the opportunity to feed their concerns and opinions upwards to influence decision making", and it an important outcome of psychological safety.

To summarize, in order to foster an inclusion climate and enable perceived inclusion within organizations, it is essential to establish practices and processes aimed at preventing exclusion and promoting inclusion. The effectiveness of these actions should be evaluated based on how those processes and practices are perceived by the employees. Next, the methodology chapter provides an overview of the chosen research strategy, case study, and includes presentation of the data collection processes, methods employed, and the data analysis process.

3   Methodology

Research strategy in this work is a case study. Mainly quantitative, but also qualitative research methods for data collection were used. This chapter introduces the chosen research strategy, case study, data collection process and method, and the analysis of the survey. This is followed by discussion of the results of the conducted survey in Chapter 5.

3.1   Case study

This research is focusing on finding out what is the level of perceived inclusion in P&M unit, what areas of inclusion are in good level, and what areas should be improved to enhance the perceived inclusion.

Saunders, Lewis & Thornhill (2019, 189) define a research strategy to be a plan of how a researcher approaches answering the research question, linking the philosophy and choice of data collection, and analyzing methods. The research strategy chosen for this study is a case study. According to Yin (2014, 4) case study "investigates a contemporary phenomenon (the "case") in its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident." A case study offers a clear advantage when exploring "how" or "why" questions related to a current series of events, particularly when the researcher has limited or no control over the circumstances. The 'case' in case study research can refer for example to a person, a group, an organization, an association, a change process, or an event. Case study can be used to increase understanding of individual, group, organizational, social, political, and related phenomena. (Yin, 2014, 4; Saunders & al., 2019, 196-197.)

As the topic that I am researching, perceived inclusion, is indeed a complex social phenomenon, that I want to explore in deeper level in a specific organization, and produce suggestions for developmental ideas, case study works excellently as a method in this research.

3.2   Data collection process and methods

A survey is used in this research work for data collection. According to Saunders & al. (2019, 193) surveys are one of the mostly used data collection methods, which are answering the question of how a group of people thinks or behaves in relation to a particular issue. Surveys have many benefits: data can be collected from large number of respondents economically, they are rather fast to conduct and results, which are usually presented in numbers, can be processed statistically. Disadvantages are that the information can be seen as superficial and it is difficult for researcher to know, how seriously the respondents have responded the questions, or what their background knowledge about the topic is. (Saunders & al. 2019, 193; Moilanen & al. 2022, chapter 4.4.)

Surveys can be conducted by questionnaires, or face-to-face surveys where the answers are marked by the interviewers on behalf of the respondents. It is good to note, that only limited number of questions can be asked in questionnaires. The data collection technique effects strongly on the reliability of the results, and if asking sensitive questions, the presence of an interviewer can interfere with answers. One of the requirements for using a survey, is that there needs to be enough previous information about the phenomenon. (Saunders & al. 2019, 194; Moilanen & al. 2022, chapter 4.4.)

In this study, data was gathered from many respondents, making survey a cost-effective, fast, and efficient way of data collection. Although the collected data may be superficial, this approach allows input from all members of the target unit, enabling to form reliable overall picture of the perceived inclusion in the unit. It also emphasizes that everyone's opinion and input is valued and asked for. Also, topic can be seen as a sensitive, as questions, which are asked to measure the perceived inclusion are personal, and more truthful information can likely be received when participants can give their answers anonymously.

According to Heikkilä (2014, 51), in opinion surveys, there are often multiple statements presented in closed-ended questions, which are assessed using scale-type response options. The advantage of using scale-type questions is that they provide a lot of information in a concise format. The disadvantage is that it doesn't reveal the respondent's weighting of the statement. Another weakness is that the responses to later statements may be influenced by how earlier ones were answered, as the respondent seeks to maintain consistency in their responses. (Heikkilä 2014, 51.) The Likert scale is the most used scale for opinion statements, typically a 4 or 5-point ordinal scale, with one end usually indicating "strongly agree," and the other end indicating "strongly disagree." (Heikkilä 2014, 51.). When using the Likert scale, according to Heikkilä (2014, 51) the following factors should be considered:

- How many values should be included on the scale?

- How the different values on the scale are expressed in words?

- Whether to start with "strongly agree" or "strongly disagree" as the initial option.

- How to formulate the midpoint of the scale or whether it should be omitted entirely, or placed as the last option, such as "I don't know."

In this survey a 5-scaled Likert scale was used with following options: 1= disagree, 2=somewhat disagree, 3= don't disagree or agree, 4= somewhat agree, 5= agree. The terms "strongly disagree" or "strongly agree" were not used, as they may be perceived as too extreme for participants. For the purposes of this research, it is sufficient to determine whether participants agree, disagree, or

hold a neutral stance towards the claims. The option of "don't disagree or agree" was included in the survey to give possibility to the participants to express neutrality towards the claims.

When starting to plan the survey, it must be considered whether one or more samples needs to be collected, or if it's possible to collect and analyze data from every possible case or group member, this is called census (Saunders & al. 2019, 292). Census is a comprehensive study examining every unit, individual, or element within a population. It is typically used when the population size is relatively small, ideally containing fewer than 100 units. However, surveys may be used even when the population consists of 200-300 units. (Heikkilä 2014, 31.) This study is a census study.

The theoretical framework of this research guided the design of the survey questions. Framework enables the creation of questionnaire in a way, that relevant information is asked and collected. To gain a deeper insight, an open-ended question has been included in the questionnaire, allowing participants to voice their opinions on what the organization could do to enhance inclusiveness.

Creating the survey

When beginning the survey development process, I conducted research to explore the existing literature on measuring perceived inclusion. Ferdman (2013, 37-38) identified six key operational elements of the perceived inclusion and the associated issues to measure the workgroup inclusion. These elements are feeling safe, involvement and engagement in the workgroup, feeling respected and valued, influence on decision making, authenticity/ bringing one's whole self to work & diversity is recognized, attended to, and honored (Ferdman 2013, 37-38). According to Winters (2013, 220-221), to assess the level of inclusion in an organization, leadership related questions should be asked and analyzed. Winters (2013, 220-221) also says, that when assessing inclusion, it's important to break down surveys into various demographic and other categories to explore differences in attitudes and opinions. Dividing the data by different demographic segments helps leaders gain insights on how perceptions of inclusion differ, enabling them to adjust policies and practices for greater inclusivity. (Winters 2013, 220-221.) Church, Rotolo, Shull & Tuller (2013, 268) are highlighting the importance of assessing the level of diversity and inclusion in organization and are presenting questions to measure that, and Edmondson (2018, chapter 1), emphasizes the importance of assessing the level of psychological safety in teams. These elements, and the questions related to each element, are collectively presented in table 1.

Table 1. Elements of the perceived inclusion (Modified from Ferdman 2013, 36-37; Winters 2013, 220-221 & Church, Rotolo, Shull & Tuller, 2013, 268; Edmondson 2018, chapter 1)

Element	Examples of questions	Reference
Feeling safe	Do I feel physically and psychologically safe? Do I feel secure that I am fully considered a member of the group or organization? Can I move about and act freely (literally and figuratively)? Can I (and others like me) share ideas, opinions, and perspectives— especially when they differ from those of others— without fear of negative repercussions? Do I believe that others who share one or more of my identity groups are also safe from physical and/or psychological harm in the group or organization?	Ferdman 2013, 36-37
Involvement and engagement in the workgroup	Am I treated as a full participant in activities and interactions? Am I— and do I feel like— an insider? Do I have access to the information and resources that I need to do my work (and that others have)? Do I enjoy being part of the group or organization? Can I rely on others in my group or organization (and they on me)? Do I feel like we are part of the same team, even when we disagree? Can I (or people like me) succeed here?	Ferdman 2013, 36-37
Feeling respected and valued	Am I (and others like me) treated in the ways I (they) would like to be treated? Do others in the group care about me (and people like me) and treat me (and them) as a valuable and esteemed member(s) of the group or organization? Am I trusted? Am I cared about? Are people like me trusted and cared about?	Ferdman 2013, 36-37
Influence on decision making	Do my ideas and perspectives influence what happens and what decisions are made? Am I listened to when weighing in on substantive issues?	Ferdman 2013, 36-37
Authenticity/ bringing one's whole self to work	Can I be truly myself around others in my group or organization? Do I need to conceal or distort valued parts of my identity, style, or individual characteristics? Can I have genuine conversations with others without needing to involuntarily hide relevant parts of myself? Can I be open, honest, and transparent about my ideas and perspectives? Can I make my contributions in ways that feel authentic and whole?	Ferdman 2013, 36-37
Diversity is recognized, attended to, and honored	Am I treated fairly, without discrimination or barriers based on my identities? Can I (and others) be transparent about and proud of my (our) social identities? Can we address differences in ways that lead to mutual learning and growth? Does the group or organization notice and value diversity of all types?	Ferdman 2013, 36-37
Leadership, organizational culture	I think our CEO is committed to inclusion. I think that my immediate manager is committed to inclusion. I think leadership exhibits inclusive behaviors. Our organizational culture respects and values cultural differences. Work-life balance policies and practices allow me to balance my personal and work life effectively.	Winters 2013, 220-221
Measuring the level and stage of diversity and inclusion in organization	A business case for focusing on diversity has been communicated to me. I receive regular and consistent messages about the diversity initiatives being implemented in the company. I have availability to communication channels where I can openly talk about my diversity related issues and concerns. I am comfortable with the idea of being managed by someone who's different from me— physically, socially or culturally. Everyone in this company is encouraged to develop greater cultural awareness. I can bring all of myself into this organization— it's a place for me to grow and develop without being unfairly judged by others.	Church, Rotolo, Shull & Tuller, 2013, 268
Level of psychological safety in teams	If you make a mistake on this team, it is often held against you. (R) Members of this team are able to bring up problems and tough issues. People on this team sometimes rejects others for being different. (R) It is safe to take a risk in this team. It is difficult to ask other members of this team for help. (R) No one on this team would deliberately act in a way that undermines my efforts. Working with member of this team, my unique skills and talents are valued and utilized. R= reversed points	Edmondson, 2018, chapter 1

The survey used in this research had a total of 27 questions, divided into 5 background questions, 21 Likert-scale questions, and one open-ended question. The background questions aim to get information about participants' gender, role, part of the organization, years working in the organization, and how many days they work outside the office each week.

The Likert-scale questions, measuring the perceived inclusion, are based on themes from a model of inclusive organizations (Shore & al. 2018, 185) presented in Figure 7. Theory behind each theme has been presented in chapter 2.4.2, and the questionnaire's questions were constructed in alignment with this theory, combining the other research study in this field (Ferdman 2013, 36-37; Winters 2013, 220-221 & Church, Rotolo, Shull & Tuller, 2013, 268; Edmondson 2018, chapter 1), ensuring that the questions effectively assess the impact of each specific theme on perceived inclusion. In the table 2 is presented how the questions are divided under the themes.

Table 2. Questions by the themes

Theme	Questions
Recognizing, honoring, and advancing of diversity	1, 2, 3
Authenticity	4, 5, 6
Influence on decision making	7, 8, 9
Feeling respected and valued	10, 11
Involvement in the work group	12, 13, 14, 15
Psychological safety in organizations	16, 17, 18
Awareness and attitude towards DEI topics	19, 20, 21

The last theme, Awareness and attitude towards DEI topics, was not part of the main themes recognized in theoretical framework, but the questions were added to form understanding of how important the topic is considered to be, how inclusive the participants view their own behaviour, and what is the overall feeling about the inclusion level of the organization. Last Likert-scaled statements "our organization is inclusive" was added to get understanding of an overall feeling regarding inclusion in P&M unit.

Each theme is assessed through 2-4 related questions in scale of 1-5 (1= disagree, 2=somewhat disagree, 3= don't disagree or agree, 4= somewhat agree, 5= agree). Additionally, there's one open-ended question in the survey asking employees for their ideas on how to make the organization more inclusive. Questionnaire can be found in Appendix 2.

The validity and reliability of survey as data collection method is presented in Chapter 5.2.

Timeline

The survey was tested with a test group of 5 people to gather feedback about its clarity and to make sure that the technical side of it works properly. These 5 people were not part of the P&M unit. After the test, on 9th of November, the questionnaire was sent to 143 recipients, who received a link to the survey via email, along with information about the study's background, purpose, and how the data is analyzed and used. Message can be seen in Appendix 1. The reminder was sent to the managers on 15th of November, aiming to remind them about the survey, and also asking them to remind their teams. This approach was chosen because it has been proved in earlier communication that a reminder from employees own manager gets better response rate that reminder sent from HR. Last reminder to the whole group was sent by the business director of the P&M unit

on 23rd of November. 117 responses were received, meaning that the final response rate for this survey was 81 %.

3.3 Data analysis

This study has quantitative data and one open ended question providing qualitative data. Next, I will explain how the data was analyzed.

Analyzing the quantitative data

According to Saunders & al. (2019, 566) following steps should be considered when analyzing quantitative data: (1) preparing data for quantitative analysis, (2) data entry and checking, (3) selecting appropriate tables and graphs to explore and present data, (4) selecting appropriate statistics to describe data, and lastly (5) selecting appropriate statistics to examine relationships and trends in data.

(1) Saunders & al. (2019, 567) say, that data for quantitative analysis can be divided into two different groups, categorical and numerical. Categorical data means data whose values cannot be measured numerically but can be classified into sets based on the characteristics that identify or describe the variable or placed in rank order. Numerical data is something whose values are measured or counted numerically as quantities. (Saunders & al. 2019, 568-569.) This study has only categorical data. To be able to make calculations form the Likert-scale questions, the data was coded so that a numerical value was given to statements in following way: disagree was numbered as 1, somewhat disagree as 2, don't disagree or agree as 3, somewhat agree as 4, and agree as 5.

Next (2) the data was entered from the survey tool, Zeffi, to Excel and checked for possible errors, as suggested by Saunders & al. (2019, 576), who also emphasize the importance of making a back-up copy of the data. At this stage I translated the questions and themes from Finnish to English.

For ethical reasons, the "other/don't want to answer" group was excluded within the gender category. This decision was done because there were only six responses in that group, and one of them was incomplete, lacking answers to the study questions. Also, the category of "years in the company" was combined from five groups to three, to make report more clear, and the planning of developmental tasks more actionable.

Saunders & al. (2019, 582) suggest beginning to explore data by looking at individual variables and their components (3) and (4) choose the appropriate statistics to describe data are chosen. Pie charts were made from all the background questions to visualize the background and characteristic

of respondents. Saunders & al. (2019, 589) explain, "that a pie chart is divided into proportional segments according to the share each has of the total value and the total value represented by the pie is noted". Stacked bar graphs were used to analyze the Likert-scaled questions. The mean was calculated for all the Likert scale statements. In addition, different statements were grouped under themes based on the theory, as presented in Table 7, and a weighted mean was calculated for each theme. Weighted mean was selected due to slight variation in the number of responses per each statement.

Lastly (5) appropriate statistics to examine relationships and trends in data need to be chosen (Saunders & al. 2019, 589). Statistical significance tests, described in next paragraph, with the significance level of 5 % were run to the data for all different background questions. According to Saunders et al. (2019, 603) significance testing can be viewed as assessing how possible it is, that the results could be due to random variation in your sample. Saunders et al. (2019, 612) explain, that p-value of 0.05 indicates that there is only a 5 percent probability that the difference in distribution between the sample and the second sample is due to chance alone. This is usually considered as statistically significant.

Non-parametric statistics, which are used with categorical data where there is no distributional model (Saunders et al. 2019, 603), where used in this study. The Mann–Whitney U Test was run to the data that compared two variables, and Kruskal-Wallis test was run when compared data from three or more variables. According to Saunders et al. (2019, 613) the Mann-Whitney U Test is a non-parametric statistical test used to compare two samples or groups, and it should be used if the data are skewed, meaning not normally distributed, or the sample size is small. If more than two groups needs to be compared to each-others, a Kruskal-Wallis test can be used (Valli, 2015, chapter 8). Valli (2015, chapter 8), continue, that Kruskal-Wallis test is essentially similar to the Mann-Whitney U-test, but it allows for comparison of more than two samples or groups.

The relevance of conducting a test of significance in a census study can be questioned, as the purpose of such a test is to determine whether the findings can be extended to the entire population. However, Heikkilä (2014, 181) says that testing in a census study can also be used for assessing the extent of observed differences. Heikkilä (2014, 181) continues saying, that the test helps to determine whether the observed difference is so significant that its occurrence through random division of the data into subgroups would be unlikely.

In addition to statistical significance tests, also a correlation was calculated. A correlation coefficient allows for the quantification of the strength of the linear relationship between two ranked or numerical variables (Saunders & al., 2019, 615). Saunders & al. (2019, 615) continue, that the Spearman's rho-test is used when assessing the strength of the relationship between two

numerical or ranked data variables. In this research the background variables with ranked data variables were "years in the company" and "days worked outside the office". The tests and number of findings per background variable can be found from table 3.

Table 3. Tests run to the data

Background question	Test	Number of statistically significant differences recognized
Gender	Mann-Whitney U Test	0
Role	Mann-Whitney U Test	3
Years in the company	Kruskal-Wallis Test	12
Years in the company	Spearman's rho	Negative correlation found
Part of the organization	Kruskal-Wallis Test	8
The number of days worked outside the office	Kruskal-Wallis Test	0
The number of days worked outside the office	Spearman's rho	No correlation found

Findings will be presented later in "research findings" chapter, and Saunders & al. (2019, 581) emphasized that it is important to keep the research questions and objectives in mind when exploring the data.

Analyzing the qualitative data

In addition to quantitative data, the survey also had one question, "how could our organization be more inclusive?", producing qualitative data. Saunders & al. (2019, 638) say that qualitative data can be divided into verbal, textual and visual data. The data in this research is textual data, as it is based on the typed answers to the survey question. A deductive method, theory-driven content analysis, was used in this study to analyze the qualitative data. According to Tuomi and Sarajärvi (2018, chapter 4.4.4.), in theory-driven content analysis the material is analyzed based on a pre-existing conceptual framework, which can be, for example, a theory, model, or conceptual system. Tuomi and Sarajärvi (2018, chapter 4.4.4.) recommend starting the deductive analysis by creating an analysis frame (analyysirunko), where data is collected using different classifications or categories. Tuomi and Sarajärvi (2018, chapter 4.4.4.) continue saying, that the analysis framework can be wide and classifications in it are formed following the principles of data-driven content analysis. Afterward, relevant topics are extracted from the data and are included in the analysis framework. New categories can be formed for topics that fall outside the framework, following the principles of data-driven content analysis. (Tuomi and Sarajärvi, 2018, chapter 4.4.4.)

Firstly, when starting to analyze the qualitative data, the data was cleaned from empty comments, like "…" or "no comment". After this a list of themes, presented in Table 4, was created. Secondly, the comments were mapped under the main themes, which are presented in bolded in table 4. As the process continued, it was noticed that new categories needed to be formed in order to map all the comments. These themes can be seen in the table 4 as un-bolded.

Table 4. Themes used in the analysis

Themes used in the analysis
Recognizing, honoring, and advancing of diversity
Authenticity
Influence on decision making
Feeling respected and valued
Involvement in the work group
Psychological safety in organizations
Awareness and attitude towards DEI
Team building
Topic is not important
Everything is already fine
Company processes and structures
Other

After the initial mapping all the comments were read throw once more, to make sure the mapping has been logical, and to see if any of comments would belong under more than one theme. Only 1-2 themes were recognized from each comment. Example of the coding in table 5.

Table 5. An example of mapping the open comments under themes

Comment	Theme 1	Theme 2
Generally fine-tuning the attitudes	Awareness and attitude towards DEI	
People working remotely could have some other than work related communication too	Team building	Company processes and structures

After the categorization process altogether 66 quotes were mapped under 11 themes, as illustrated in Figure 8.
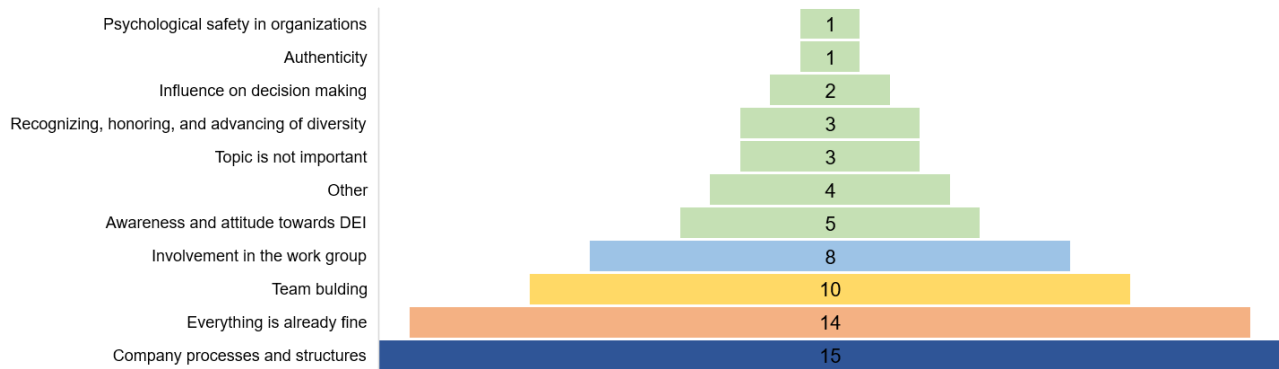
Figure 8. Findings from open-ended question

Next in chapter 4, both quantitative and qualitative survey results in details are presented.

4   Research findings

In this chapter I will present the findings of the study starting from the background information, then presenting the overall findings based on themes and statements, then comparing findings between groups, and after this, findings regarding relationships between different variables. Lastly, I will be presenting the findings from qualitative data.

Background information

The respondents background information is presented in Figure 9 below. The survey achieved an 81 % response rate, with 85 % of respondents being male and the remaining 10 % women. Among the respondents, 16 % held team lead positions, while the majority, 84 %, did not. In terms of organizational roles, 39 % belonged to the maintenance department, 44 % to projects, and 17 % to life-cycle services. Of the respondents, 23 % work outside the office for 0-1 days per week, 34 % work outside the office 2-3 days a week, and the remaining 43 % stated that they work outside the office for 4-5 days per week.

Regarding years worked at company X, 44 % had worked for 0-2 years, 19 % for 3-10 years, and the remaining 37 % have worked in company X for 5 or more years. As mentioned before, the years worked in the company has been grouped into three categories: individuals who have worked at the company for 0-2 years, those with 3-4 years in the company, and a final group including those with 5 or more years of experience at the company.
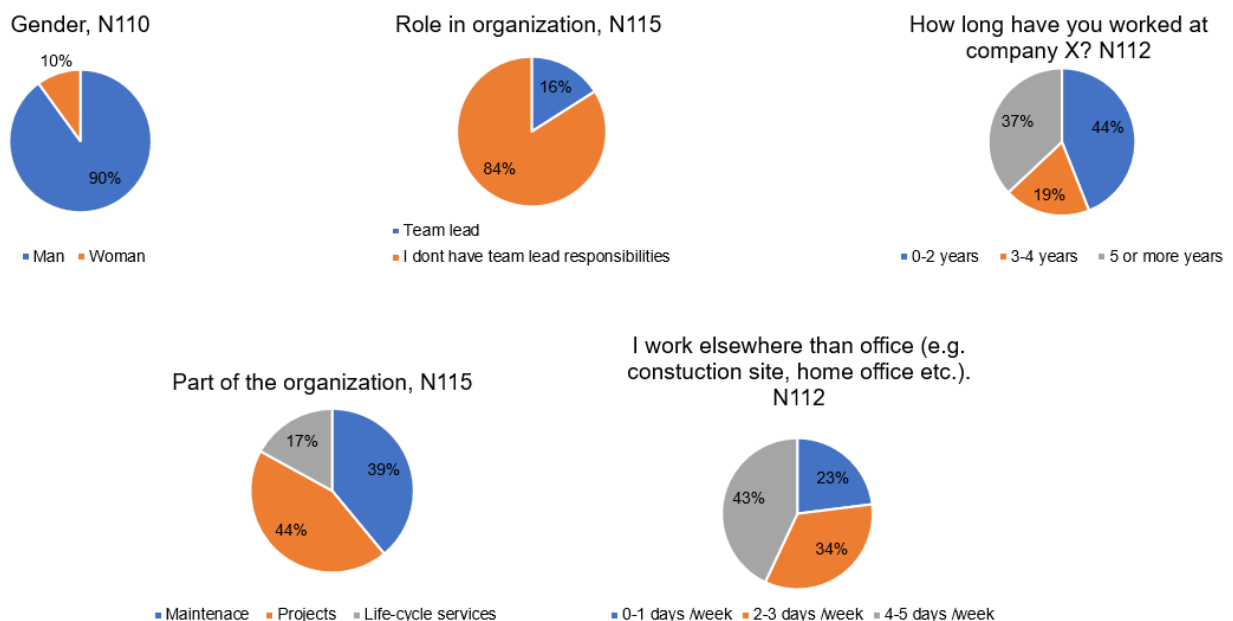
Figure 9. Background information

4.1 Quantitative research findings

The quantitative research results are presented next, beginning with findings from the themes; recognizing, honoring, and advancing of diversity, authenticity, influence on decision making, feeling respected and valued, involvement in the work group, psychological safety in organizations, and lastly awareness and attitude towards DEI. After this, a summary of findings from statements is presented in a form of list arranged based on their values, from highest to lowest.

Following this, comparison of findings based on gender, role, part of the organization, days worked outside the office, and years in the company—are briefly presented. The results are based on a weighted mean for each theme per background question. Detailed presentation is given for statements where a statistically significant difference was found. Statements without a statistically significant difference are excluded from this chapter, but research findings for all statements in combination with background information are presented in Appendix 3. The details about the conducted tests can be found in Appendix 4.

Lastly, I will present what kind of relationships between different variables were recognized.

Quantitative research findings based on themes and statements

The quantitative research findings organized by theme are presented next. Each theme includes a weighted mean, and individual means for every statement within that theme, accompanied by frequencies in responses within the statements.

Results from *recognizing, honoring, and advancing diversity* theme are presented in Figure 10. This theme was measured with three statements: I have the same opportunities for advancement in my career as anyone else, our organization values diversity, and I am treated fairly. The weighted mean for this theme was 4,2. all statements were evaluated positively. Most disagreement was with "I have the same opportunities for advancement in my career as anyone else" statement, that 16 % disagreed or somewhat disagreed with. "I am treated fairly" statement got the highes value, and 88 % of respondets agreed or somewhat agreed with.

Recognizing, honoring, and advancing diversity (weighted mean 4.2)

	disagree	somewhat disagree	don't disagree or agree	somewhat agree	agree
I have the same opportunities for advancement in my career as anyone else (4, N103)	4%	12%	12%	29%	44%
Our organization values diversity (4.1, N103)	3%		22%	34%	41%
I am treated fairly (4.4, N103)	1% 4%		7%	30%	58%
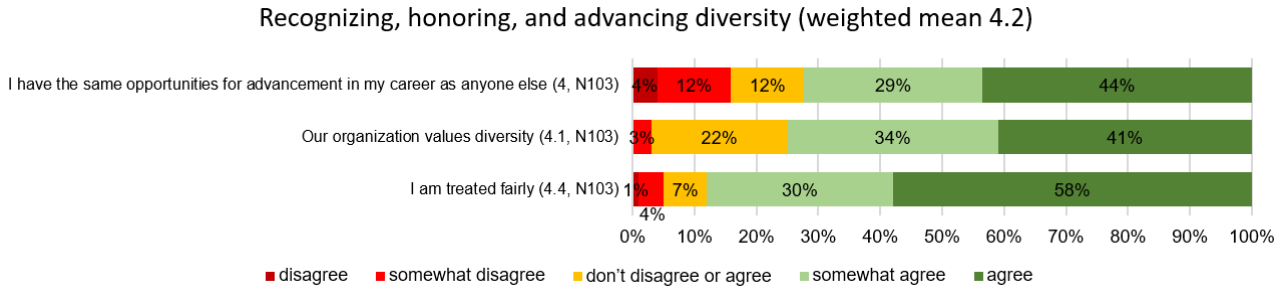
Figure 10. Recognizing, honoring, and advancing diversity theme related statements

Results from *authenticity* theme are presented in Figure 11. Theme was measured with three statements: I believe this organization will take appropriate actions in response to incidents of discrimination, I feel my uniqueness is appreciated in this organization, and I can be truly myself in this organization. The weighted mean for this theme is 4, with the highest mean being 4,3 in response to the statement "I can be truly myself in this organization." The lowest mean, at 3,8, is with the statement "I believe this organization will take appropriate actions in response to incidents of discrimination."

While the majority of responses within this theme were positive, a significant amount, 41 %, indicated neutrality toward the statement "I believe this organization will take appropriate actions in response to incidents of discrimination." Additionally, 11 % disagreed or somewhat disagreed with the statement "I feel my uniqueness is appreciated in this organization." However, 86 % of respondents said to agree or somewhat agree with the statement "I can be truly myself in this organization", while only 7 % disagreed or somewhat disagreed with this statement.

Authenticity (weighted mean 4)

	disagree	somewhat disagree	don't disagree or agree	somewhat agree	agree
I believe this organization will take appropriate actions in response to incidents of discrimination (3.8, N101)		5%	41%	24%	31%
I feel my uniqueness is appreciated in this organization (3.9, N104)	2%	9%	22%	35%	33%
I can be truly myself in this organization (4.3, N104)	4% 3%		8%	27%	59%
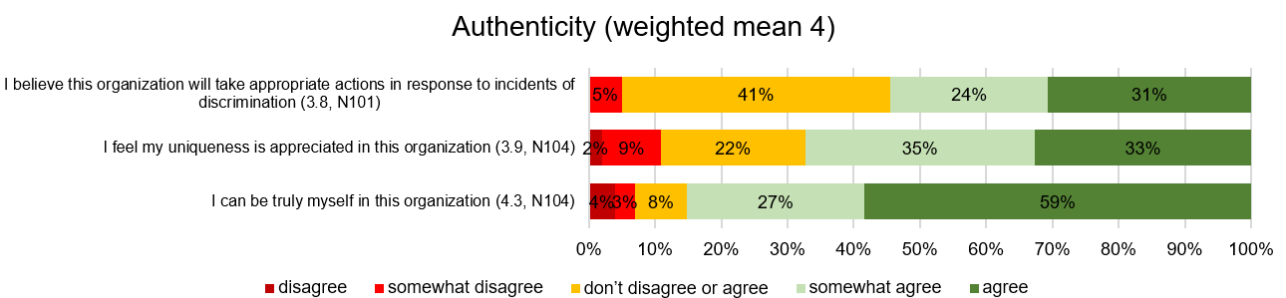
Figure 11. Authenticity theme related statements

Results related to *influence on decision making* theme are presented in Figure 12. This theme was measured with three statements: I feel that my ideas are heard in this organization, I have access to the information that I need to do my work, and I am involved in decisions that are affecting my role. The weighted mean for this theme is 3,8, making it the lowest among all the themes. While the mean scores for all the statements were quite similar, the statement "I feel that my ideas are

heard in this organization" had the highest mean of 3,9. In contrast, the statement "I am involved in decisions that are affecting my role" had the lowest mean of 3,7.

Influence on decision making (weighted mean 3.8)
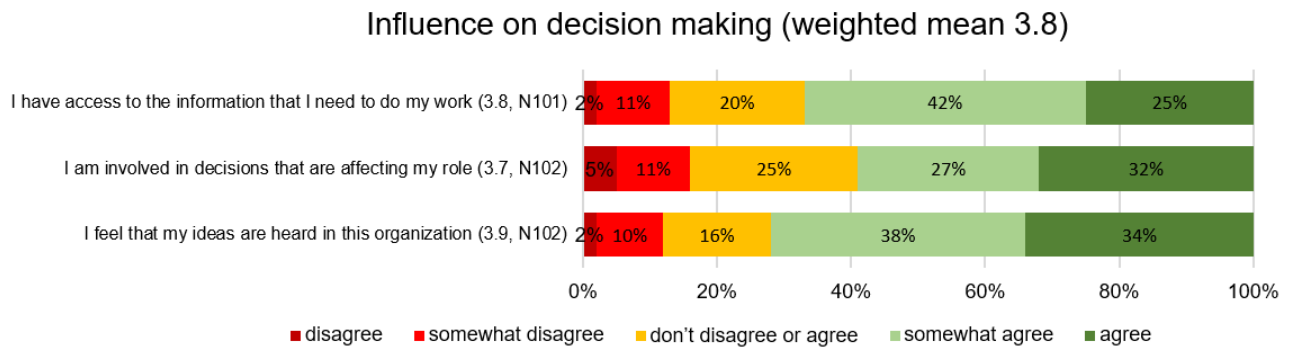
Figure 12. Influence on decision making theme related statements

Results for the *feeling respected and valued* theme are presented in Figure 13. Theme was measured with two statements: our organization treats all its employees with respect, and I feel valued for the contribution I make to our organization. The weighted mean for this theme is 3,9, and the highest mean, at 4, is in the "Our organization treats all its employees with respect" statement. A slight polarization is evident in the evaluation of the feeling of being valued, with 66 % of the participants agreeing or somewhat agreeing with the statement, while 17 % have disagreed or somewhat disagreed with it.

Feeling respected and valued (weighted mean 3.9.)
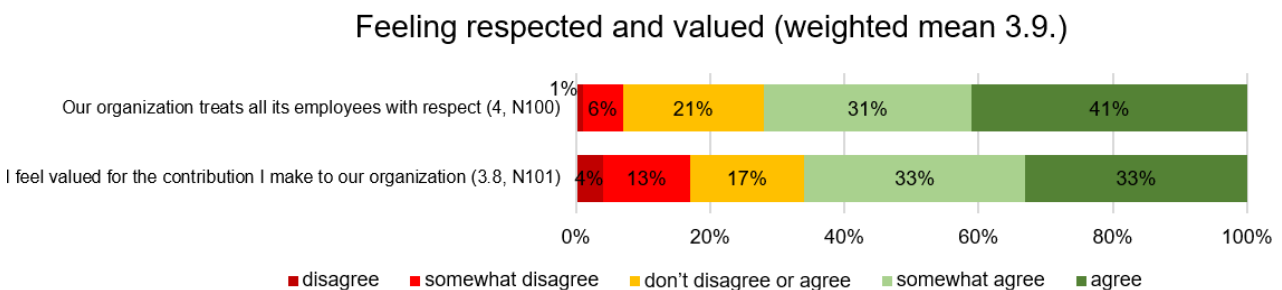
Figure 13. Feeling respected and valued theme related statements

Results related to *involvement in the work group* theme are presented in Figure 14. Theme was measured with four statements: in this organization we openly share information to each-others, I get help in this organization when asking, I am helping others in this organization, and I am encouraged to participate the discussion in meetings. The weighted mean for this theme is 4,2, marking it as the highest among all the themes together with recognizing, honoring, and advancing diversity theme. The statement "I am helping others in this organization" received the highest mean score among all the questions within this theme, reaching 4,5. On the other hand, the statement "I am encouraged to participate in the discussion in meetings" obtained the lowest mean of 3,8, with 10% disagreeing or somewhat disagreeing with the statement, and 27 % being neutral.

Involvement in the work group (weighted mean 4.2)

In this organization, we openly share information to each-others (4, N101) — 4% | 4% | 19% | 33% | 40%

I get help in this organization when asking (4.4, N101) — 3% | 10% | 36% | 51%

I am helping others in this organization (4.5, N101) — 4% | 3% | 37% | 56%

I am encouraged to participate the discussion in meetings (3.8, N100) — 3% | 7% | 27% | 32% | 31%

Legend: ■ disagree ■ somewhat disagree ■ don't disagree or agree ■ somewhat agree ■ agree
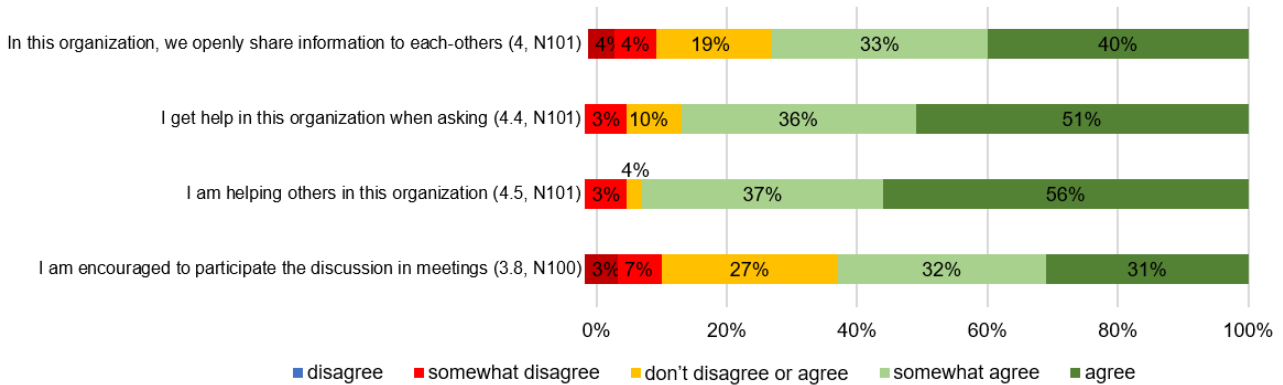
Figure 14. Involvement in the work group theme related statements

Psychological safety theme related results are presented in Figure 15. This theme was measured with three questions: I can challenge others´ views without any negative consequences, I can show my vulnerability in this organization, and in this organization we treat each-others with respect even when disagreeing. The weighted mean for all the statements was 3,9, with the highest mean observed in the statement "In this organization, we treat each other with respect even when disagreeing." The statement "I can show my vulnerability in this organization" had most polarization, and the lowest mean at 3,7. However, it's noteworthy that 60 % still agreed or somewhat agreed with this statement, while 16 % disagreed or somewhat disagreed. Overall, the responses were positive for all the statements.

Psychological safety in organizations (weighted mean 3.9)

I can challenge others´ views without any negative consequences (4, N101) — 2% | 11% | 13% | 37% | 37%

I can show my vulnerability in this organization (3.7, N101) — 2% | 14% | 24% | 33% | 27%

In this organization we treat each-others with respect even when disagreeing (4.1, N100) — 4% | 15% | 45% | 36%

Legend: ■ disagree ■ somewhat disagree ■ don't disagree or agree ■ somewhat agree ■ agree
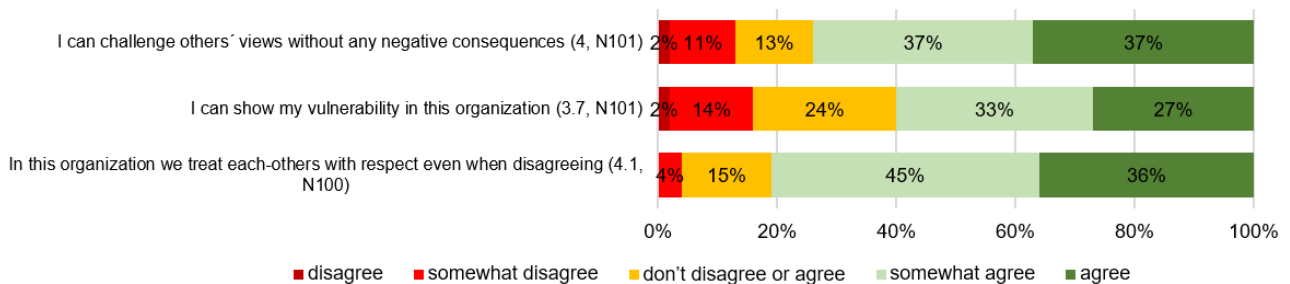
Figure 15. Psychological safety theme

Lastly, *awareness and attitude towards DEI* theme related results are presented in Figure 16. This theme was measured with three statements: I think it's important, that company promotes diversity, equity, and inclusion, I behave in a way that helps others to feel included to the organization, and our organization is inclusive. The weighted mean for this theme is 4,1, with the highest value observed in the statement "I behave in a way that helps others feel included in the organization," scoring 4,3. The final statement, "our organization is inclusive," received an average mean of 4,

with 73 % agreeing or somewhat agreeing, and 6 % disagreeing or somewhat disagreeing with the statement.

Awareness and attitude towards DEI (weighted mean 4.1)
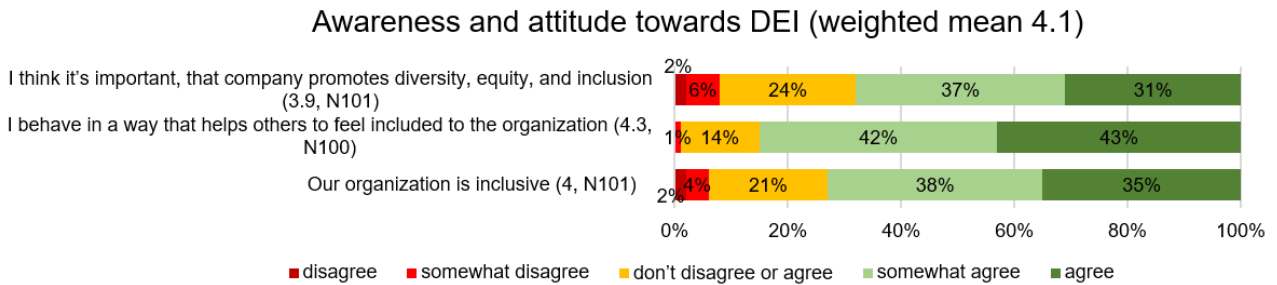
Figure 16. Awareness and attitude towards DEI related statements

Suammry of the statements

All statements, together with their average values, are listed in Figure 17. They are arranged based on their values, from highest to lowest. All statements were assessed positively. The lowest average rating was 3,7, and 12 out of the 21 statements received an average rating of 4 or higher. Statement "I am helping others in this organization" got the highest average, 4,5, while the statement "I am involved in decisions that are affecting my role" got the lowest average of 3,7.

Claims

Statement	Value
I am helping others in this organization	4.5
I get help in this organization when asking	4.4
I am treated fairly	4.4
I behave in a way that helps others to feel included to the organization	4.3
I can be truly myself in this organization	4.3
In this organization we treat each-others with respect even when disagreeing	4.1
Our organization values diversity	4.1
Our organization is inclusive	4
I can challenge others´ views without any negative consequences	4
In this organization, we openly share information to each-others	4
Our organization treats all its employees with respect	4
I have the same opportunities for advancement in my career as anyone else	4
I think it's important, that company promotes diversity, equity, and inclusion	3.9
I feel that my ideas are heard in this organization	3.9
I feel my uniqueness is appreciated in this organization	3.9
I am encouraged to participate the discussion in meetings	3.8
I feel valued for the contribution I make to our organization	3.8
I have access to the information that I need to do my work	3.8
I believe this organization will take appropriate actions in response to incidents of discrimination	3.8
I can show my vulnerability in this organization	3.7
I am involved in decisions that are affecting my role	3.7

Figure 17. Statements arranged based on their values from highest to lowest

Quantitative research findings related to group comparisons

Next, research findings for each theme based on background questions are presented. A weighted mean is provided for each theme, and only statements with a statistically significant difference are included in this chapter. Themes, where statistically significan differences were identiefied are marked with a star (*).

Gender

As shown in Figure 18, both men and women evaluated the themes positively. While women rated some of the themes slightly more positively than men, there is minimal variation in the weighted means. No statistically significant differences were identified when comparing the groups of men and women.
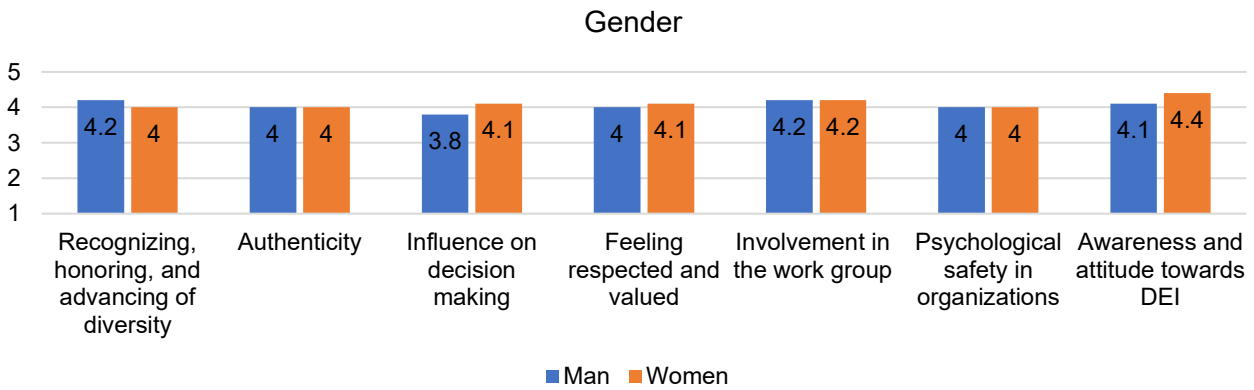
Figure 18. Weighted mean for each theme by gender

Days worked outside the office

As presented in Figure 19, responses within themes were evaluated positively, and showed little variation when comparing the three groups. While there were slightly more positive responses within the group that works outside the office only 0-1 days per week, the differences are minimal. No statistical significance was found when comparing the groups.
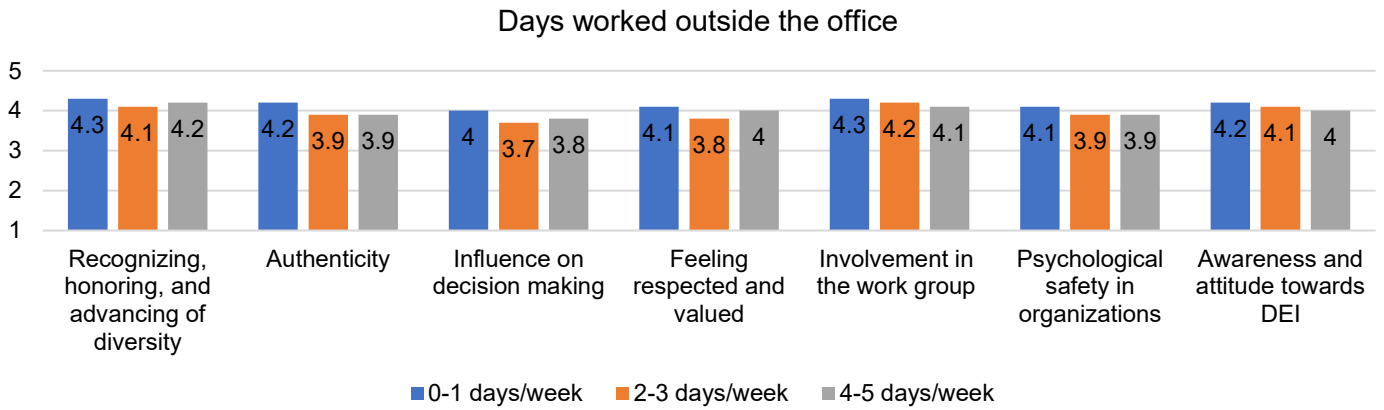
Figure 19. Weighted mean for each theme by days worked outside the office

Role

Results for each theme based on the role are presented in Figure 20. As can be seen, all the themes have been evaluated more positively by team leads, however the differences are small. Overall all themes have been evaluated positively by both groups.

Figure 20. Weighted mean for each theme by role

As presented in Figure 21, statistically significant differences were found in three statements across three themes: recognizing, honoring, and advancing diversity, authenticity, and awareness and attitude towards DEI. These statements were all evaluated more positively by team leads compared to those without team lead responsibility.

Figure 21. Statements where statistically significant difference was identified with roles, within recognizing, honoring, and advancing diversity, authenticity, and awareness and attitude towards DEI -themes

Part of the organization

Results for each theme based on the part of the organization are presented in Figure 22. As shown, Life cycle services team, later in the report LCS-team, has evaluated all the themes more posively than Project and Maintence teams, whose answers were very similar to eachothers.
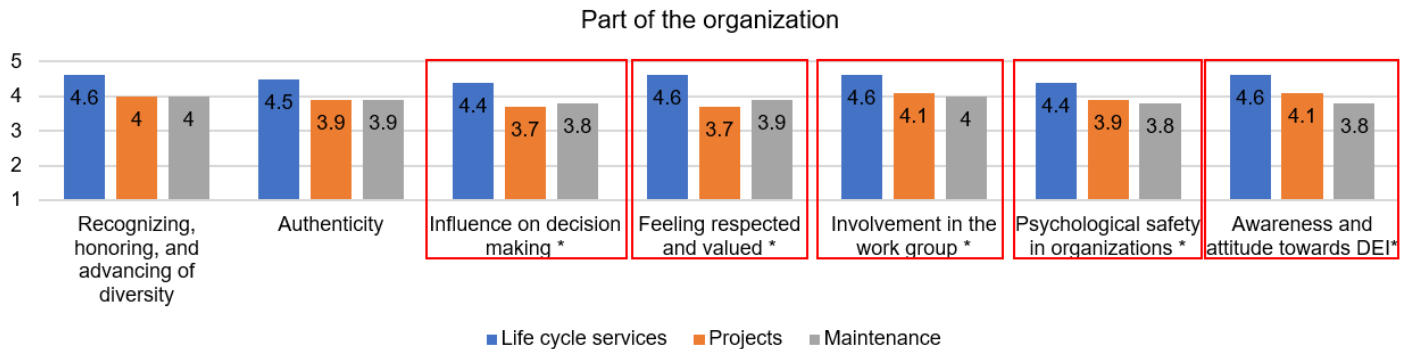
Figure 22. Weighted mean for each theme by part of the organization

Statistically significant difference was found from 8 statements within 5 themes; influence on decision makig, feeling respected and valued, involvement in the work group, psychological safety in organization, and lastly, awareness and attitude towards DEI.

As shown in Figure 23, there was one statement within influence on decision making -theme, where statistically significant difference was recognized when comparing the values from LCS-team and projects team.
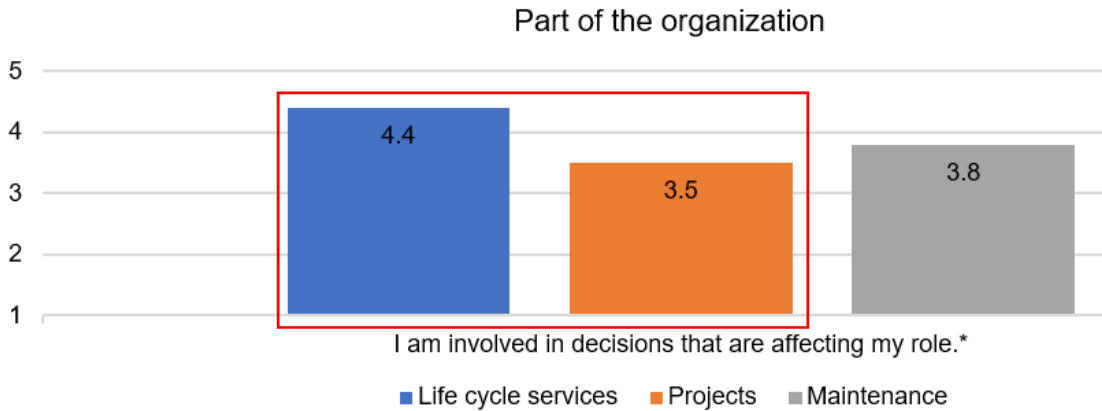
Figure 23. Statement where statistically significant difference was identified within influence on decision making theme

A statistically significant difference, presented in Figure 24, was identified for both of the statements under the "feeling respected and valued" theme when comparing the LCS-team to both Project and Maintenance teams.
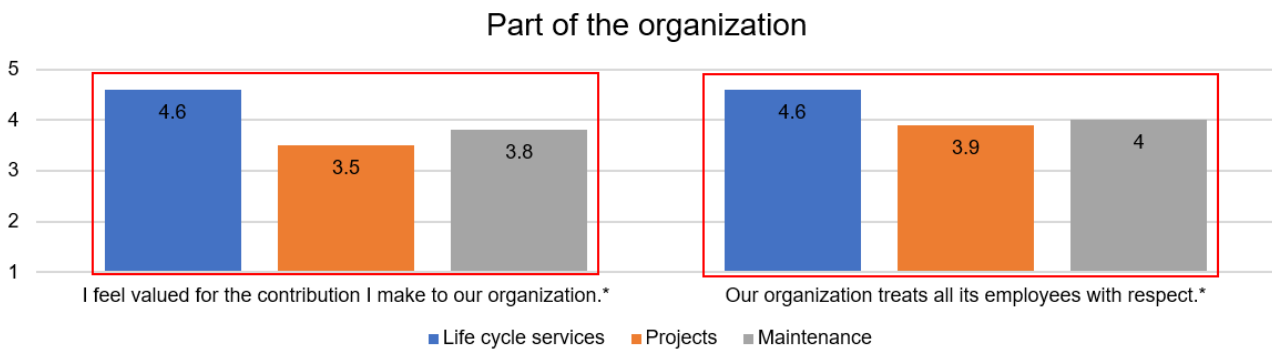
Figure 24. Statements where statistically significant difference was identified within feeling respected and valued theme

Two statistically significant differences, presented in figure 25, were identified in statements under the "involvement in the workgroup" theme when comparing the LCS-team to both Project and Maintenance teams.
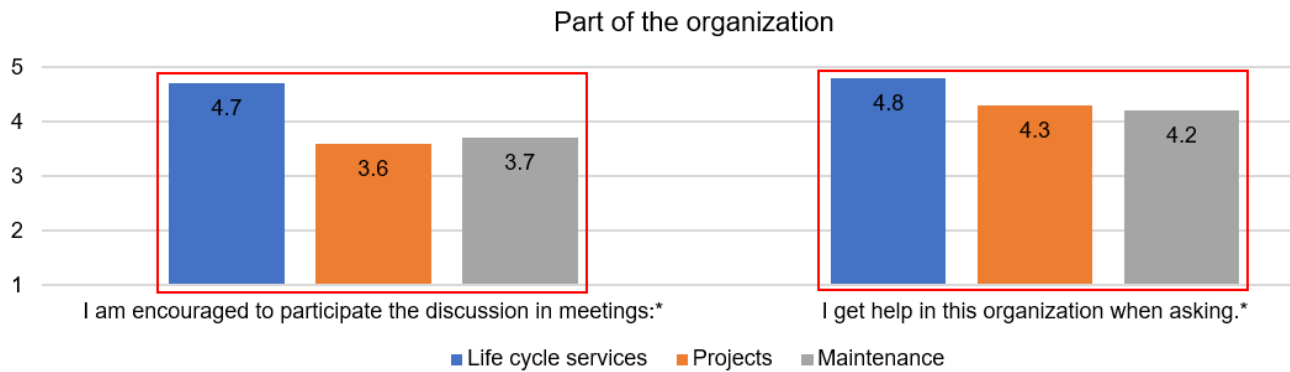
Figure 25. Statements where statistically significant difference was identified within involvement in the workgroup theme

As presentent in Figure 26, a statistically significant difference was identified in one statement under the "psychological safety" theme when comparing the LCS-team to both Project and Maintenance teams.

Figure 26. Statements where statistically significant difference was identified within psychological safety theme

Lastly, as presented in Figure 27, two statistically significant differences were identified in statements under the "awareness and attitude towards DEI" theme. In first statement, "I behave in a way that helps others to feel included to the organization", the difference was found between the LCS and Maintenance team, and in the second statement, "our organization is inclusive" the difference was found when comparing the LCS-team to both Project and Maintenance teams.

Part of the organization
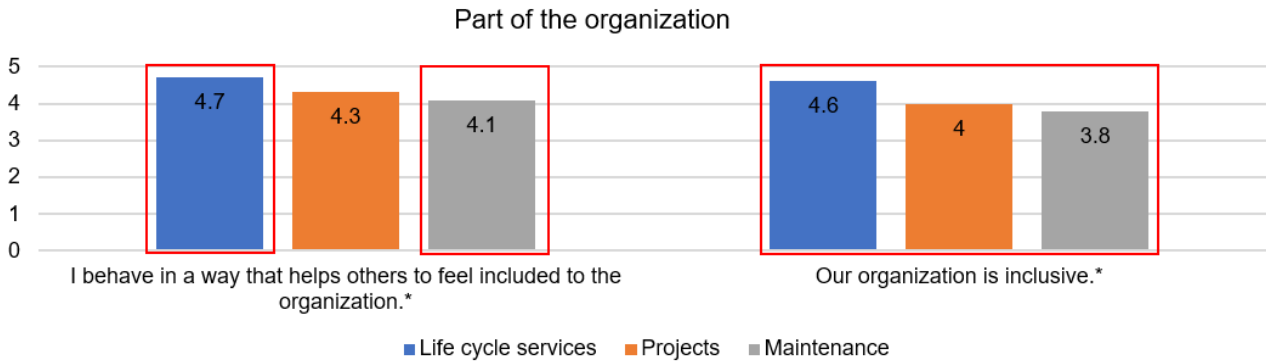
Figure 27. Statements where statistically significant difference was identified within awareness and attitude towards DEI theme

Years in the company

Results for each theme, categorized by years of experience in the company, are presented in Figure 28. The data reveals that individuals with 0-2 years of experience rated the themes more positively compared to those who have worked longer in the company. Conversely, those with 5 years or more of experience consistently provided more negative responses than other groups. Nonetheless, responses from all groups remain positive, with an average value of 3.5 or higher for each theme.

Years in the company
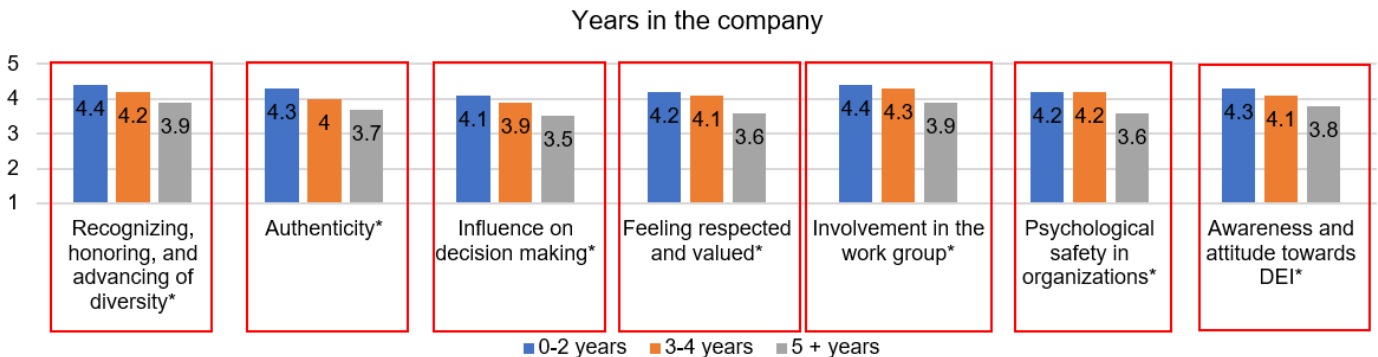
Figure 28. Weighted mean for each theme by years in the company

A total of 12 statistically significant differences were identified across all themes.

As shown in Figure 29, two statistically significant differences were identified in statements belonging to "recognizing, honoring, and advancing of diversity" theme. In first statement, "I am treated fairly", the difference was found when comparing the group of 5+ years in the company to both groups, 0-2 and 3-4 years in the company. In the second statement, "I have the same opportunities for advancement in my career as anyone else" the difference was found when comparing the groups of 5+ years in the company and 0-2 years in the company.
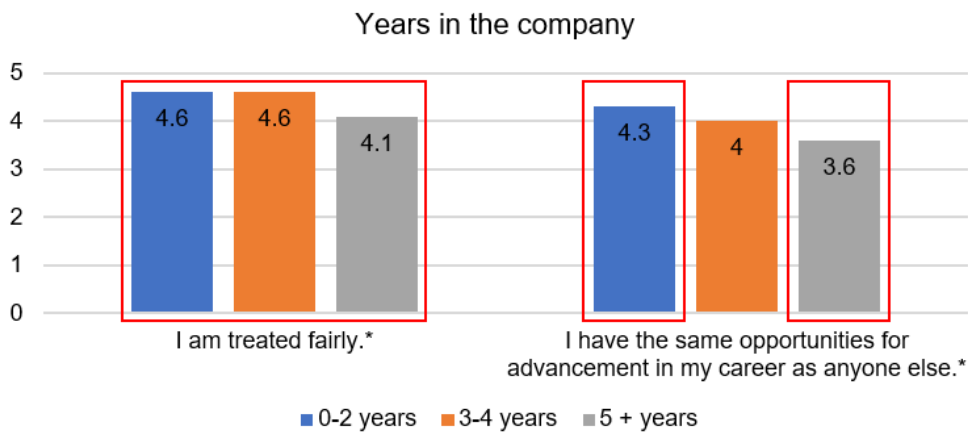
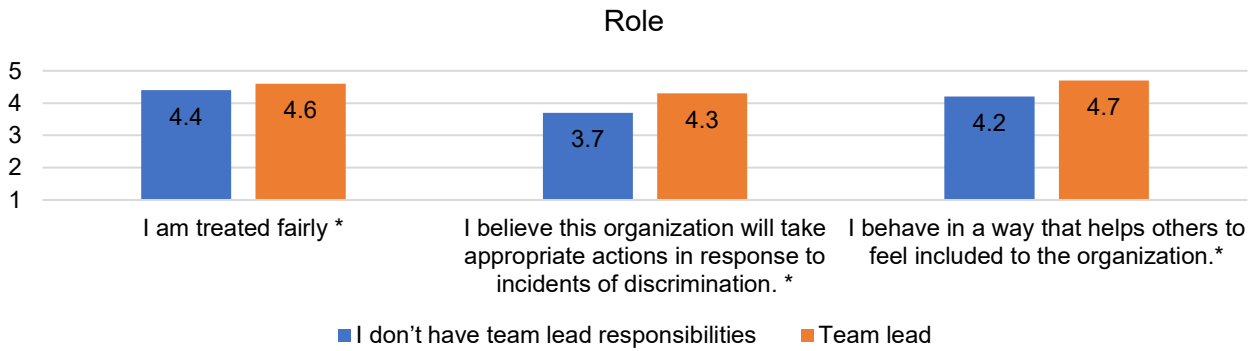Figure 29. Statements where statistically significant difference was identified within recognizing, honoring, and advancing of diversity theme

As presented in Figure 30, a statistically significant difference was identified in one statement under the "authenticity" theme when comparing the group of 0-2 years in the copany to both groups of 3-4 and 5+ years in the company.
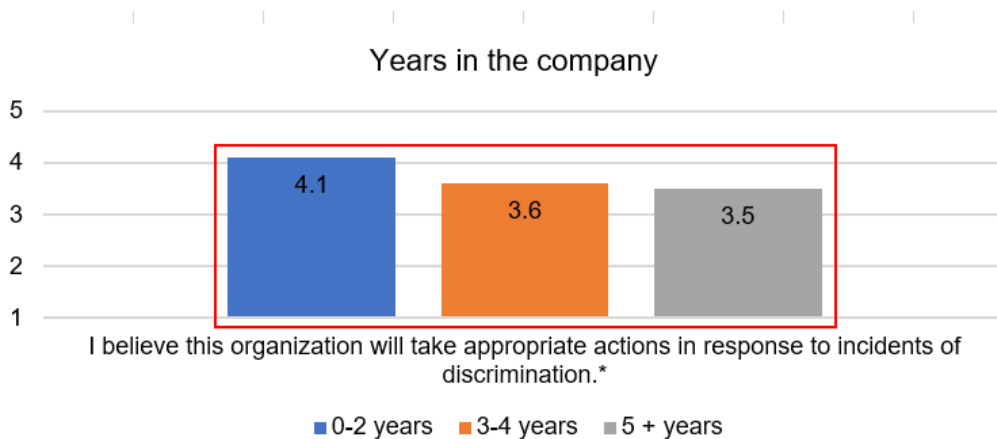
Figure 30. Statements where statistically significant difference was identified within authenticity theme

As presented in Figure 31, two statistically significant differences were identified in statements belonging to "Influence on decision making" theme. In first statement, "I feel that my ideas are heard in this", the difference was found when comparing the group of 5+ years in the company to the group of 0-2 years in the company. In the second statement, "I have access to the information that I need to do my work" the difference was found when comparing the group of 5+ years in the company to both groups, 0-2 and 3-4 years in the company.
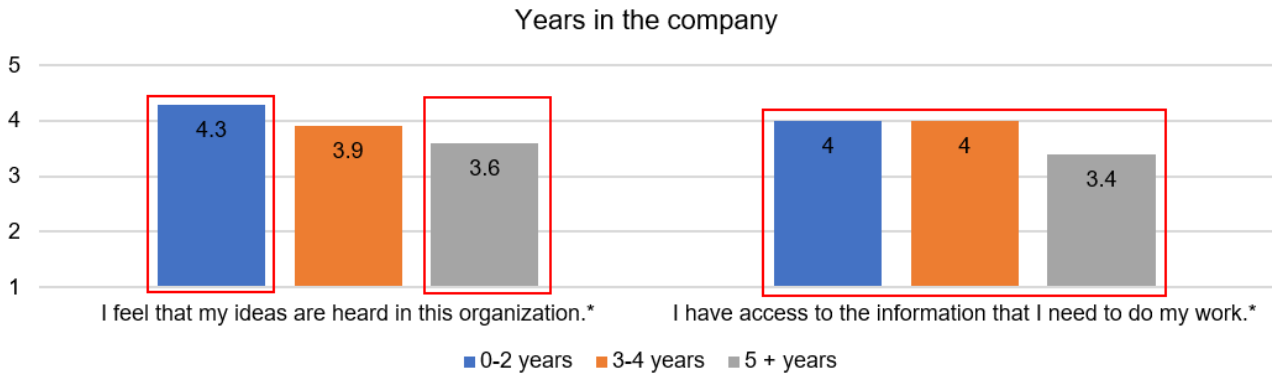
Figure 31. Statements where statistically significant difference was identified within influence on decision making theme

As presented in Figure 32, a statistically significant difference was identified in one statement under the "feeling respected and valued" theme when comparing the group of 5+ years in the company to both groups, 0-2 and 3-4 years in the company.

Figure 32. Statements where statistically significant difference was identified within feeling respected and valued theme

As presented in Figure 33, two statistically significant differences were identified in statements belonging to "involvement in the work group" theme. In both of the statements, "I am encouraged to participate the discussion in meetings", and "I get help in this organization when asking", the statistically significant difference was identified when comparing the groups of 0-2 years and 5+ years in the company.
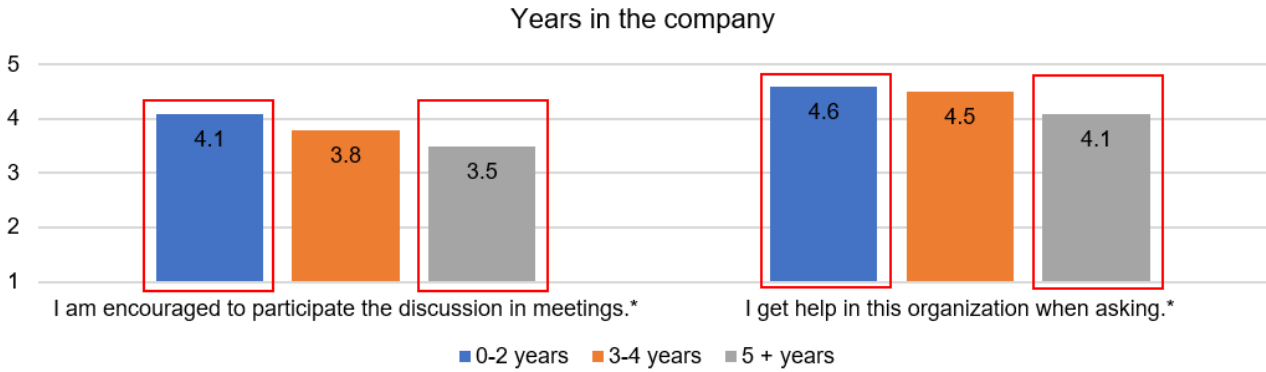
Figure 33. Statements where statistically significant difference was identified within involvement in the work group theme

As presented in Figure 34, statistically significant differences were identified in all three statements belonging to "psychological safety" theme. In the first statement, "in this organization we treat each-others with respect even when disagreeing", the statistically significant difference was identified when comparing the group of 5+ years in the company to both groups, 0-2 and 3-4 years in the company. In the last two statements, "I can show my vulnerability in this organization" and "I can challenge others´ views without any negative consequences" the statistically significant difference was identified when comparing the groups of 0-2 and 5+ years of experience in the company.
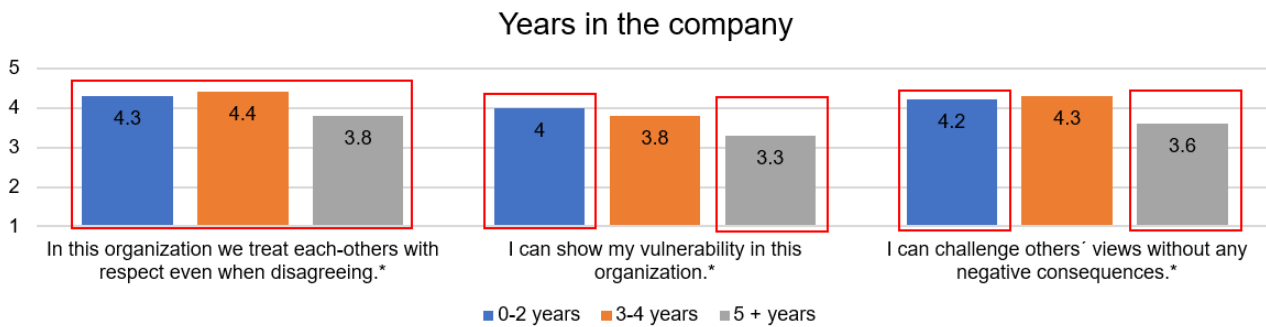
Figure 34. Statements where statistically significant difference was identified within psychological safety theme

As presented in Figure 35, a statistically significant difference was identified in one statement under the "awareness and attitude towards DEI" theme when comparing the group of 5+ years in the company to both groups, 0-2 and 3-4 years in the company.
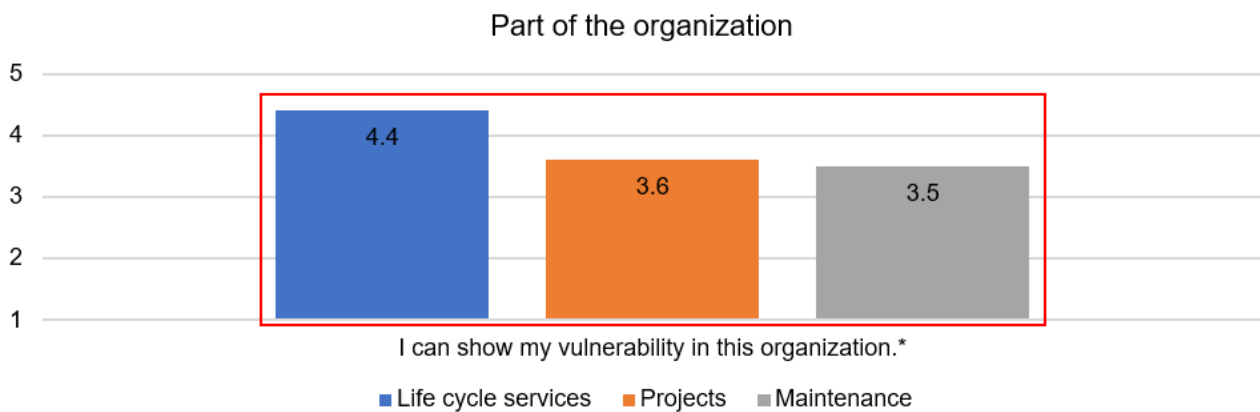
Figure 35. Statements where statistically significant difference was identified within awareness and attitude towards DEI theme

Relationships between different variables

Spearman's rho correlation was calculated to the background guestions regarding the years in the company and the amount of days worked outside the office. All results from correlation test can be found from Appendix 5.

No correlation was found between the statemenst and the days worked outside the office. As presented in Table 6, a mild negative correlation, with significance level of 0.01, was found between 9 statements in the years in the company category.

Table 6. Correlation between years in the company and statements

Statement	Correlation
Our organization is inclusive.	-.375**
I feel that my ideas are heard in this organization.	-.298**
Our organization treats all its employees with respect.	-.290**
I can challenge others´ views without any negative consequences.	-.280**
I am treated fairly.	-.277**
I get help in this organization when asking.	-.269**
I am encouraged to participate the discussion in meetings.	-.264**
I have the same opportunities for advancement in my career as anyone else.	-.263**
I believe this organization will take appropriate actions in response to incidents of discrimination.	-.256**
** Correlation is significant at the 0.01 level (2-tailed).	

As the strongest negative correlation, -0.375, was observed in the statement "our organization is inclusive", further exploration was conducted. Correlation was found with all of the statements, but in Table 7, are presented the five statements for which "our organization is inclusive" had the strongest correlation.

Table 7. Statements with strongest correlation with "our organization is inclusive" statement

Statement	Correlation
I feel that my ideas are heard in this organization.	0.707**
I can show my vulnerability in this organization.	0.691**
Our organization values diversity.	0.666**
I am treated fairly.	0.655**
Our organization treats all its employees with respect.	0.652**
** Correlation is significant at the 0.01 level (2-tailed).	

4.2 Qualitative research findings

The number of findings organized by theme are presented in Figure 36. Survey had one open question, "what could our organization do differently to be more inclusive?". After analyzing the comments, a total of 66 findings were recognized. Next, the findings are presented, beginning with the themes that got the highest amount of feedback. Themes with more than 5 findings will be individually presented, while the remaining findings are combined under one theme.
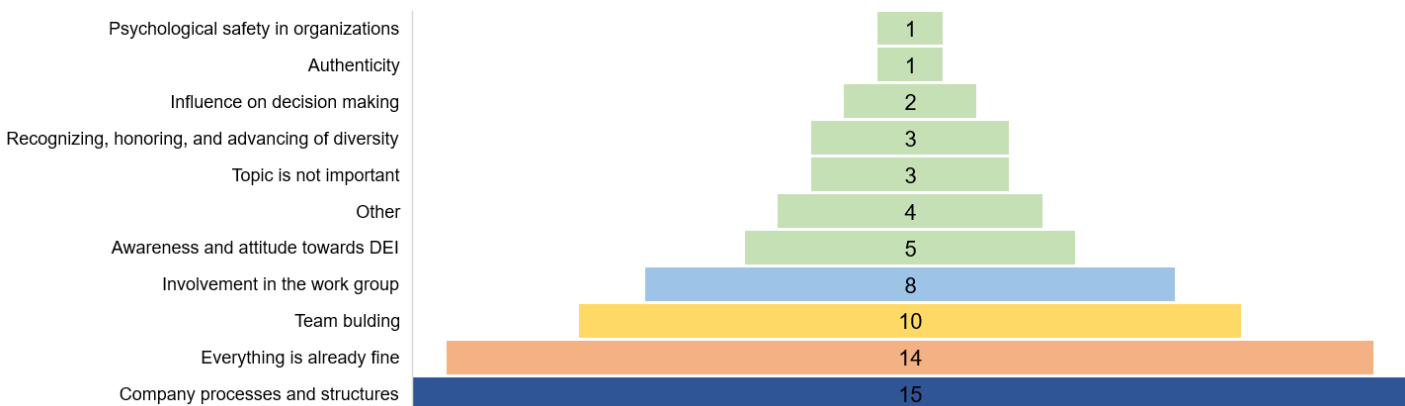
Figure 36. The number of findings from qualitative data for each theme

Company processes and structures

Most of the comments, 15, highlighted the need to improve company processes and structures. This includes refining recruitment processes to broaden the diversity of the candidate pool, investing additional effort into onboarding procedures to ensure a successful start for every new employee, providing more flexible work hours, and establishing a framework that enables remote workers to engage in discussions beyond work-related topics with their colleagues.

> "More communication between different teams."

> "We need to figure the way and options on how to make people work mostly from the office. When working in the office, its easier to take everyone into account and increase the sense of belonging."

Everything is already fine

In 14 comments, respondents indicated that they believe everything related to DEI in the company is already fine, and that they don't have any ideas how to improve the situation further.

> "I´m so happy with the current situation, that I can't figure out anything to improve."

> "I can´t tell, I have been very happy with the company and how it functions."

Team building

Team building was highlighted in 10 comments. The emphasis was on the idea that building stronger connections within the team makes it easier to ask for help and fosters a sense of belonging. Suggestions included giving more positive feedback, organizing company events, and recognizing people's varied time preferences when planning these events, as not everyone can join the events organized after working hours.

> "The better we know each other, the easier it is to reach out and ask for help from others. Engaging in shared activities, whether formal or informal, helps in understanding the skills and roles of others."

> "Organize company parties/team-building days during work hours as it seems that many individuals do not participate because they occur outside of working hours."

Involvement in the work group

The theme of involvement in the workgroup was acknowledged in 8 comments. The feedback emphasized the importance of increasing information sharing within and across teams. There was also a mention of the channels used for information sharing, with a hope for fewer channels and more up-to-date information.

> "Sharing information more actively."

"More open meetings across the entire company. Encourage everyone to speak up."

"Use as few channels as possible to share information."

Awareness and attitude towards DEI

Awareness and attitude towards DEI was mentioned in 5 comments. It was emphasized that respondents hope supervisors to receive more training and additional guidance on the topic. However, it was also recognized that it would be beneficial for everyone to work on refining their attitudes.

"Training supervisors."

"Generally, by refining attitudes."

Rest of the themes

The remaining comments highlighted the significance of transparent information sharing, mutual respect, and the importance of career development opportunities. Several comments indicated that the respondents doesn't believe the company can influence Diversity, Equity, and Inclusion (DEI) topics. Instead, it's seen as an individual's choice of where they want to work, or educate to. Additionally, a few respondents mentioned to find this type of research and topic to be a total waste of time.

"More possibilities to advance the career and different work titles."

"Continue to invest in office work to ensure everyone enjoys the office environment."

"Perhaps the company cannot influence this. The impact should already occur in the phase of deciding who educates for which field."

4.3   Summary of research findings

In general, the results were positive. Four out of seven themes received a weighted mean of 4 or higher, reflecting a generally positive consensus in the responses. Also, all the individual statements were evaluated positively. When comparing groups based on background information, some differentiation was discovered. In addition, a negative correlation was observed between the statements and the years in the company -group. When analyzing the qualitative data, most findings were related to company processes & structures.

The next and final chapter of this study will include the discussion and conclusions.

5 Discussion and conclusions

In this chapter, the findings are analyzed and interpreted to address the first research question: What is the level of perceived inclusion in P&M unit in company X? This analysis is structured around insights from inclusion themes and highlights notable differences among groups. These findings serve as the foundation for offering organizational recommendations, aimed at addressing the Q1a and Q1b research questions: what areas of inclusion are in good level, and what areas of inclusion should be developed, to improve the perceived inclusion in P&M unit in company x? Following the presentation of these developmental suggestions follows an assessment of the study's reliability and validity, and the chapter concludes with reflection of my own learning process.

5.1 Review and conclusions of the results

Next, I will review and conclude the results of the study, starting with themes, and continuing with results from different groups.

Discussion about theme related findings and developmental suggestions

The theoretical framework, presented in Figure 7, chosen to this research work was a model of inclusive organizations, and it was adapted from Shore & al. (2018, 185). Model emphasizes the importance of actions that are both preventing, and promoting inclusion, and are together creating the inclusion climate, which affects retention and expansion of talent. According to the model, the practices and processes that promote inclusion and influence perceived inclusion include: recognizing, honoring, and advancing diversity, authenticity, influence on decision making, feeling respected and valued, involvement in the workgroup, and lastly psychological safety. These were also the themes that were selected to the study. One additional theme was added to the survey outside the selected theoretical model. This theme evaluated the awareness and attitude towards DEI in P&M organization.

Shore & al. (2018, 185) says that the base of organizational inclusion is **recognizing, honoring, and advancing of diversity**, which means that people are treated fairly, diversity of workforce is utilized to promote learning and growth, top management shows value for diversity, and the factors preventing people from advancing their careers are eliminated. Robbins (2024, 100) emphasizes the significance of celebrating, rather than disparaging, differences among individuals within organizations, as well as the importance of enhancing the representation of diverse and marginalized groups in the workforce.

This theme got, together with involvement in the work group, the best weighted mean, 4.2, out of all themes, indicating that based on this study, the base of organizational inclusion is strong. There

were few open comments, where more career developmental opportunities were wished for. It's noteworthy that the statement receiving the most disagreement within this theme was related to career development opportunities. These opportunities should be openly presented within the organization, and to add the sense of fairness, the criteria used in selection decisions should also be shared.

Authenticity describes organization's support for openness and the exchange of personal identities, allowing employees to express valued identities that might diverge from the dominant organizational culture or employee lifestyles (Shore & al 2018, 185). Robbins (2024, 106) highlights that leaders and managers of the organization needs to demonstrate actual commitment, and their actions need to match with their words.

Based on this study, the level of authenticity is also good, with a weighted mean of 4. However, it is worth noticing that the statement "I believe this organization will take appropriate actions in response to incidents of discrimination" received the least agreement among all statements. This suggests that participants may not have noticed discrimination around them and therefore cannot anticipate how it would be addressed. Nevertheless, this is an area where leadership could make a stronger commitment and emphasize that discrimination in all its forms is prohibited and will be addressed accordingly.

An important aspect of inclusion is ability to **influence on decision-making**, and for this to happen, employees needs to feel that their ideas and perspectives are heard, and they can influence the decision making. (Shore & al 2018, 185). White & Mackenzie-Davey (2003, 232) are also emphasizing the importance of influence on decision making and highlights the employee's ability to take an active role in organization, by being involved in decisions that are affecting employees as individuals or their role at the higher level in organization.

The theme of influence on decision-making received a weighted mean of 3.8. Despite being the lowest among all themes, it still reflects a very good level, indicating that participants generally feel they have access to the necessary information, are involved in decisions affecting their roles, and feel heard when presenting their ideas. However, the statement "I am involved in decisions that affect my role" received the lowest average among all statements. This is an aspect that could be addressed, especially by managers in the company. If employees cannot be directly involved in the decision-making process, at the very least, the process and rationale behind it should be openly shared.

Shore & al (2018, 182) says that the theme of **feeling respected and valued** includes the receiving of appreciation as valued member of group and organization. Rogers & Ashforth (2017, 1578-

1579) says that respect can be shown as generalized respect where everyone feels valued as part of the group, "we", and as particularized respect, where individuals perceive that the organization values them for their specific attributes, actions, and accomplishments. According to Rogers & Ashforth (2017, 1578-1579) respect confirms their value and fulfills fundamental human needs.

The weighted mean for this theme was also favorable, at 3.9, indicating that participants feel valued within the organization. There was slight polarization in the responses to the statement "I feel valued for the contribution I make to our organization," suggesting that while some participants find this to be true, there are a few whose experiences differ significantly. This observation is particularly crucial for leaders to note and consider when providing feedback and appraisals to their team members.

Involvement in work group includes an individual's participation in tasks like sharing information and making collaborative decisions, as well as their feeling of being valued and heard. (Shore & al. 2018, 182; Hobman, Bordia & Gallois, 2004, 564-565.) Mor-Barak and Cherin (1998, in Hobman & al. 2004, 564) define work group involvement "as the perception of inclusion-exclusion with regard to employee interaction or involvement within work teams". Guerrero & Barraud-Didier (2004, 1410) say that possibility to both control and understand work increases employee's involvement in the company and aligns the efforts with company´s goals.

Involvement in work group, along with the themes of recognizing, honoring, and advancing diversity, garnered the highest weighted mean of 4.2. This suggests that based on the research, participants feel that information is openly shared, people are willing to help, they feel receiving help, and they are encouraged to participate in discussions. However, the statement regarding being encouraged to participate in meetings received the lowest average within this theme, indicating that this aspect should be addressed. It is particularly crucial for managers to ensure that everyone, including quieter individuals, has the opportunity to express their ideas during meetings.

Last, and most important theme creating perceived inclusion according to the selected model, is **psychological safety**. Edmondson & Lei (2014, 23) refer to psychological safety as "people's perceptions of the consequences of taking interpersonal risks in a particular context such as a workplace" and say that it is experienced in group level, and it is blending trust, respect of each-others competence and caring about each-other as people. Carmeli and Gittell (2009, 714) say, that group members are more open to learn from mistakes, when they feel being part of an environment, where it's safe to express vulnerability. Edmondson´s (2018, chapter 2) highlights, that psychological safety can make or break achievement of team performance, especially in diverse teams.

This theme also received positive evaluation, with a weighted mean of 3.9, indicating that participants in this research feel they can challenge others without facing negative consequences, express vulnerability, and witness respectful behavior even during disagreements. It's noteworthy that the statement regarding vulnerability had some polarization in responses, suggesting that while the majority feel comfortable showing vulnerability, there are individuals experiencing the opposite. To facilitate learning from mistakes and reduce the fear of making them, organizations should promote a management style where mistakes are not punished but rather viewed as opportunities for learning.

The final statements assessing **awareness and attitudes towards DEI** received a weighted mean of 4.1. According to the results, the majority of participants engage in behaviors that facilitate inclusivity and believe in the importance of promoting DEI within the organization. It was particularly encouraging to observe that over 70 % of participants perceive P&M unit as inclusive. At the same time, there were still participants who didn't view DEI as an important topic, and also voiced out their opinion in open comments. This presents a good moment to further enhance DEI practices and processes within the organization, emphasizing the ongoing importance of communicating about this topic and its value to the organization.

To summarize, the results overall suggest that the perceived inclusion in P&M organization is at the very good level. All the themes were evaluated positively, and so were the individual statements.

Discussion about group related findings and developmental suggestions

Some variation in responses was found when the groups were compared to each-others.

Based on the results the responses from both men and women were similar, and no statistically significant differences found. This suggests that both genders are perceiving the inclusion in similar way. Also, no statistically significant differences were identified when comparing groups based on the number of days working outside the office. Even though the responses were a bit more positive within the group working outside the office the least, only 0-1 days per week, the differences were minimal. No clear group specific developmental needs can be identified based on results. However, focusing on enhancing gender diversity is an area where the organization could dedicate more effort.

Results show that team leads have evaluated all the themes more positively than non-team leads. Three statistically significant differences were identified in statements regarding fair treatment, trust in the appropriate handling of discrimination, and behaviors that contribute to making others feel included. Based on these results, it can be suggested that team leads should be more committed

to addressing and prohibiting discrimination in all its forms, as well as making decision-making processes more transparent to teams. Additionally, since non-team leads have evaluated behave less in a way that makes others feel included, there is a need to address expectations for inclusive behavior in the workplace.

Additionally, eight statistically significant differences were found when comparing the answers from different teams (LCS, Project, and Maintenance). Within these teams, the LCS team evaluated all the themes more positively than the other two teams, and statistically significant differences were identified from influence on decision making, feeling respected and valued, involvement in the workgroup, psychological safety in organization, and lastly, awareness and attitude towards DEI -themes. It would be beneficial for the organization to examine the practices and processes, particularly concerning leadership behavior, within these themes. This exploration could uncover some differences in working methods that could be replicated from the LCS team to project and maintenance teams.

Lastly, twelve statistically significant differences within all themes were recognized when comparing groups with different amounts of working experience in the organization. It was noticed that those who have worked in the company the longest evaluated all the themes more negatively that the other groups. Furthermore, a negative correlation was observed between the answers and the years in the company.

Based on the study, this is an area of development where the organization should primarily focus. It was evident from the results that the longer employees have worked in the company, the more negatively they perceive the level of inclusion. Given the statistically significant differences identified across all themes, I suggest looking deeper into this topic by conducting employee interviews to gain a more comprehensive understanding of the underlying reasons. It should be noted, however, that despite these differences, the overall responses from all groups were at good level, and no significant concerns were identified. The strongest correlation for the statement "our organization is inclusive" can be found with the statements "I am treated fairly", "our organization values diversity", "I feel that my ideas are heard in this organization", and '" can show my vulnerability in this organization". Therefore, by focusing on developing those aspects of inclusion, perceived inclusion can be most efficiently affected.

Summary of developmental suggestions

The survey results suggest few areas for organizational improvement. Firstly, career opportunities could be shared more openly, together with information about the selection criterias. Secondly, there should be a clear commitment from leadership to address and prohibit discrimination in all its

forms. Thirdly, decision-making processes could be more open and transparent. Additionally, giving more feedback to all employees regarding their performance, particularly focusing on acknowledging successes, could increase the sense of being valued. It should also be ensured that everyone, including quieter individuals, gets the opportunity to express their ideas during meetings. Lastly, maintaining a safe environment where mistakes are viewed as learning opportunities rather than grounds for punishment is important.

Most important area of developmental is the employees who have worked in the organization 5 or more years. Also, some investigation could be done around the practices and processes in different teams to find out, if something that has been found beneficial in LCS-team could be utilized in other teams as well.

5.2   Reliability and validity of the research

A survey was used as data collection method in this research. According to Saunders & al. (2019, 515), a good survey gives accurate data that measures the intended concepts, and if it's reliable, it means the data are collected consistently. According to Yin (2009, 38), "the goal of reliability is to minimize the errors and biases in a study".

Content validity refers to how well the questions in the questionnaire are covering the topic that they are meant to cover, in this case, perceived inclusion. To ensure validity, Saunders & al. (2019, 517) suggest doing through literature review, or to use a panel of individuals to assess how useful the selected questions are to cover the selected topic. According to Saunders & al. (2019, 517) questionnaires internal validity means the ability of the conducted questionnaire to measure what was intended to measure.

When planning the survey, Heikkilä (2014, 45) emphasizes the importance of thorough pre-survey preparation. This involves conducting a comprehensive review of the existing literature, formulating a well-defined research question(s), clarifying key terminologies, and specifying the chosen research methodology. Furthermore, the person running the survey must know, how and with what program the data will be analyzed, and how the final reporting is done. When planning a survey, easier questions should be placed in the beginning of a survey, to raise interest towards the topic. (Heikkilä, 2014, 45-46.) Heikkilä (2014, 47) continues, that a questionnaire is well-designed and compelling if it has clear instructions and format of questions is clear. Each question is asked individually, with logical progression and consecutive numbering. Also, form has been pre-tested. Responses to open-ended questions can bring forth new perspectives or viable improvement suggestions. (Heikkilä, 2014, 47.)

The questions in this survey were carefully designed to measure the intended topic, perceived inclusion, and were formed based on relevant literature and theories about inclusion. The process of forming survey questions is described in chapter 3.2. To collect feedback about the clarity of the questions, and to test the technical side of the survey tool Zeffi, the survey was tested before it was sent out to the participants, with a group of 5 people not belonging to P&M organization. In the beginning of the survey, which was sent out to participants, details about the study's background, purpose, how the data is analyzed and used, and a link to the company´s privacy policy were provided. Following that, background questions were presented. Then the meaning of "diversity" and "inclusion" were explained. Afterwards, Likert-scale questions measuring perceived inclusion were presented. Finally, the only open-ended question about how the organization could be more inclusive was asked. This question was positioned at the end because the topic of diversity and inclusion might be unfamiliar to many participants. By presenting the Likert-scale questions first, it was hoped that participants would become more familiar with the topic, enabling them to provide more informed answers to the open question.

When assessing the reliability of this research, it's important to consider that the survey tool did not generate personalized questionnaire links. Since all participants accessed the same link, theoretically, anyone, even those outside the P&M organization, could have responded to the questions, potentially compromising the reliability of the results. It should also be noted that since this topic is relatively unfamiliar within the organization, the survey could have benefited from using an "I don't know" option instead of the "don't disagree/agree" option, which implies more neutrality towards the claim without indication of not knowing or understanding the question.

While the results within the P&M unit were positive, it's important to acknowledge that the participants represent a relatively homogeneous group with limited diversity in terms of gender, educational background, and ethnicity. Therefore, it's uncertain whether a more diverse group joining the P&M organization would perceive inclusion in the same manner. Furthermore, it's possible that the expectations towards diversity, inclusion, and equity efforts may be lower compared to companies where the DEI topic is more familiar.

Lastly, it is important to emphasize that the results of this research cannot be generalized to the entire company, let alone to other companies, as they solely reflect the situation within the P&M organization. However, the survey used to measure perceived inclusion can be adapted for use in other teams or companies to assess the level of perceived inclusion within those specific cases.

5.3   Reflection of learning process

The process of writing this thesis was lengthy, occasionally exhausting, yet largely inspiring. I gained extensive knowledge on DEI topics and the methodologies for measuring perceptions in this area. Conducting a survey on this scale independently for the first time provided invaluable learning experiences in planning and execution. Initially, there were challenges in receiving the survey results in a usable format, which hindered the application of certain tests. However, with guidance from my thesis advisor and persistent communication with the survey tool provider, the results were successfully obtained in the required data matrix format. Moreover, this process introduced me to the IBM SPSS tool, which was previously unfamiliar to me. It was intriguing to learn how to utilize SPSS for analyzing the survey data.

I am grateful to our organization for granting me the opportunity to research the level of perceived inclusion within one of its units and for providing support throughout the journey. This alone signifies the organization's commitment to prioritizing and advancing diversity, inclusion, and equity initiatives.

Even though I believe measuring perceived inclusion is extremely important, as it helps to target developmental actions related to inclusion and assess their effectiveness, I still believe there are aspects of inclusion that are so deeply human that they are impossible to measure. However, this does not diminish the importance of work in the DEI field. Therefore, I would like to end this thesis work with words originally said by Albert Einstein:

> "Not everything that can be counted counts and not everything that counts can be counted."

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Appendices

Appendix 1. Email about the survey to the participants

Hei!

Panostamme [yritys X:ssä] rakentavan, inhimillisen sekä kannustavan yrityskulttuurin kehittämiseen, joka pohjaa psykologiseen turvallisuuteen. Tutkimme seuraavalla kyselyllä sitä, kuinka inklusiiviseksi, eli erilaisuutta kunnioittavaksi, toista arvostavaksi ja yhteistyökykyiseksi henkilöstömme kokee yrityskulttuurimme ja toimintatapamme.

Kyselyyn vastaaminen vie aikaa noin 10 minuuttia ja käytämme vastauksia tulevia yrityskulttuuria kehittäviä toimia suunnitellessa, tämän vuoksi siis juuri sinun vastauksesi on ehdottoman tärkeä!

Vastaathan kyselyyn alla olevan linkin kautta mahdollisimman pian, viimeistään pe 24.11. mennessä.

[linkki tutkimukseen]

Tietoja käsitellään luottamuksellisesti HR-toiminnoissa, eikä yksittäisiä vastauksia pysty erottamaan vastauksista. Pienin analysoitava ryhmäkoko on 5. Tietoja käsitellään myös osana Sari Engenin opintoihin kuuluvaa lopputyötä. Tarkemmin yrityksemme tietojenkäsittelystä voi lukea tietosuojalomakkeestamme, löydät sen täältä [linkki yrityksen sisäiseen ohjeeseen].

Mikäli haluat kysyä jotain kyselyyn tai sen tulosten purkuun liittyen, voit olla yhteydessä Sari Engeniin [puhelinnumero ja työsähköposti].

Suuri kiitos vastauksestasi!

Ystävällisin terveisin
Sari Engen

Appendix 2. Survey

1. Panostamme ▓▓▓▓▓ vahvasti inklusiiviseen, eli mukaan ottavan yrityskulttuurin kehittämiseen, joka pohjaa psykologiseen turvallisuuteen. Tutkimme seuraavalla kyselyllä sitä, kuinka inklusiiviseksi, eli mukaan ottavaksi, henkilöstömme kokee yrityskulttuurimme ja toimintatapamme.

Kyselyyn vastaaminen vie aikaa noin 10 minuuttia ja käytämme vastauksia tulevia yrityskulttuuria kehittäviä toimia suunnitellessa, tämän vuoksi siis juuri sinun vastauksesi on ehdottoman tärkeä!

Tietoja käsitellään luottamuksellisesti HR-toiminnoissa, eikä yksittäisiä vastauksia pysty erottamaan vastauksista. Pienin analysoitava ryhmäkoko on 5. Tietoja käsitellään myös osana Sari Engenin opintoihin kuuluvaa lopputyötä. Tarkemmin yrityksemme tietojenkäsittelystä voi lukea tietosuojalomakkeestamme, löydät sen täältä: ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓.

Mikäli haluat kysyä jotain kyselyyn tai sen tulosten purkuun liittyen, voit olla yhteydessä Sari Engeniin (▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓)

Taustakysymykset:

1. **Sukupuoli**
   a. Mies
   b. Nainen
   c. Muu / en halua kertoa
2. **Rooli organisaatiossa**
   a. Esihenkilö
   b. Ei esihenkilön vastuita
3. **Kuinka kauan olet työskennellyt Fidelixillä?**
   a. Alle vuoden
   b. 1-2 vuotta
   c. 3-4 vuotta
   d. 5-10 vuotta
   e. yli 10 vuotta
4. **Työskentelen etänä keskimäärin**
   a. 0-1 päivää viikossa
   b. 2-3 päivää viikossa
   c. 4-5 päivää viikossa

Kyselyssä käytetyt termit:

Työelämän **monimuotoisuudella** viitataan siihen, millaisia jäseniä ryhmään kuuluu. Ryhmän jäsenet eroavat toisistaan, koska heillä on erimerkiksi eri sukupuoli, ikä, terveydentila, seksuaalinen suuntautuminen, yhteiskuntaluokka, vamma, uskonto, kansalaisuus ja koulutus- tai kielitausta.

Inkluusiolla eli mukaan ottamisella työelämässä tarkoitetaan sitä, että jokainen yrityksen työntekijä kokee, että hän kuuluu joukkoon. Häntä ja hänen ainutlaatuisuuttaan arvostetaan ja hänellä on yhtäläiset vaikutus- ja urakehitysmahdollisuudet muihin verrattuna.

Vastaukset skaalalla 1-5
(1= Täysin eri mieltä, 2= Eri mieltä, 3= Ei samaa eikä eri mieltä, 4= Samaa mieltä, 5= Täysin samaa mieltä)

1. Minua kohdellaan reilusti organisaatiossa
2. Organisaatiossamme arvostetaan monimuotoisuutta.
3. Minulla on samanlaiset mahdollisuudet edistää uraani, kuin muillakin tässä organisaatiossa.
4. Voin olla organisaatiossa oma itseni.
5. Tunnen että ainutlaatuisuuttani arvostetaan organisaatiossa.
6. Organisaatiossani puututaan syrjintään.
7. Organisaatiossa kuunnellaan ideoitani.
8. Olen osallisena tekemässä rooliini vaikuttavia päätöksiä.
9. Saan työni tekemisen kannalta riittävästi tietoa.
10. Tunnen että organisaatio arvostaa työpanostani.
11. Tunnen että minuun luotetaan.
12. Organisaatio kohtelee työntekijöitä kunnioittavasti.
13. Minua kannustetaan osallistumaan keskusteluun.
14. Autan muita organisaatiossa.
15. Saan itse pyydettäessä apua muilta.
16. Jaamme tässä organisaatiossa avoimesti tietoa toisillemme.
17. Käyttäydymme toisiamme kohtaan kunnioittavasti silloinkin, kun olemme asioista eri mieltä.
18. Voin näyttää haavoittuvuuteni tässä organisaatiossa.
19. Voimme haastaa toistemme näkemykset ilman negatiivisia seurauksia.
20. Esihenkilöni kannustaa minua ajattelemaan asioita eri näkökulmista.
21. Minun käyttäytymiseni auttaa muita organisaation jäseniä tuntemaan, että he kuuluvat joukkoon.
22. Uskon että työ monimuotoisuuden ja inkluusion edistämiseksi organisaatiossamme on tärkeää.
23. Organisaatiomme on inklusiivinen, eli mukaan ottava.

24. Mitä yrityksemme voisi tehdä eri tavalla, jotta se olisi inklusiivisempi? (avoin vastauskenttä)

Appendix 3. Results based on background questions

Gender

Gender

- 4.4 / 4.4 — I am treated fairly.
- 4.1 / 4 — Our organization values diversity.
- 4 / 3.6 — I have the same opportunities for advancement in my career as anyone else.

■ Man ■ Woman

Gender

- 4.4 / 4.2 — I can be truly myself in this organization.
- 3.9 / 4 — I feel my uniqueness is appreciated in this organization.
- 3.8 / 3.7 — I believe this organization will take appropriate actions in response to incidents of discrimination.

■ Man ■ Woman

Gender

- 3.9 / 4.4 — I feel that my ideas are heard in this organization.
- 3.8 / 3.9 — I am involved in decisions that are affecting my role.
- 3.8 / 4 — I have access to the information that I need to do my work.

■ Man ■ Woman

Gender

- 3.8 / 4 — I feel valued for the contribution I make to our organization.
- 4.1 / 4.1 — Our organization treats all its employees with respect.

■ Man ■ Woman

Gender

	I am encouraged to participate the discussion in meetings.	I am helping others in this organization.	I get help in this organization when asking.	In this organization, we openly share information to each-others.
Man	3.9	4.5	4.4	4.1
Woman	3.9	4.4	4.6	3.9

■ Man ■ Woman

Gender

	In this organization we treat each-others with respect even when disagreeing.	I can show my vulnerability in this organization.	I can challenge others´ views without any negative consequences.
Man	4.2	3.7	4
Woman	4.1	4	3.9

■ Man ■ Woman

Gender

	I behave in a way that helps others to feel included to the organization.	I think it's important, that company promotes diversity, equity, and inclusion.	Our organization is inclusive.
Man	4.3	3.9	4
Woman	4.4	4.4	4.3

■ Man ■ Woman

Days working outside the office

Days working outside the office

0-1 days/week   2-3 days/week   4-5 days/week

	I am treated fairly.	Our organization values diversity.	I have the same opportunities for advancement in my career as anyone else.
0-1 days/week	4.5	4.3	4
2-3 days/week	4.4	4	3.9
4-5 days/week	4.4	4.1	4

Days working outside the office

0-1 days/week   2-3 days/week   4-5 days/week

	I can be truly myself in this organization.	I feel my uniqueness is appreciated in this organization.	I believe this organization will take appropriate actions in response to incidents of discrimination.
0-1 days/week	4.5	4.1	4.1
2-3 days/week	4.4	3.8	3.6
4-5 days/week	4.2	3.8	3.8

Days working outside the office

0-1 days/week   2-3 days/week   4-5 days/week

	I feel that my ideas are heard in this organization.	I am involved in decisions that are affecting my role.	I have access to the information that I need to do my work.
0-1 days/week	4.2	3.9	4
2-3 days/week	3.8	3.5	3.8
4-5 days/week	3.9	3.8	3.6

Days working outside the office

0-1 days/week   2-3 days/week   4-5 days/week

	I feel valued for the contribution I make to our organization.	Our organization treats all its employees with respect.
0-1 days/week	4	4.1
2-3 days/week	3.6	3.9
4-5 days/week	3.8	4.1

Days working outside the office

	I am encouraged to participate the discussion in meetings.	I am helping others in this organization.	I get help in this organization when asking.	In this organization, we openly share information to each-others.
0-1 days/week	4	4.5	4.5	4.1
2-3 days/week	3.7	4.5	4.4	4.1
4-5 days/week	3.8	4.4	4.3	3.9

■ 0-1 days/week ■ 2-3 days/week ■ 4-5 days/week

Days working outside the office

	In this organization we treat each-others with respect even when disagreeing.	I can show my vulnerability in this organization.	I can challenge others´ views without any negative consequences.
0-1 days/week	4.2	4	4.2
2-3 days/week	4.1	3.5	3.9
4-5 days/week	4.1	3.6	3.9

■ 0-1 days/week ■ 2-3 days/week ■ 4-5 days/week

Days working outside the office

	I behave in a way that helps others to feel included to the organization.	I think it's important, that company promotes diversity, equity, and inclusion.	Our organization is inclusive.
0-1 days/week	4.3	4	4.2
2-3 days/week	4.3	4	4
4-5 days/week	4.2	3.7	3.9

■ 0-1 days/week ■ 2-3 days/week ■ 4-5 days/week

Role

Role

	I am treated fairly *	Our organization values diversity	I have the same opportunities for advancement in my career as anyone else
I don't have team lead responsibilities	4.4	4.1	3.9
Team lead	4.6	4.3	4.1

Role

	I can be truly myself in this organization	I feel my uniqueness is appreciated in this organization	I believe this organization will take appropriate actions in response to incidents of discrimination. *
I don't have team lead responsibilities	4.3	3.8	3.7
Team lead	4.5	4.2	4.3

Role

	I feel that my ideas are heard in this organization	I am involved in decisions that are affecting my role	I have access to the information that I need to do my work
I don't have team lead responsibilities	3.9	3.6	3.7
Team lead	4.2	4.1	3.9

Role

	I feel valued for the contribution I make to our organization	Our organization treats all its employees with respect
I don't have team lead responsibilities	3.7	4
Team lead	4.2	4.3

Role

	I am encouraged to participate the discussion in meetings	I am helping others in this organization	I get help in this organization when asking	In this organization, we openly share information to each-others
I don't have team lead responsibilities	3.7	4.4	4.3	4
Team lead	4.1	4.6	4.5	4.1

Role

	In this organization we treat each-others with respect even when disagreeing	I can show my vulnerability in this organization	I can challenge others´ views without any negative consequences
I don't have team lead responsibilities	4.1	3.6	3.9
Team lead	4.3	4	4.2

Role

	I behave in a way that helps others to feel included to the organization.*	I think it's important, that company promotes diversity, equity, and inclusion	Our organization is inclusive
I don't have team lead responsibilities	4.2	3.8	3.9
Team lead	4.7	4.1	4.3

Years in the company

Years in the company

	I am treated fairly.*	Our organization values diversity.	I have the same opportunities for advancement in my career as anyone else.*
0-2 years	4.6	4.3	4.3
3-4 years	4.6	4	4
5 + years	4.1	4	3.6

Years in the company

	I can be truly myself in this organization.	I feel my uniqueness is appreciated in this organization.	I believe this organization will take appropriate actions in response to incidents of discrimination.*
0-2 years	4.6	4.1	4.1
3-4 years	4.3	4	3.6
5 + years	4.1	3.5	3.5

Years in the company

	I feel that my ideas are heard in this organization.*	I am involved in decisions that are affecting my role.	I have access to the information that I need to do my work.*
0-2 years	4.3	3.9	4
3-4 years	3.9	3.9	4
5 + years	3.6	3.5	3.4

Years in the company

	I am encouraged to participate the discussion in meetings.*	I am helping others in this organization.	I get help in this organization when asking.*	In this organization, we openly share information to each-others.
0-2 years	4.1	4.6	4.6	4.1
3-4 years	3.8	4.6	4.5	4.4
5 + years	3.5	4.3	4.1	3.7

Years in the company

	I feel valued for the contribution I make to our organization.	Our organization treats all its employees with respect.*
0-2 years	4	4.3
3-4 years	3.9	4.3
5 + years	3.5	3.6

■ 0-2 years ■ 3-4 years ■ 5 + years

Years in the company

	In this organization we treat each-others with respect even when disagreeing.*	I can show my vulnerability in this organization.*	I can challenge others´ views without any negative consequences.*
0-2 years	4.3	4	4.2
3-4 years	4.4	3.8	4.3
5 + years	3.8	3.3	3.6

■ 0-2 years ■ 3-4 years ■ 5 + years

Years in the company

	I behave in a way that helps others to feel included to the organization.	I think it's important, that company promotes diversity, equity, and inclusion.	Our organization is inclusive.*
0-2 years	4.4	4.1	4.4
3-4 years	4.4	4	4
5 + years	4.1	3.6	3.6

■ 0-2 years ■ 3-4 years ■ 5 + years

Part of the organization

Part of the organization

Legend: Life cycle services, Projects, Maintenance

- I am treated fairly: 4.8, 4.4, 4.2
- Our organization values diversity: 4.5, 4, 4.1
- I have the same opportunities for advancement in my career as anyone else: 4.6, 3.8, 3.9

Part of the organization

Legend: Life cycle services, Projects, Maintenance

- I can be truly myself in this organization: 4.8, 4.3, 4.2
- I feel my uniqueness is appreciated in this organization: 4.5, 3.8, 3.8
- I believe this organization will take appropriate actions in response to incidents of discrimination: 4.1, 3.7, 3.8

Part of the organization

Legend: Life cycle services, Projects, Maintenance

- I feel that my ideas are heard in this organization.: 4.5, 3.8, 3.8
- I am involved in decisions that are affecting my role.*: 4.4, 3.5, 3.8
- I have access to the information that I need to do my work.: 4.3, 3.7, 3.7

Part of the organization

Legend: Life cycle services, Projects, Maintenance

- I am encouraged to participate the discussion in meetings:*: 4.7, 3.6, 3.7
- I am helping others in this organization.: 4.8, 4.5, 4.3
- I get help in this organization when asking.*: 4.8, 4.3, 4.2
- In this organization, we openly share information to each-others.: 3.9, 4.1, 4

Part of the organization

	Life cycle services	Projects	Maintenance
I feel valued for the contribution I make to our organization.*	4.6	3.5	3.8
Our organization treats all its employees with respect.*	4.6	3.9	4

Part of the organization

	Life cycle services	Projects	Maintenance
In this organization we treat each-others with respect even when disagreeing.	4.3	4.2	4
I can show my vulnerability in this organization.*	4.4	3.6	3.5
I can challenge others´ views without any negative consequences.	4.4	4	3.8

Part of the organization

	Life cycle services	Projects	Maintenance
I behave in a way that helps others to feel included to the organization.*	4.7	4.3	4.1
I think it's important, that company promotes diversity, equity, and inclusion.	4.4	4	3.6
Our organization is inclusive.*	4.6	4	3.8

Appendix 4. Hypothesis tests

Geneder

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.[a,b]	Decision
1	The distribution of I am treated fairly. is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.909	Retain the null hypothesis.

2	The distribution of Our organization values diversity. is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.499	Retain the null hypothesis.
3	The distribution of I have the same opportunities for advancement in my career as anyone else. is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.293	Retain the null hypothesis.
4	The distribution of I can be truly myself in this organization. is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.439	Retain the null hypothesis.
5	The distribution of I feel my uniqueness is appreciated in this organization. is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.895	Retain the null hypothesis.
6	The distribution of I believe this organization will take appropriate actions in response to incidents of discrimination. is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.687	Retain the null hypothesis.

7	The distribution of I feel that my ideas are heard in this organization. is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.357	Retain the null hypothesis.
8	The distribution of I am involved in decisions that are affecting my role. is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.851	Retain the null hypothesis.
9	The distribution of I have access to the information that I need to do my work. is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.526	Retain the null hypothesis.
10	The distribution of I feel valued for the contribution I make to our organization. is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.804	Retain the null hypothesis.
11	The distribution of Our organization treats all its employees with respect. is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.885	Retain the null hypothesis.

12	The distribution of I am encouraged to participate the discussion in meetings. is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.976	Retain the null hypothesis.
13	The distribution of I am helping others in this organization. is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.570	Retain the null hypothesis.
14	The distribution of I get help in this organization when asking. is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.710	Retain the null hypothesis.
15	The distribution of In this organization, we openly share information to each-others. is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.515	Retain the null hypothesis.
16	The distribution of In this organization we treat each-others with respect even when disagreeing. is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.743	Retain the null hypothesis.
17	The distribution of I can show my vulnerability in this	Independent-Samples Mann-Whitney U Test	0.524	Retain the null hypothesis.

	organization. is the same across categories of Gender.			
18	The distribution of I can challenge others´ views without any negative consequences. is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.566	Retain the null hypothesis.
19	The distribution of I behave in a way that helps others to feel included to the organization. is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.689	Retain the null hypothesis.
20	The distribution of I think it's important, that company promotes diversity, equity, and inclusion. is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.145	Retain the null hypothesis.
21	The distribution of Our organization is inclusive. is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.555	Retain the null hypothesis.
a. The significance level is .050.				

Days outside the office

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.[a,b]	Decision
1	The distribution of I am treated fairly. is the same across categories of I work elsewhere than office (e.g., construction site, home office etc.).	Independent-Samples Kruskal-Wallis Test	0.772	Retain the null hypothesis.
2	The distribution of Our organization values diversity. is the same across categories of I work elsewhere than office (e.g., construction site, home office etc.).	Independent-Samples Kruskal-Wallis Test	0.490	Retain the null hypothesis.
3	The distribution of I have the same opportunities for advancement in my career as anyone else. is the same across categories of I work elsewhere than office (e.g., construction site, home office etc.).	Independent-Samples Kruskal-Wallis Test	0.998	Retain the null hypothesis.

4	The distribution of I can be truly myself in this organization. is the same across categories of I work elsewhere than office (e.g., construction site, home office etc.).	Independent-Samples Kruskal-Wallis Test	0.871	Retain the null hypothesis.
5	The distribution of I feel my uniqueness is appreciated in this organization. is the same across categories of I work elsewhere than office (e.g., construction site, home office etc.).	Independent-Samples Kruskal-Wallis Test	0.439	Retain the null hypothesis.
6	The distribution of I believe this organization will take appropriate actions in response to incidents of discrimination. is the same across categories of I work elsewhere than office (e.g., construction site, home office etc.).	Independent-Samples Kruskal-Wallis Test	0.151	Retain the null hypothesis.
7	The distribution of I feel that my ideas are heard in this organization. is the same across categories of I	Independent-Samples Kruskal-Wallis Test	0.195	Retain the null hypothesis.

	work elsewhere than office (e.g., construction site, home office etc.).			
8	The distribution of I am involved in decisions that are affecting my role. is the same across categories of I work elsewhere than office (e.g., construction site, home office etc.).	Independent-Samples Kruskal-Wallis Test	0.338	Retain the null hypothesis.
9	The distribution of I have access to the information that I need to do my work. is the same across categories of I work elsewhere than office (e.g., construction site, home office etc.).	Independent-Samples Kruskal-Wallis Test	0.289	Retain the null hypothesis.
10	The distribution of I feel valued for the contribution I make to our organization. is the same across categories of I work elsewhere than office (e.g., construction site, home office etc.).	Independent-Samples Kruskal-Wallis Test	0.415	Retain the null hypothesis.

11	The distribution of Our organization treats all its employees with respect. is the same across categories of I work elsewhere than office (e.g., construction site, home office etc.).	Independent-Samples Kruskal-Wallis Test	0.793	Retain the null hypothesis.
12	The distribution of I am encouraged to participate the discussion in meetings. is the same across categories of I work elsewhere than office (e.g., construction site, home office etc.).	Independent-Samples Kruskal-Wallis Test	0.437	Retain the null hypothesis.
13	The distribution of I am helping others in this organization. is the same across categories of I work elsewhere than office (e.g., construction site, home office etc.).	Independent-Samples Kruskal-Wallis Test	0.729	Retain the null hypothesis.
14	The distribution of I get help in this organization when asking. is the same across categories of I work elsewhere than office	Independent-Samples Kruskal-Wallis Test	0.678	Retain the null hypothesis.

	(e.g., construction site, home office etc.).			
15	The distribution of In this organization, we openly share information to each-others. is the same across categories of I work elsewhere than office (e.g., construction site, home office etc.).	Independent-Samples Kruskal-Wallis Test	0.324	Retain the null hypothesis.
16	The distribution of In this organization we treat each-others with respect even when disagreeing. is the same across categories of I work elsewhere than office (e.g., construction site, home office etc.).	Independent-Samples Kruskal-Wallis Test	0.996	Retain the null hypothesis.
17	The distribution of I can show my vulnerability in this organization. is the same across categories of I work elsewhere than office (e.g., construction site, home office etc.).	Independent-Samples Kruskal-Wallis Test	0.170	Retain the null hypothesis.

18	The distribution of I can challenge others´ views without any negative conse-quences. is the same across categories of I work elsewhere than office (e.g., construc-tion site, home office etc.).	Independent-Sam-ples Kruskal-Wallis Test	0.499	Retain the null hypothesis.
19	The distribution of I behave in a way that helps others to feel in-cluded to the organi-zation. is the same across categories of I work elsewhere than office (e.g., construc-tion site, home office etc.).	Independent-Sam-ples Kruskal-Wallis Test	0.850	Retain the null hypothesis.
20	The distribution of I think it's important, that company pro-motes diversity, eq-uity, and inclusion. is the same across cate-gories of I work else-where than office (e.g., construction site, home office etc.).	Independent-Sam-ples Kruskal-Wallis Test	0.715	Retain the null hypothesis.

21	The distribution of Our organization is inclusive. is the same across categories of I work elsewhere than office (e.g., construction site, home office etc.).	Independent-Samples Kruskal-Wallis Test	0.612	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Role

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.[a,b]	Decision
1	The distribution of I am treated fairly. is the same across categories of Role.	Independent-Samples Mann-Whitney U Test	0.047	Reject the null hypothesis.
2	The distribution of Our organization values diversity. is the same across categories of Role.	Independent-Samples Mann-Whitney U Test	0.124	Retain the null hypothesis.
3	The distribution of I have the same opportunities for advancement in my career as anyone else. is the same across categories of Role.	Independent-Samples Mann-Whitney U Test	0.528	Retain the null hypothesis.

4	The distribution of I can be truly myself in this organization. is the same across categories of Role.	Independent-Samples Mann-Whitney U Test	0.252	Retain the null hypothesis.
5	The distribution of I feel my uniqueness is appreciated in this organization. is the same across categories of Role.	Independent-Samples Mann-Whitney U Test	0.072	Retain the null hypothesis.
6	The distribution of I believe this organization will take appropriate actions in response to incidents of discrimination. is the same across categories of Role.	Independent-Samples Mann-Whitney U Test	0.016	Reject the null hypothesis.
7	The distribution of I feel that my ideas are heard in this organization. is the same across categories of Role.	Independent-Samples Mann-Whitney U Test	0.144	Retain the null hypothesis.
8	The distribution of I am involved in decisions that are affecting my role. is the same across categories of Role.	Independent-Samples Mann-Whitney U Test	0.113	Retain the null hypothesis.

9	The distribution of I have access to the information that I need to do my work. is the same across categories of Role.	Independent-Samples Mann-Whitney U Test	0.253	Retain the null hypothesis.
10	The distribution of I feel valued for the contribution I make to our organization. is the same across categories of Role.	Independent-Samples Mann-Whitney U Test	0.060	Retain the null hypothesis.
11	The distribution of Our organization treats all its employees with respect. is the same across categories of Role.	Independent-Samples Mann-Whitney U Test	0.190	Retain the null hypothesis.
12	The distribution of I am encouraged to participate the discussion in meetings. is the same across categories of Role.	Independent-Samples Mann-Whitney U Test	0.185	Retain the null hypothesis.
13	The distribution of I am helping others in this organization. is the same across categories of Role.	Independent-Samples Mann-Whitney U Test	0.166	Retain the null hypothesis.
14	The distribution of I get help in this organization when asking. is	Independent-Samples Mann-Whitney U Test	0.393	Retain the null hypothesis.

	the same across categories of Role.			
15	The distribution of In this organization, we openly share information to each-others. is the same across categories of Role.	Independent-Samples Mann-Whitney U Test	0.414	Retain the null hypothesis.
16	The distribution of In this organization we treat each-others with respect even when disagreeing. is the same across categories of Role.	Independent-Samples Mann-Whitney U Test	0.433	Retain the null hypothesis.
17	The distribution of I can show my vulnerability in this organization. is the same across categories of Role.	Independent-Samples Mann-Whitney U Test	0.120	Retain the null hypothesis.
18	The distribution of I can challenge others´ views without any negative consequences. is the same across categories of Role.	Independent-Samples Mann-Whitney U Test	0.163	Retain the null hypothesis.

19	The distribution of I behave in a way that helps others to feel included to the organization. is the same across categories of Role.	Independent-Samples Mann-Whitney U Test	0.002	Reject the null hypothesis.
20	The distribution of I think it's important, that company promotes diversity, equity, and inclusion. is the same across categories of Role.	Independent-Samples Mann-Whitney U Test	0.391	Retain the null hypothesis.
21	The distribution of Our organization is inclusive. is the same across categories of Role.	Independent-Samples Mann-Whitney U Test	0.155	Retain the null hypothesis.
a. The significance level is .050.				
b. Asymptotic significance is displayed.				

Team

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.[a,b]	Decision
1	The distribution of I am treated fairly. is the same across categories of Team.	Independent-Samples Kruskal-Wallis Test	0.092	Retain the null hypothesis.

2	The distribution of Our organization values diversity. is the same across categories of Team.	Independent-Samples Kruskal-Wallis Test	0.146	Retain the null hypothesis.
3	The distribution of I have the same opportunities for advancement in my career as anyone else. is the same across categories of Team.	Independent-Samples Kruskal-Wallis Test	0.148	Retain the null hypothesis.
4	The distribution of I can be truly myself in this organization. is the same across categories of Team.	Independent-Samples Kruskal-Wallis Test	0.213	Retain the null hypothesis.
5	The distribution of I feel my uniqueness is appreciated in this organization. is the same across categories of Team.	Independent-Samples Kruskal-Wallis Test	0.059	Retain the null hypothesis.
6	The distribution of I believe this organization will take appropriate actions in response to incidents of discrimination. is the same across categories of Team.	Independent-Samples Kruskal-Wallis Test	0.600	Retain the null hypothesis.

7	The distribution of I feel that my ideas are heard in this organization. is the same across categories of Team.	Independent-Samples Kruskal-Wallis Test	0.097	Retain the null hypothesis.
8	The distribution of I am involved in decisions that are affecting my role. is the same across categories of Team.	Independent-Samples Kruskal-Wallis Test	0.025	Reject the null hypothesis.
9	The distribution of I have access to the information that I need to do my work. is the same across categories of Team.	Independent-Samples Kruskal-Wallis Test	0.126	Retain the null hypothesis.
10	The distribution of I feel valued for the contribution I make to our organization. is the same across categories of Team.	Independent-Samples Kruskal-Wallis Test	0.006	Reject the null hypothesis.
11	The distribution of Our organization treats all its employees with respect. is the same across categories of Team.	Independent-Samples Kruskal-Wallis Test	0.044	Reject the null hypothesis.

12	The distribution of I am encouraged to participate the discussion in meetings. is the same across categories of Team.	Independent-Samples Kruskal-Wallis Test	0.001	Reject the null hypothesis.
13	The distribution of I am helping others in this organization. is the same across categories of Team.	Independent-Samples Kruskal-Wallis Test	0.079	Retain the null hypothesis.
14	The distribution of I get help in this organization when asking. is the same across categories of Team.	Independent-Samples Kruskal-Wallis Test	0.044	Reject the null hypothesis.
15	The distribution of In this organization, we openly share information to each-others. is the same across categories of Team.	Independent-Samples Kruskal-Wallis Test	0.614	Retain the null hypothesis.
16	The distribution of In this organization we treat each-others with respect even when disagreeing. is the same across categories of Team.	Independent-Samples Kruskal-Wallis Test	0.416	Retain the null hypothesis.
17	The distribution of I can show my vulnerability in this	Independent-Samples Kruskal-Wallis Test	0.018	Reject the null hypothesis.

	organization. is the same across categories of Team.			
18	The distribution of I can challenge others´ views without any negative consequences. is the same across categories of Team.	Independent-Samples Kruskal-Wallis Test	0.164	Retain the null hypothesis.
19	The distribution of I behave in a way that helps others to feel included to the organization. is the same across categories of Team.	Independent-Samples Kruskal-Wallis Test	0.027	Reject the null hypothesis.
20	The distribution of I think it's important, that company promotes diversity, equity, and inclusion. is the same across categories of Team.	Independent-Samples Kruskal-Wallis Test	0.098	Retain the null hypothesis.
21	The distribution of Our organization is inclusive. is the same across categories of Team.	Independent-Samples Kruskal-Wallis Test	0.047	Reject the null hypothesis.
a. The significance level is .050.				
b. Asymptotic significance is displayed.				

I am involved in decisions that are affecting my role.

Pairwise Comparisons of Team

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
Projects-Maintenance	10.079	6.120	1.647	.100	.299
Projects-Life cycle services	-22.100	8.505	-2.599	.009	.028
Maintenance-Life cycle services	-12.021	8.580	-1.401	.161	.484

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same. Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

I feel valued for the contribution I make to our organization.

Pairwise Comparisons of Team

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
Projects-Maintenance	5.138	6.063	.847	.397	1.000
Projects-Life cycle services	-26.702	8.403	-3.178	.001	.004
Maintenance-Life cycle services	-21.564	8.454	-2.551	.011	.032

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same. Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Our organization treats all its employees with respect.

Pairwise Comparisons of Team

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
Projects-Maintenance	3.773	5.947	.634	.526	1.000
Projects-Life cycle services	-20.369	8.192	-2.486	.013	.039
Maintenance-Life cycle services	-16.596	8.268	-2.007	.045	.134

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same. Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

I am encouraged to participate the discussion in meetings.

Pairwise Comparisons of Team

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
Projects-Maintenance	4.295	6.032	.712	.476	1.000
Projects-Life cycle services	-30.307	8.308	-3.648	<.001	.001
Maintenance-Life cycle services	-26.012	8.385	-3.102	.002	.006

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.
Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

I get help in this organization when asking.

Pairwise Comparisons of Team

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
Maintenance-Projects	-1.186	5.714	-.208	.836	1.000
Maintenance-Life cycle services	-19.045	7.968	-2.390	.017	.051
Projects-Life cycle services	-17.859	7.920	-2.255	.024	.072

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.
Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

I can show my vulnerability in this organization.

Pairwise Comparisons of Team

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
Maintenance-Projects	-2.549	6.085	-.419	.675	1.000
Maintenance-Life cycle services	-23.383	8.484	-2.756	.006	.018
Projects-Life cycle services	-20.834	8.433	-2.470	.013	.040

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.
Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

I behave in a way that helps others to feel included to the organization.

Pairwise Comparisons of Team

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
Maintenance-Projects	-8.354	5.785	-1.444	.149	.446
Maintenance-Life cycle services	-21.187	8.041	-2.635	.008	.025
Projects-Life cycle services	-12.833	7.968	-1.611	.107	.322

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same. Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Our organization is inclusive.

Pairwise Comparisons of Team

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
Maintenance-Projects	-3.944	5.969	-.661	.509	1.000
Maintenance-Life cycle services	-20.495	8.323	-2.462	.014	.041
Projects-Life cycle services	-16.552	8.273	-2.001	.045	.136

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same. Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Years in the company

	Null Hypothesis	Test	Sig.[a,b]	Decision
Hypothesis Test Summary				
1	The distribution of I am treated fairly. is the same across categories of Years3.	Independent-Samples Kruskal-Wallis Test	0.013	Reject the null hypothesis.
2	The distribution of Our organization values diversity. is the same across categories of Years3.	Independent-Samples Kruskal-Wallis Test	0.144	Retain the null hypothesis.

3	The distribution of I have the same opportunities for advancement in my career as anyone else. is the same across categories of Years3.	Independent-Samples Kruskal-Wallis Test	0.032	Reject the null hypothesis.
4	The distribution of I can be truly myself in this organization. is the same across categories of Years3.	Independent-Samples Kruskal-Wallis Test	0.074	Retain the null hypothesis.
5	The distribution of I feel my uniqueness is appreciated in this organization. is the same across categories of Years3.	Independent-Samples Kruskal-Wallis Test	0.059	Retain the null hypothesis.
6	The distribution of I believe this organization will take appropriate actions in response to incidents of discrimination. is the same across categories of Years3.	Independent-Samples Kruskal-Wallis Test	0.008	Reject the null hypothesis.
7	The distribution of I feel that my ideas are heard in this organization. is the same across categories of Years3.	Independent-Samples Kruskal-Wallis Test	0.023	Reject the null hypothesis.

8	The distribution of I am involved in decisions that are affecting my role. is the same across categories of Years3.	Independent-Samples Kruskal-Wallis Test	0.381	Retain the null hypothesis.
9	The distribution of I have access to the information that I need to do my work. is the same across categories of Years3.	Independent-Samples Kruskal-Wallis Test	0.027	Reject the null hypothesis.
10	The distribution of I feel valued for the contribution I make to our organization. is the same across categories of Years3.	Independent-Samples Kruskal-Wallis Test	0.223	Retain the null hypothesis.
11	The distribution of Our organization treats all its employees with respect. is the same across categories of Years3.	Independent-Samples Kruskal-Wallis Test	0.009	Reject the null hypothesis.
12	The distribution of I am encouraged to participate the discussion in meetings. is the same across categories of Years3.	Independent-Samples Kruskal-Wallis Test	0.024	Reject the null hypothesis.

13	The distribution of I am helping others in this organization. is the same across categories of Years3.	Independent-Samples Kruskal-Wallis Test	0.314	Retain the null hypothesis.
14	The distribution of I get help in this organization when asking. is the same across categories of Years3.	Independent-Samples Kruskal-Wallis Test	0.043	Reject the null hypothesis.
15	The distribution of In this organization, we openly share information to each-others. is the same across categories of Years3.	Independent-Samples Kruskal-Wallis Test	0.098	Retain the null hypothesis.
16	The distribution of In this organization we treat each-others with respect even when disagreeing. is the same across categories of Years3.	Independent-Samples Kruskal-Wallis Test	0.047	Reject the null hypothesis.
17	The distribution of I can show my vulnerability in this organization. is the same across categories of Years3.	Independent-Samples Kruskal-Wallis Test	0.029	Reject the null hypothesis.
18	The distribution of I can challenge others´ views without any	Independent-Samples Kruskal-Wallis Test	0.014	Reject the null hypothesis.

	negative conse-quences. is the same across categories of Years3.			
19	The distribution of I behave in a way that helps others to feel in-cluded to the organi-zation. is the same across categories of Years3.	Independent-Sam-ples Kruskal-Wallis Test	0.160	Retain the null hypothesis.
20	The distribution of I think it's important, that company pro-motes diversity, eq-uity, and inclusion. is the same across cate-gories of Years3.	Independent-Sam-ples Kruskal-Wallis Test	0.054	Retain the null hypothesis.
21	The distribution of Our organization is inclu-sive. is the same across categories of Years3.	Independent-Sam-ples Kruskal-Wallis Test	0.001	Reject the null hypothesis.
a. The significance level is .050.				
b. Asymptotic significance is displayed.				

I am treated fairly.

Pairwise Comparisons of Years3

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
5+ years-3-4 years	15.604	7.185	2.172	.030	.090
5+ years-0-2 years	16.009	5.836	2.743	.006	.018
3-4 years-0-2 years	.405	6.950	.058	.954	1.000

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

I have the same opportunities for advancement in my career as anyone else.

Pairwise Comparisons of Years3

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
5+ years-3-4 years	11.065	7.659	1.445	.149	.446
5+ years-0-2 years	16.218	6.238	2.600	.009	.028
3-4 years-0-2 years	5.153	7.471	.690	.490	1.000

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

I believe this organization will take appropriate actions in response to incidents of discrimination.

Pairwise Comparisons of Years3

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
5+ years-3-4 years	2.396	7.555	.317	.751	1.000
5+ years-0-2 years	18.160	6.201	2.929	.003	.010
3-4 years-0-2 years	15.764	7.362	2.141	.032	.097

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

I feel that my ideas are heard in this organization.

Pairwise Comparisons of Years3

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
5+ years-3-4 years	6.312	7.665	.824	.410	1.000
5+ years-0-2 years	16.974	6.258	2.712	.007	.020
3-4 years-0-2 years	10.662	7.441	1.433	.152	.456

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

I have access to the information that I need to do my work.

Pairwise Comparisons of Years3

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
5+ years-0-2 years	14.170	6.184	2.291	.022	.066
5+ years-3-4 years	17.311	7.673	2.256	.024	.072
0-2 years-3-4 years	-3.141	7.518	-.418	.676	1.000

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Our organization treats all its employees with respect.

Pairwise Comparisons of Years3

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
5+ years-3-4 years	15.405	7.604	2.026	.043	.128
5+ years-0-2 years	18.196	6.144	2.962	.003	.009
3-4 years-0-2 years	2.791	7.416	.376	.707	1.000

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.
Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

I am encouraged to participate the discussion in meetings.

Pairwise Comparisons of Years3

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
5+ years-3-4 years	7.574	7.712	.982	.326	.978
5+ years-0-2 years	16.999	6.231	2.728	.006	.019
3-4 years-0-2 years	9.424	7.521	1.253	.210	.631

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.
Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

I get help in this organization when asking.

Pairwise Comparisons of Years3

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
5+ years-3-4 years	9.495	7.318	1.298	.194	.583
5+ years-0-2 years	14.715	5.898	2.495	.013	.038
3-4 years-0-2 years	5.220	7.170	.728	.467	1.000

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.
Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

In this organization we treat each-others with respect even when disagreeing.

Pairwise Comparisons of Years3

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
5+ years-0-2 years	12.862	6.029	2.133	.033	.099
5+ years-3-4 years	15.320	7.462	2.053	.040	.120
0-2 years-3-4 years	-2.458	7.277	-.338	.736	1.000

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.
Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

I can show my vulnerability in this organization.

Pairwise Comparisons of Years3

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
5+ years-3-4 years	10.243	7.792	1.315	.189	.566
5+ years-0-2 years	16.653	6.280	2.652	.008	.024
3-4 years-0-2 years	6.410	7.634	.840	.401	1.000

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.
Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

I can challenge others´ views without any negative consequences.

Pairwise Comparisons of Years3

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
5+ years-3-4 years	14.941	7.654	1.952	.051	.153
5+ years-0-2 years	17.281	6.169	2.801	.005	.015
3-4 years-0-2 years	2.340	7.499	.312	.755	1.000

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Our organization is inclusive.

Pairwise Comparisons of Years3

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
5+ years-3-4 years	9.184	7.644	1.201	.230	.689
5+ years-0-2 years	22.585	6.161	3.666	<.001	.001
3-4 years-0-2 years	13.401	7.489	1.789	.074	.221

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Pairwise Comparisons of Years3

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
5+ years-3-4 years	6.312	7.665	.824	.410	1.000
5+ years-0-2 years	16.974	6.258	2.712	.007	.020
3-4 years-0-2 years	10.662	7.441	1.433	.152	.456

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

   a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Pairwise Comparisons of Years3

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Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

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Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

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Pairwise Comparisons of Years3

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
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Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

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Pairwise Comparisons of Years3

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Pairwise Comparisons of Years3

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
5+ years-3-4 years	9.184	7.644	1.201	.230	.689
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3-4 years-0-2 years	13.401	7.489	1.789	.074	.221

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Appendix 5. Correlation test

		Years in the company	I work elsewhere than office (e.g., construction site, home office etc.)	I am treated fairly.	Our organization values diversity.	I have the same opportunities for advancement in my career as anyone else.	I can be truly myself in this organization.	I feel my uniqueness is appreciated in this organization.	I believe this organization will take appropriate actions in response to incidents of discrimination.	I feel that my ideas are heard in this organization.	I am involved in decisions that are affecting my role.
Spearman's rho Years in the company	Correlation Coefficient	--									
	Sig. (2-tailed)										
	N	112									
I work elsewhere than office (e.g., construction site, home office etc.)	Correlation Coefficient	-0.071	--								
	Sig. (2-tailed)	0.468									
	N	108	108								
I am treated fairly.	Correlation Coefficient	-.277*	-0.071	--							
	Sig. (2-tailed)	0.005	0.474								
	N	103	103	103							
Our organization values diversity.	Correlation Coefficient	-.203*	-0.055	.586**	--						
	Sig. (2-tailed)	0.039	0.580	0.000							
	N	103	103	103	103						
I have the same opportunities for advancement in my career as anyone else.	Correlation Coefficient	-.263**	0.004	.610**	.651**	--					
	Sig. (2-tailed)	0.007	0.965	0.000	0.000						
	N	103	103	102	102	103					
I can be truly myself in this organization.	Correlation Coefficient	-.244*	-0.050	.663**	.605**	.686**	--				
	Sig. (2-tailed)	0.013	0.617	0.000	0.000	0.000					
	N	104	104	103	103	103	104				
I feel my uniqueness is appreciated in this organization.	Correlation Coefficient	-.221*	-0.086	.581**	.656**	.653**	.673**	--			
	Sig. (2-tailed)	0.024	0.387	0.000	0.000	0.000	0.000				
	N	104	104	103	103	103	104	104			
I believe this organization will take appropriate actions in response to incidents of discrimination.	Correlation Coefficient	-.256**	-0.117	.584**	.520**	.453**	.417**	.437**	--		
	Sig. (2-tailed)	0.010	0.242	0.000	0.000	0.000	0.000	0.000			
	N	101	101	101	101	101	101	101	101		
I feel that my ideas are heard in this organization.	Correlation Coefficient	-.298**	-0.075	.601**	.587**	.494**	.619**	.584**	.607**	--	
	Sig. (2-tailed)	0.002	0.456	0.000	0.000	0.000	0.000	0.000	0.000		
	N	102	102	102	102	102	102	102	101	102	
I am involved in decisions that are affecting my role.	Correlation Coefficient	-0.115	0.011	.600**	.566**	.550**	.632**	.672**	.464**	.681**	--
	Sig. (2-tailed)	0.249	0.910	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
	N	102	102	101	101	102	102	102	100	101	102
I have access to the information that I need to do my work.	Correlation Coefficient	-.212*	-0.147	.484**	.407**	.476**	.412**	.491**	.393**	.526**	.487**
	Sig. (2-tailed)	0.033	0.142	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	101	101	100	100	101	101	101	100	100	101
I feel valued for the contribution I make to our organization.	Correlation Coefficient	-0.191	-0.040	.629**	.565**	.556**	.669**	.740**	.355**	.644**	.699**
	Sig. (2-tailed)	0.056	0.690	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	101	101	100	100	101	101	101	100	100	101
Our organization treats all its employees with respect.	Correlation Coefficient	-.290**	0.018	.711**	.670**	.701**	.631**	.644**	.577**	.547**	.558**
	Sig. (2-tailed)	0.003	0.857	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	100	100	100	100	100	100	100	100	100	100
I am encouraged to participate the discussion in meetings.	Correlation Coefficient	-.264**	-0.008	.480**	.437**	.425**	.493**	.534**	.479**	.536**	.582**
	Sig. (2-tailed)	0.008	0.934	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	100	100	100	100	100	100	100	100	100	100
I am helping others in this organization.	Correlation Coefficient	-0.129	-0.068	.706**	.511**	.444**	.661**	.522**	.497**	.518**	.535**
	Sig. (2-tailed)	0.200	0.499	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	101	101	100	100	101	101	101	100	100	101
I get help in this organization when asking.	Correlation Coefficient	-.269**	-0.069	.569**	.343**	.428**	.541**	.552**	.389**	.571**	.501**
	Sig. (2-tailed)	0.007	0.490	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	101	101	100	100	101	101	101	100	100	101
In this organization, we openly share information to each-others.	Correlation Coefficient	-0.172	-0.132	.550**	.379**	.441**	.563**	.492**	.417**	.558**	.480**
	Sig. (2-tailed)	0.086	0.189	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	101	101	100	100	101	101	101	100	100	101
In this organization we treat each-others with respect even when disagreeing.	Correlation Coefficient	-.216*	-0.009	.605**	.514**	.514**	.588**	.517**	.564**	.535**	.502**
	Sig. (2-tailed)	0.031	0.933	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	100	100	100	100	100	100	100	100	100	100
I can show my vulnerability in this organization.	Correlation Coefficient	-.244*	-0.104	.577**	.531**	.504**	.600**	.664**	.603**	.634**	.574**
	Sig. (2-tailed)	0.014	0.300	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	101	101	100	100	101	101	101	100	100	101
I can challenge others' views without any negative consequences.	Correlation Coefficient	-.280**	-0.095	.604**	.445**	.524**	.655**	.653**	.511**	.577**	.620**
	Sig. (2-tailed)	0.005	0.345	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	101	101	100	100	101	101	101	100	100	101
I behave in a way that helps others to feel included to the organization.	Correlation Coefficient	-0.172	-0.057	.695**	.523**	.476**	.683**	.528**	.463**	.628**	.537**
	Sig. (2-tailed)	0.086	0.572	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	100	100	100	100	100	100	100	100	100	100
I think it's important, that company promotes diversity, equity, and inclusion.	Correlation Coefficient	-.222*	-0.070	.467**	.462**	.386**	.481**	.478**	.306**	.445**	.427**
	Sig. (2-tailed)	0.026	0.487	0.000	0.000	0.000	0.000	0.000	0.002	0.000	0.000
	N	101	101	100	100	101	101	101	100	100	101
Our organization is inclusive.	Correlation Coefficient	-.375**	-0.076	.655**	.666**	.620**	.650**	.636**	.561**	.707**	.570**
	Sig. (2-tailed)	0.000	0.449	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	101	101	100	100	101	101	101	100	100	101

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

			Years in the company	I work elsewhere than office (e.g., construction site, home office etc.)	I have access to the information that I need to do my work.	I feel valued for the contribution I make to our organization.	Our organization treats all its employees with respect.	I am encouraged to participate the discussion in meetings.	I am helping others in this organization.	I get help in this organization when asking.
Spearman's rho	Years in the company	Correlation Coefficient	--							
		Sig. (2-tailed)								
		N	112							
	I work elsewhere than office (e.g., construction site, home office etc.)	Correlation Coefficient	-0.071	--						
		Sig. (2-tailed)	0.468							
		N	108	108						
	I am treated fairly.	Correlation Coefficient	-.277*	-0.071						
		Sig. (2-tailed)	0.005	0.474						
		N	103	103						
	Our organization values diversity.	Correlation Coefficient	-.203	-0.055						
		Sig. (2-tailed)	0.039	0.580						
		N	103	103						
	I have the same opportunities for advancement in my career as anyone else.	Correlation Coefficient	-.263*	0.004						
		Sig. (2-tailed)	0.007	0.965						
		N	103	103						
	I can be truly myself in this organization.	Correlation Coefficient	-.244	-0.050						
		Sig. (2-tailed)	0.013	0.617						
		N	104	104						
	I feel my uniqueness is appreciated in this organization.	Correlation Coefficient	-.221	-0.086						
		Sig. (2-tailed)	0.024	0.387						
		N	104	104						
	I believe this organization will take appropriate actions in response to incidents of discrimination.	Correlation Coefficient	-.256*	-0.117						
		Sig. (2-tailed)	0.010	0.242						
		N	101	101						
	I feel that my ideas are heard in this organization.	Correlation Coefficient	-.298*	-0.075						
		Sig. (2-tailed)	0.002	0.456						
		N	102	102						
	I am involved in decisions that are affecting my role.	Correlation Coefficient	-0.115	0.011						
		Sig. (2-tailed)	0.249	0.910						
		N	102	102						
	I have access to the information that I need to do my work.	Correlation Coefficient	-.212	-0.147	--					
		Sig. (2-tailed)	0.033	0.142						
		N	101	101	101					
	I feel valued for the contribution I make to our organization.	Correlation Coefficient	-0.191	-0.040	.527**	--				
		Sig. (2-tailed)	0.056	0.690	0.000					
		N	101	101	101	101				
	Our organization treats all its employees with respect.	Correlation Coefficient	-.290**	0.018	.395**	.652**	--			
		Sig. (2-tailed)	0.003	0.857	0.000	0.000				
		N	100	100	100	100	100			
	I am encouraged to participate the discussion in meetings.	Correlation Coefficient	-.264*	-0.008	.454**	.541**	.591**	--		
		Sig. (2-tailed)	0.008	0.934	0.000	0.000	0.000			
		N	100	100	100	100	100	100		
	I am helping others in this organization.	Correlation Coefficient	-0.129	-0.068	.341**	.541**	.564**	.472**	--	
		Sig. (2-tailed)	0.200	0.499	0.000	0.000	0.000	0.000		
		N	101	101	101	101	100	100	101	
	I get help in this organization when asking.	Correlation Coefficient	-.269**	-0.069	.600**	.562**	.493**	.452**	.564**	--
		Sig. (2-tailed)	0.007	0.490	0.000	0.000	0.000	0.000	0.000	
		N	101	101	101	101	100	100	101	101
	In this organization, we openly share information to each-others.	Correlation Coefficient	-0.172	-0.132	.446**	.467**	.450**	.354**	.551**	.541**
		Sig. (2-tailed)	0.086	0.189	0.000	0.000	0.000	0.000	0.000	0.000
		N	101	101	101	101	100	100	101	101
	In this organization we treat each-others with respect even when disagreeing.	Correlation Coefficient	-.216	-0.009	.353**	.534**	.612**	.479**	.573**	.424**
		Sig. (2-tailed)	0.031	0.933	0.000	0.000	0.000	0.000	0.000	0.000
		N	100	100	100	100	100	100	100	100
	I can show my vulnerability in this organization.	Correlation Coefficient	-.244	-0.104	.556**	.601**	.601**	.639**	.578**	.623**
		Sig. (2-tailed)	0.014	0.300	0.000	0.000	0.000	0.000	0.000	0.000
		N	101	101	101	101	100	100	101	101
	I can challenge others´ views without any negative consequences.	Correlation Coefficient	-.280*	-0.095	.504**	.643**	.584**	.531**	.537**	.586**
		Sig. (2-tailed)	0.005	0.345	0.000	0.000	0.000	0.000	0.000	0.000
		N	101	101	101	101	100	100	101	101
	I behave in a way that helps others to feel included to the organization.	Correlation Coefficient	-0.172	-0.057	.482**	.611**	.578**	.493**	.668**	.587**
		Sig. (2-tailed)	0.086	0.572	0.000	0.000	0.000	0.000	0.000	0.000
		N	100	100	100	100	100	100	100	100
	I think it's important, that company promotes diversity, equity, and inclusion.	Correlation Coefficient	-.222	-0.070	.408**	.474**	.487**	.468**	.491**	.436**
		Sig. (2-tailed)	0.026	0.487	0.000	0.000	0.000	0.000	0.000	0.000
		N	101	101	101	101	100	100	101	101
	Our organization is inclusive.	Correlation Coefficient	-.375	-0.076	.538**	.596**	.652**	.528**	.603**	.644**
		Sig. (2-tailed)	0.000	0.449	0.000	0.000	0.000	0.000	0.000	0.000
		N	101	101	101	101	100	100	101	101

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

			Years in the company	In this organization, we openly share information to each-others.	In this organization we treat each-others with respect even when disagreeing.	I can show my vulnerability in this organization.	I can challenge others´ views without any negative consequences.	I behave in a way that helps others to feel included to the organization.	I think it's important, that company promotes diversity, equity, and inclusion.	Our organization is inclusive.
Spearman's rho	Years in the company	Correlation Coefficient	--							
		Sig. (2-tailed)								
		N	112							
	I work elsewhere than office (e.g., construction site, home office etc.)	Correlation Coefficient	-0.071							
		Sig. (2-tailed)	0.468							
		N	108							
	I am treated fairly.	Correlation Coefficient	-.277*							
		Sig. (2-tailed)	0.005							
		N	103							
	Our organization values diversity.	Correlation Coefficient	-.203							
		Sig. (2-tailed)	0.039							
		N	103							
	I have the same opportunities for advancement in my career as anyone else.	Correlation Coefficient	-.263**							
		Sig. (2-tailed)	0.007							
		N	103							
	I can be truly myself in this organization.	Correlation Coefficient	-.244							
		Sig. (2-tailed)	0.013							
		N	104							
	I feel my uniqueness is appreciated in this organization.	Correlation Coefficient	-.221							
		Sig. (2-tailed)	0.024							
		N	104							
	I believe this organization will take appropriate actions in response to incidents of discrimination.	Correlation Coefficient	-.256**							
		Sig. (2-tailed)	0.010							
		N	101							
	I feel that my ideas are heard in this organization.	Correlation Coefficient	-.298**							
		Sig. (2-tailed)	0.002							
		N	102							
	I am involved in decisions that are affecting my role.	Correlation Coefficient	-0.115							
		Sig. (2-tailed)	0.249							
		N	102							
	I have access to the information that I need to do my work.	Correlation Coefficient	-.212							
		Sig. (2-tailed)	0.033							
		N	101							
	I feel valued for the contribution I make to our organization.	Correlation Coefficient	-0.191							
		Sig. (2-tailed)	0.056							
		N	101							
	Our organization treats all its employees with respect.	Correlation Coefficient	-.290**							
		Sig. (2-tailed)	0.003							
		N	100							
	I am encouraged to participate the discussion in meetings.	Correlation Coefficient	-.264**							
		Sig. (2-tailed)	0.008							
		N	100							
	I am helping others in this organization.	Correlation Coefficient	-0.129							
		Sig. (2-tailed)	0.200							
		N	101							
	I get help in this organization when asking.	Correlation Coefficient	-.269**							
		Sig. (2-tailed)	0.007							
		N	101							
	In this organization, we openly share information to each-others.	Correlation Coefficient	-0.172	--						
		Sig. (2-tailed)	0.086							
		N	101	101						
	In this organization we treat each-others with respect even when disagreeing.	Correlation Coefficient	-.216	.670**	--					
		Sig. (2-tailed)	0.031	0.000						
		N	100	100	100					
	I can show my vulnerability in this organization.	Correlation Coefficient	-.244	.505**	.640**	--				
		Sig. (2-tailed)	0.014	0.000	0.000					
		N	101	101	100	101				
	I can challenge others´ views without any negative consequences.	Correlation Coefficient	-.280**	.586**	.718**	.751**	--			
		Sig. (2-tailed)	0.005	0.000	0.000	0.000				
		N	101	101	100	101	101			
	I behave in a way that helps others to feel included to the organization.	Correlation Coefficient	-0.172	.499**	.609**	.634**	.609**	--		
		Sig. (2-tailed)	0.086	0.000	0.000	0.000	0.000			
		N	100	100	100	100	100	100		
	I think it's important, that company promotes diversity, equity, and inclusion.	Correlation Coefficient	-.222	.359**	.282**	.482**	.374**	.465**	--	
		Sig. (2-tailed)	0.026	0.000	0.004	0.000	0.000	0.000		
		N	101	101	100	101	101	100	101	
	Our organization is inclusive.	Correlation Coefficient	-.375	.589**	.618**	.691**	.631**	.630**	.606**	--
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
		N	101	101	100	101	101	100	101	101

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).