

Empowerment through diversity and inclusion – building managers’ leadership competency at Scandic Hotels

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Thesis
Masters in International
Business Management
2019



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Degree programme Master's degree programme in International Business Management	
Report/thesis title Empowerment through diversity and inclusion – building managers' leadership competency at Scandic Hotels	Number of pages and appendix pages 64 + 25
<p>The purpose of this study is to define how managers' empowering diversity and inclusion leadership practices can be strengthened in an organizational context and what are critical elements of a successful leadership development program. The main objective of this study is to develop diversity and inclusion leadership practices to target company Scandic Hotels.</p> <p>The theoretical framework is based on international leadership development practices, linking empowerment and diversity and inclusion objectives to leadership development activities. Elements of learning theory are also presented. The development program design presented workshop as a form of operational development.</p> <p>The empirical research for this study was conducted as a survey for Department Managers and Duty Managers of Scandic Simonkenttä, and Department Managers of Hotel Seurahuone Helsinki, in the Spring of 2019. The research included design and delivery of a pilot program on diversity and inclusion leadership development. The data was collected and analysed using quantitative methods. The evaluation of the program success based mainly on stakeholder participation, feedback and utilizing the research results.</p> <p>The findings indicated that multiple diversity and inclusion leadership functions could be improved. The results suggested that diversity and inclusion leadership practices are not communicated to managers efficiently and openly enough by the organization, and that deeper understanding on the managers part on the topic was needed.</p> <p>The areas in need of most development were recognizing and challenging bias, setting up diversity and inclusion objectives individually and within teams, and asking for feedback on the impact of one's leadership style. It was also found that areas where managers were performing just okay were adapting to different communication styles, discussing employees' motivational factors in order to support them better and favouring connections within their own departments.</p> <p>Leadership development program was designed based on the research findings. Deeper introduction to diversity and inclusion practices was provided, and new ideas and tools developed during the pilot program to help managers perform better in their jobs. The utilized survey questionnaire was also added by the Scandic Hotels HR-department as voluntary leadership development material for managers, regarding anti-discrimination.</p>	
Keywords Empowering leadership, diversity and inclusion, Scandic Hotels, leadership development, workshop	

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1 Introduction

Challenges regarding diversity, inclusion and empowering leadership are on the rise as more and more organizations are faced with increased migration, freedom of mobility and technological advancements. Most multicultural organizations today recognize the need for continuous development of leadership practices, which embrace diversity, inclusion and empowerment of the many people. Organizations that successfully implement these practices are able to tap in to deeper level of skills and talent of individuals and benefit positively both the individual as well as the organization.

The purpose of this study is to define how managers' empowering diversity and inclusion leadership practices can be strengthened in an organizational context, what are the current challenges from managers point of view, and how those challenges should be facilitated within the workplace? Theoretical framework of this study defines a model for leadership development in an organization. Elements of learning as leadership development tool are also presented. The study investigates how the model was put in to practice in order to strengthen Scandic Hotels managerial leadership path in the Spring of 2019. The main objective is to help Scandic Hotels to improve their in-house leadership management processes by strengthening their existing talent pool, by engaging managers to organizational development actions, and providing more inclusion driven managerial practices. The study will provide understanding on how leadership talent is developed, and whether changes in the process are needed.

In this introduction definitions of empowerment, diversity and inclusion will be presented and why organizations invest in leadership strategies. Afterwards the case organization Scandic Hotels will be introduced briefly, and ultimately review on the structure of this report.

Empowerment is defined by United Nations as "the process of enabling people to increase control over their lives, to gain control over the factors and decisions that shape their lives, to increase their resources and qualities and build capacities to gain access, partners, networks, a voice, in order to gain control" (United Nations 2012). Empowerment can occur in several social contexts and effect multiple aspects of individuals life. In an organizational context empowerment is viewed as set of processes to improve operating efficiency, service quality and profit, but also as a factor for increased job satisfaction, initiative, innovation and reduced burnout. These processes are highly interconnected to diversity and inclusion practices, to which empowerment functions as a foundation for. (Raub & Robert 2012, 136.)

Definition of diversity is a characterization of several identity groups, and their cultures, for example, but not restricted to;

- Ethnicity
- Race
- Religion
- Gender
- Age
- Nationality
- Ability
- Disability
- Education
- Thinking and working styles

In research these identity groups are usually viewed in a specific setting, for example in a workgroup or organization. Inclusion is regarded as fundamental concept in respect to diversity and is seen as a key factor in bringing out the full potential of diverse workforce. Inclusion focuses on how well organization and its individuals actually connect, and are able to tap in to each individuals' strengths. Inclusion can be experienced on individual, interpersonal or group level, and is affected by individuals own attitude and behaviour, as well as those of co-workers and supervisors. (Compoint 2017, 4-5; Ferdman & Deane 2013, 3, 14.)

Why do organizations then choose to invest in leadership strategies? One definition of leadership is described as "...ability to communicate a vision in such a way that you attract and persuade others to get involved. Leadership has the ability to tap into the potential of the person, unlock that potential, leverage that potential and empower the individual to become better" (Sanders & Tibbs 2016,7). In a nutshell, leaders have the possibility to empower everyone to make the most of their potential, and this way participate in the organizational goals. From an organizational perspective successful leadership strategy is directly linked to the success of the organization itself. In today's global business world, the pace of change is only increasing, and leaders are the ones facilitating change in organizations. The ability of formal and informal leaders being able to work together in order to support organizational goals is what ultimately helps to implement strategies, adapt to change, support innovation, pull initiatives through the pipeline, result in competitive advantage and ultimately turn in to business results. (Center for Creative Learning 2019a.)

Scandic Hotels, which will be referred to as Scandic from now on, is the leading hotel company in the Nordic region and operates in six countries; Denmark, Finland, Germany, Norway, Poland and Sweden. Scandic employs over 18 000 people from more than 120 nationalities. The annual net sales in 2018 was approximately 1.68 billion euros. Scandic targets the mid-market segment and has its hotels located in and around city centres. With a vision of being a world-class Nordic hotel company, and with a mission to create great hotel experiences for the many people, Scandic aims towards performance excellence and being accessible for as many people as possible as seen in Figure 1. Focus of the organization is on maintaining and strengthening the organization’s leading market position in the Nordic region, as well as selective growth in the German market. Scandic values be caring, be you, be a pro and be bold are part of the organizations DNA, and are strongly tied to Scandic’s diversity and inclusion sustainability goal of 2020; leading the industry in providing all employees the same opportunities and reflect the society in which it operates by encouraging everyone to be themselves. (Scandic Hotels Group AB 2018a.)

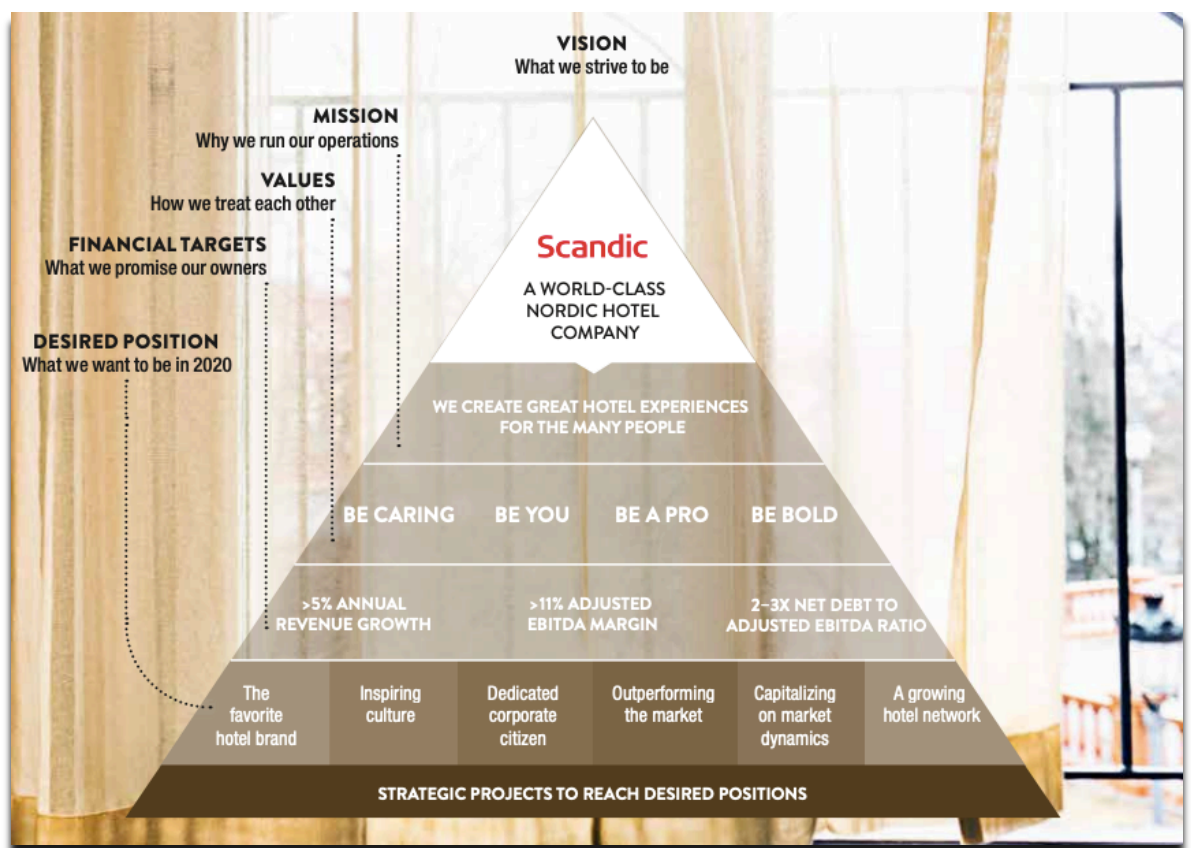


Figure 1. Scandic’s vision for 2020 (Scandic Hotels Group AB 2017a.)

Scandic's inspiring leadership philosophy shows managers direction on how to lead, and although the philosophy is focused on leadership, it is not only a leadership matter. Scandic emphasizes that the key to success is their team members at all levels, and by carrying out inspirational leadership they will promote a culture which continuously engages and empowers all employees. Immersion to this philosophy enables creating opportunities for stronger collaboration, increased innovation and giving and asking feedback. The aim is to have a clear, challenging and forward leaning philosophy, interconnected to Scandic's vision, mission and values. Turning leadership in to a competitive advantage by developing leadership role models both within and outside of Scandic, strengthening operational execution and increasing employee engagement, guest satisfaction and financial results. This philosophy was the starting point for the literature review. (Palletvuori 9 September 2017.)

The thesis will begin with literature review on empowerment, diversity and inclusion, and presents learning as leadership development activity in chapter 2. This will provide a current overview on the status of leadership development in international business context. Challenges, opportunities and benefits will also be discussed. Existing individual and organizational development plan, and frameworks for developing empowering inclusive leadership is then presented in chapter 3. Thereafter research methodology is presented in chapter 4., followed by the results of the study. The design and implementation of the pilot workshop will be discussed further in chapter 5, and finally conclusions will be presented in chapter 6.

2 Leadership development in international business

International business in its simplest form is defined as business transactions between parties from more than one country. Differences between domestic and international business far exceed geographical boundaries. These differences may include, but are not restricted to, currencies, legal systems, political systems, available resources, cultures and social differences. Globalisation brings these differences to the forefront in everyday operations within organizations, and the ability to facilitate these differences is imperative in order for organizations to be successful. A multi-cultural, global workforce is a reflection of the society organizations today exist in due to increased migration, freedom of mobility and technological advancements. As a result, diversity and inclusion practices are more important now than ever, as the speed of globalization will only accelerate in the coming years it will become increasingly important for organizations to be able to make their diverse workforce feel included. In order to facilitate diversity and inclusion in the workplace managers need to have the curiosity and know-how on international business aspect of their organization. Managers who are knowledgeable and skilled in the field of international business are not only able to compete more successfully with their peers, but also have the potential to significantly increase the competitive advantage of the organization they work for. (Griffin & Pustay 2015, 28-30.)

According to Radcliffe and Landale (2012) leadership always starts with what you would like to see in the future. In business world these ideas used to describe the wanted future are sometimes called direction, strategic intent, or as in Scandic's case vision and mission, which were previously discussed in chapter 1. Tying organizations vision and mission to international leadership practices is of utmost importance. Managers who care and are engaged to organizational goals are also guided by them, and are more committed, persistent and bring more energy to the table. Managers who are engaged in the organizational future can also have a great impact on others by sparking innovation, inspiring others to go above and beyond even in difficult times and giving meaning to people's work. In order to create this future, managers need to be able to engage others, and get them to want to join in the journey to the future. Simply transmitting ideas or wishes is not enough. For others to be open to engage with managers, managers need to have integrity, openness, consistency and the ability to encourage and support. Through engagement it's possible to get the best out of one's self, and others, and to deliver results. (Radcliffe 2012.)

2.1. Empowerment as foundation for diversity and inclusion

Empowering leadership was defined by Conger and Kanungo as a defined process where employees are provided the necessary power and independence to exercise control over decisions in the workplace, in other words enabling employees to perform their work competently. In an article by Sharma and Kirkman empowering leadership was defined as leaders delegating authority to individuals or teams, asking for their point of view, supporting and encouraging individual decision-making, knowledge sharing, and coaching. (Conger & Kanungo 1988, 473; Sharma & Kirkman 2015, 194.)

From individuals' perspective empowerment focuses on being in control, having power and the freedom to use that power, as well as having the capability of being effective and determined (Lashley 1995, 27).

Velthouse and Thomas suggest that the trend of empowerment has been especially noticeable in the fields of leadership and organizational culture, where research has shown how transformational and charismatic leaders can encourage employees by understanding and expressing the idealism and building confidence in the ability to accomplish meaningful goals. (Velthouse & Thomas, 1990, 667.)

Empowering leadership overall is based on the foundations of trust, confidence, expectation, and independence, which leaders need to model and foster. As a manager employing empowering leadership it is important to relinquish your own control. This can be done when leader trusts, understands and cares for their colleagues, and by doing so these interrelated dispositions promote empowerment. Empowering and inspiring managers can create confidence in colleagues by carrying out training and by providing materials and support to complete certain tasks. Coaching and counselling is also an important part of installing independence and therefore vital part of empowerment. Expectations need to be set so that individuals can rise to the occasion, and at the same time leaders need to have confidence that the work which is being produced is up to par. The same emphasis can be found at Scandic's organizational culture: in an interview of Scandic Hotels employees', in a publication by Federation of Special Service and Clerical Employees ERTO, the main factors effecting well-being at work which were mentioned were trust, flexibility, openness and joy (Alhava 2017, 22; Martin 2013, 118-121).

Empowering leadership is often studied one of two perspectives, first focusing on leader actions and second focusing on employees' response on the topic. The first perspective conceptualizes empowerment as set of practices or managerial techniques in which empowering leadership behaviours play a central role, which is where this study is focused on. (Raub & Robert 2010, 1744; Tung & Chang 2011, 44.)

Empowering leadership gives opportunity for organizations to successfully address various work-life challenges, and support and improve employee's performance. The opportunity lies in creating an environment where everyone works together, takes initiative and ownership, has the courage to deal with difficult issues, and accepts accountability. In other words, creating an environment where everyone is a leader. Empowerment has been interconnected to number of significant outcomes, including;

- More effective task commitment
- Greater initiative carrying out responsibilities
- Greater persistence in difficult situations
- Increased learning
- Innovation
- Optimism about work
- Higher job satisfaction
- Increased organizational commitment
- Reduced turnover.

On the other hand, there are also potential costs and risks, for example higher cost for employee selection and training, higher labour costs for skilled employees, service quality inconsistencies and feelings of unfairness by customers because of unequal treatment, unsuitable decision-making, resistance by middle managers who may feel threatened and conflicts regarding raising employee expectation and not having those expectations met. Empowering leadership is also unlikely to work if the participants themselves do not share the manager's objectives, do not want to be part of decision-making, do not trust the manager, or if the circumstances make it impractical to consult with individuals or groups. (Gustavson & Liff 2014, 1; Yukl 2013, 138, 140.)

Raub and Robert (2010) examined what kind of effects empowering leadership behaviours, psychological empowerment and individual-level power values have on wide-range of employee behaviours in Middle Eastern and Asian hotel properties. They hypothesized that em-

powering leadership behaviours would have clear effects on in-role and easier extra-role behaviours, but that on demanding extra-role behaviours the empowering leadership behaviours would be softened by psychological empowerment. They also hypothesized that individual-level power values would diminish the softening effect of empowering leadership behaviours on demanding behaviours. 541 employees and supervisors responded to the questionnaire. The hypotheses were supported by the findings which present remarkable optimism for organizations hoping to use empowerment as management approach. The relationship between empowering leadership behaviour and in-role and extra-role behaviours suggest that even if the challenging extra-role behaviours are not created through their impact on psychological empowerment, it is still beneficial for the leader to have higher levels of in-role and easier extra-role behaviours by employees. The findings also indicate that limitations of empowering leadership behaviours should be brought to attention of managers. If employees are not willing to take risks, engage in behaviour which challenges them, or believe that extra-role behaviours are beneficial to them, it is unlikely that they will become psychologically empowered. Raub and Robert state that as their results were based solely on examining the effects of empowering leadership behaviours, instead of any broader leadership construct, it should create trust in the feasibility of establishing an empowerment program, and that it seems more than possible that fairly simple policies and training guidelines can be created to implement an empowerment program based on empowering leadership behaviours. They also found that empowerment is not culturally bound as the sample of individuals in their study came from wide range of cultures, in non-Western cultural context. (Raub & Robert 2010, 1743, 1765.)

Klidas, van den Berg and Wilderom (2007) conducted a research in 16 luxury hotels in seven European countries; Italy, England, Belgium, The Neatherlands, Portugal, Sweden and Greece, on employees' insight on training, customer-oriented culture, empowering management style, empowered behaviour and performance-related rewards. 356 frontline employees working in the front office and the food and beverage departments answered the questionnaire and the findings mostly supported the antecedents they had examined. Customer-oriented culture along with empowering management style supports empowering behaviour. The findings suggest that indirect and subtle forms of control are more beneficial than direct control as it supports independent decision making. The study also confirms that when frontline employees have encouragement, support, trust and confidence of their managers, they are also more likely to use empowering behaviour themselves. According to the research empowered behaviour and training do not have a significant relationship. This suggests that training an employee on certain tasks does not result in empowered behaviour, it may foster engagement

in situations but whether the employee will actually engage has more to do with having the support of their managers and a customer-oriented culture, rather than the level of training. The researchers do make a point in pointing out that even if training does not foster empowerment, it may increase the effectiveness and quality of decision-making. They also found that relationship between rewards and empowered behaviour was not significant, which was against their expectations. An explanation for this may be that employee rewards are not solely tied to empowered behaviour, but to good employee performance in general, also most hotels had no methodical reward system in place at all. It was also found that as empowered employees do not work under the watchful eye of managers, and as empowered situations are often fleeting and between the customer and frontline employee, it is hard for a manager to notice them. Overall against strong theoretical arguments, training and rewarding were not found to have strong relationship with empowered behaviour. The findings give footing to the fact that customer-oriented culture is important in the process of empowerment. This means having the organization commit to service quality and customer satisfaction by having policies, practices, systems, procedures and guidelines in place. (Klidas et al. 2007, 70-85.)

According to the 2016 Scandic Finland work satisfaction survey VOICE, which will be presented in chapter 3.2. further, results show that leadership overall is in great shape at Scandic, but only 48% non-managers felt like they had the authority to make decisions. This means that over half of those frontline employees who answered VOICE do not feel empowered enough to make decisions. Empowerment is strongly connected to collaboration, actively giving feedback and to celebrating success, which are also areas where Scandic found room for improvement. Based on environmental changes in the organization, a leadership practice and VOICE result analysis was conducted, and four developmental behavioural themes emerged. The themes were used to create Scandic's own leadership development framework which is supported by organizational values. The themes that emerged were; build trust, inspire, collaborate and empower, as presented in figure 2. Development of these leadership behaviours will ultimately improve the circumstances for team members to live out the organizational values. Empowerment studies usually centre around frontline employees or customer-contacting, but in this study the focus is on managers empowering diversity and inclusion behaviour. The importance lies empowering the employees so that they have confidence and authority to respond quickly to demanding customer needs and surprising service situations, which is exactly what you need in the hotel industry. (Klidas, van den Berg & Wilderom 2007, 71-72; Palletvuori 9 September 2017.)



Figure 2. Scandic Hotels leadership compass. Palletvuori, M. 2017

In an interview by Alhava, as mentioned earlier in chapter 2.1., Jouko Liimatainen the Vice Managing Director and Finance Director of Scandic Finland, states that low hierarchy increases the agility of the organization and opens up the communication between departments. The values - Be You and Be Bold - encourage towards empowering behaviour. Meri Palletvuori, Front Office and Food & Beverage Manager of Scandic Marski in 2017, adds that one of the signs of a great place to work is the atmosphere, where differences of opinion and new ideas are welcomed, and can be discussed in a constructive manner. She also adds that the days of top-down leadership are in the past in the hospitality industry, today's leadership focuses on empowering the employees, as each individual is an expert of their own job. (Alhava 2017, 22-23.)

Furthermore, findings of a research by Klidas et al. (2007) suggest that when it comes to employee empowerment, the management style is the most important factor. It is key for managers to be willing to encourage, trust, support, praise, teach, coach and empower employees. It is also important for managers to be aligned with organizational empowerment programs in order to avoid any confusion or demoralizing the employees. (Klidas et al. 2007, 70-85.)

In El Rawas and El Seddawy's research (2015) leadership development is grouped in to four segments: leadership training through individual development, development through conceptual understanding, development by gaining feedback, and skill building by focusing on the main capabilities of a leader. Different levels of management are also recognized as administrative or top level, executive or middle level and first-line or lower level, this research is focused on the two latter ones. First-line management is described as first border of control and having wide-range of duties which include advising and evolving employees' morale, being the connecting force between middle-level management and employees, as well as daily management of frontline employees. (El Rawas & El Seddawy 2015, 39-44)

According to Anderson and Billings-Harris (2010) the continuous engagement of first-line managers is vital, but also difficult to obtain as they are often seen as resistant to any kind of change. They further analyse this to be the result of managers being expected to implement new strategies but not being invited to take part in the design process, which in turn leaves the manager out of touch of organization's vision or policy, and with no ownership over the new strategy which needs to be implemented. Many responsibilities lie on first-line managers shoulders and at times the reason for disengagement is as simple as being overburdened by implementing initiatives, policies and strategies which sometimes are gone as fast as they came. (Anderson and Billings-Harris, 2010, 89-93.)

2.2. Diversity and inclusion as competitive advantage

Compoint's definition of Diversity is the mix of invisible and visible differences of people, with inclusion being the culture that enables them to be their free and valued self. The ability to lead these groups of people with diverse backgrounds successfully, is called inclusive leadership. (Compoint 2017, 4-5.)

Businesses are slowly starting to understand the potential of embracing diversity and inclusion as a competitive tool, as inclusion is beginning to be regarded as fundamental concept in respect to diversity and seen as key factor in bringing out the full potential of diverse workforce. Inclusion focuses on how well organization and its individuals connect with each other, and how it is possible to tap in to each individual's strengths and to be able to empower them to maximize their full potential. Inclusion can be experienced on an individual, interpersonal or group level, and is affected by individual's own attitude and behaviour, as well as those of co-

workers and supervisors. Personal, group, organizational or social values, norms, and processes also play a large part in the experience of inclusion, which can be experienced on multiple levels at the same time, as shown in Figure 3. (Ferdman et al. 2013, 4, 14; Sanyal et al. 2015, 21.)

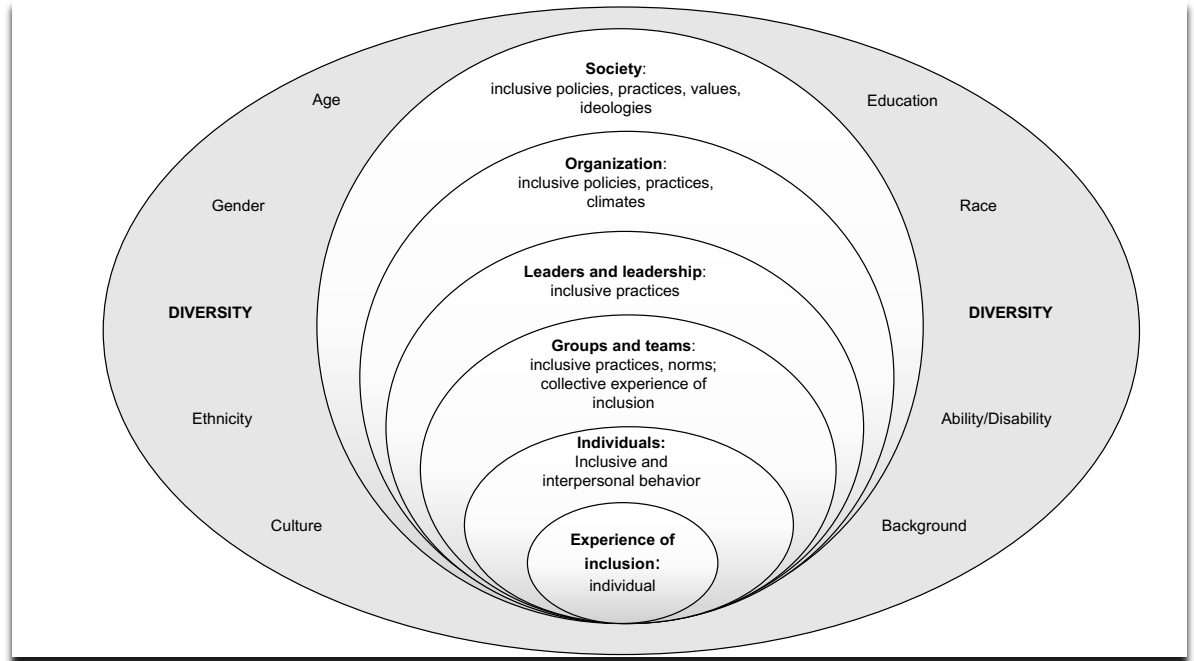


Figure 3. Systems of Inclusion: A Multilevel Analytic Framework. Adapted from Ferdman & Deane 2013, 17

According to Ferdman and Deane (2013) inclusion starts from the individual. Experiencing inclusion, being empowered and having the ability to know, accept and express themselves fully, acts as a foundation for welcoming inclusion in to an organization. To be able to fully include others, we must first value, appreciate and include ourselves. (Ferdman et al. 2013, 95-96.)

In an article by Bilimoria (2012) inclusive leadership is described as energizing and motivating, and when executed effectively makes employees feel valued, respected and engaged towards the common vision. This can only happen if the culture of the workplace offers the same elements of support for the leaders themselves, in other words workplace culture and leadership style need to support each other. The feeling of inclusion is created from belonging to meaningful groups, being accepted and treated as important member of a team, who is just as valuable as anyone else with equal chances and opportunities. Nurturing engagement for inclusivity depends on several factors, such as recognizing unconscious biases which can arise in unintentional discriminative situations, cultural change to clarify the importance of engagement

throughout the organization, and re-assessing organizational employee demographics from time to time, in order to promote awareness of differences, equality and social justice. (Bilimoria 2012, 13; Sanyal et al. 2015, 21.)

In organizational level, as part of Scandic Hotels Code of Conduct, the Board of Directors have adopted Diversity and Inclusion Policy (2017), which ensures that business is conducted in a trustful manner, accordance to laws and principles for a listed company. The policy is reviewed at least yearly, or more often if needed. The operational responsibility for implementing the policy is with all Executive Committee members within their respective area of responsibility. The guiding principles emphasize the importance of recognizing and embracing the differences of individuals in order to promote an organizational culture that actively values diversity and inclusion at all levels where the organization operates, this applies to all team members of the organization. Scandic's managers are responsible for ensuring that this policy is communicated, understood and acted upon in their teams. During on-boarding training each team member is required to read, accept and follow the policy for the duration of the employment. Any behaviour that breaches the policy is not tolerated and may result in disciplinary actions. To lower the threshold of reporting breaches a whistle-blower platform exists where individuals can anonymously and safely report any breaches, if contacting the closest manager, or the manager's manager, is not an option. Diversity and inclusion do not only include the team members of Scandic Hotels, but also guests and society at large. (Scandic Hotels Group AB 2017c.)

Furthermore, Scandic Key Performance Indicator to measures the quantity of people in the organization, who's view is that there is a good level of diversity within the organization. The 2020 sustainability goal is to reach 90% consensus within the organization, in 2018 survey the figure was 86%. The response rate of 2018 employee survey VOICE was 93% in the entire organization. Diversity and inclusion projects are executed internally, or in partnership with Scandic. Recent diversity and inclusion projects have included training of young chefs in Sweden with the intention of employing the graduates, managers mentoring secondary school students in vulnerable areas, and in Norway working together with other organizations to offer work experience to people with special needs and the possibility of employment by Scandic. (Scandic Hotels Group AB 2018a.)

According to an article by Sanya et al. (2015) a survey conducted by Charlotte Sweeney Associates found that 87 per cent of workers do not think that organization's actions on diversity

and inclusion affect them at all. And even though commitment is made from the top of the organization, the actions of managers or leaders are often not in line with this promise. According to the same survey the lack of mechanisms and performance indicators to hold employees accountable may prevent the workforce from engaging, although the common consensus was that the participants acknowledged that diversity and inclusion is everyone's responsibility. Anderson and Billing-Harris (2010) support these findings. Sometimes implementing new strategies to key group of managers may be challenging for it not being clear which initiative has the priority on a given day. Due to multi layered responsibilities, overburdening and resistance to change. This group is often seen as the main reason why organization-wide change management efforts fail. According to Vice President for Diversity, Inclusion and Talent of Shell Oil Company, Frances Young, finding out the personal reasons behind why managers are not engaging more is the key in improving their commitment. Getting managers involved increases the potential of engagement, commitment and retaining future leaders with heightened awareness, accountability and expectations of more inclusive behaviours, as they will ultimately be the ones pulling these changes through the pipeline. (Anderson & Billing-Harris 2010, 90-93; Sanya et al. 2015, 21-22.)

Ferdman and Deane elaborate in their book how several scholars have pointed out negative outcomes which may appear along with diversity. Although positive outcomes are the aim, this is not always the case. According to their review identity-based differences tend to result in negative effects when it comes to group functioning, on the other hand characteristic differences are more likely to result in performance benefits in a group setting, if managed correctly. Mixed results were also found regarding the effects diversity had in work groups on an area of outcomes and processes. It was found that the effects diversity had on performance was not consistent and was in fact to some extent directed by the organizational context and group processes. There have also been debates if remaining culturally distinct, by diverse individuals and groups, is inappropriate and invaluable when considering society at large. Presence of diversity itself does not guarantee greater performance, but rather how it is managed is what can lead to improved performance. Communities and societies themselves need to be inclusive when incorporating practices and values that support and encourage individuals and groups, to maintain and develop their identities and cultures while they are members of a larger community. (Ferdman & Deane 2013, 7-8, 20, 190.)

In interviews conducted by Anderson and Billings-Harris (2010) to several trailblazers of their own fields, four common themes arose on how to engage managers to a greater extent in diversity and inclusion processes;

- Focus
- Road maps and milestones
- The numbers and metrics
- Performance management and recognition.

Focusing on one or two things at a time allows managers to really dig deeper and concentrate on the specific task at hand. Flooding them with several initiatives and strategies increases the risk of not being able to focus properly on anything, as discussed previously in chapter 2.1.

Road maps and milestones refer to explaining clearly what must be done to implement diversity and inclusion, expectations of results must also be relevant, focused, actionable and time-bound. This will convey managers the understanding on the difference they are making. The numbers and metrics refer to increasing transparency, in order to improve ownership and drive of diversity and inclusion processes as any other business metrics, through confiding to the managers. Performance management and recognition often drives managers efforts and also sustains them. Being recognized by organisation's senior leaders, having evaluation systems in place, and have managers support new behaviour is imperative. Being involved and informed on all of these aspects early on will deeply affect managers role in the process of engaging in the implementation process. (Anderson and Billings-Harris 2010, 94-98.)

Bilimoria (2012) highlights two activities which leaders need to utilize when practicing inclusive leadership regarding diversity: to authentically respect and value every individual for their contribution and talent, and to actively encourage initiative and input of individuals in order to create a high-engagement culture, in other words support empowering behaviour. This requires the leaders to be self-aware of their own pre-existing mental models, stereotypes and biases, and to observe their own behaviour to make sure that everyone is treated equally, this also includes holding others responsible for disrespectful behaviour. Bilimoria's suggestion is supported, and taken further, by Bourke and Dillon in their article on signature traits of inclusive leadership. During research they recognized elements of inclusion consisting of; fairness and respect, value and belonging, and confidence and inspiration, through which they have pinpointed six identity traits of an inclusive leader, as seen in Figure 4. (Bilimoria 2012, 13; Bourke and Dillon 2016.)



Figure 4. The six signature traits of an inclusive leader. Bourke & Dillon, 2016

Compoint agrees with Bilimoria's, and Bourke and Dillon's view and underlines that in order to succeed as an inclusive leader you need to continuously check for your own blind spots to be able to attract, inspire and influence people from different backgrounds. Compoint has created a framework called Leadership Propeller Model as seen in figure 5, which allows to take a deeper look in to ones' own ability to apply fairness, empathy and being proactive (FEP). To drive progress and change, also processes, systems, accountability and skill building need to be in place in an organization, sole individual effort alone is not enough. (Compoint 2017, 27.)

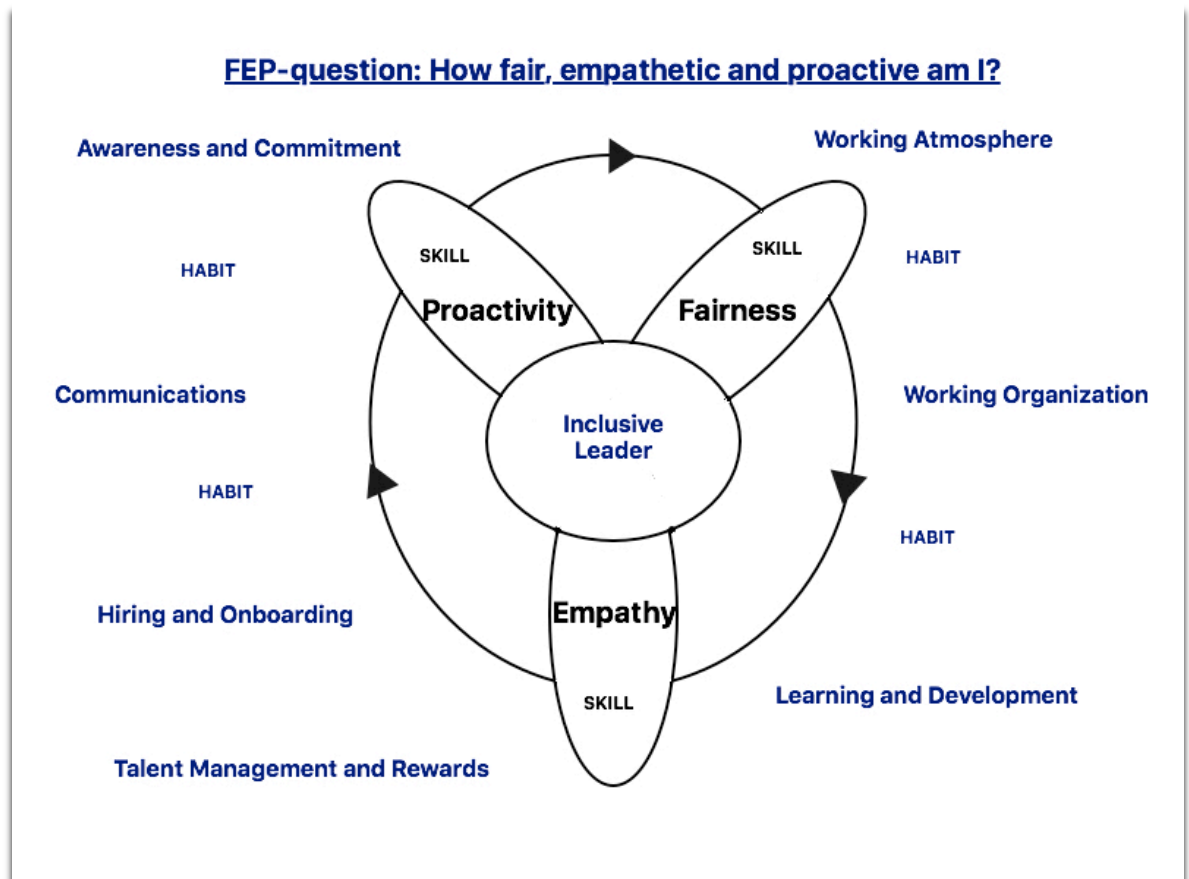


Figure 5. The Inclusive Leadership Propeller Model. Adapted from Compoint 2017, 28

Furthermore, research findings suggest that leaders who are devoted to diversity and inclusion due to personal values, are highly committed towards similar values in an organization, as they truly believe in the cause and feel that it is fair and equal towards everyone. Leaders need to have the ability for empathy, emotional and social intelligence and mindfulness. Empathy is seen as understanding of other person’s perspective, where as having emotional and social intelligence is the ability to recognize, assess and express emotions and feelings. This also involves creating feelings to facilitate thought, to be aware and understand emotions, and to control them. Mindfulness focuses on being in the moment, all the while taking in to account the ability to reflect where you have been and anticipating where you may be going. (Ferdman et al. 2013, 144-146; Hasson 2015, 1.)

Leaders need to have capacity to handle complexities, to step outside comfort zones of what is familiar and known to them, and to seek out the unknown. This includes not only paying attention to how differences are managed, but to also uphold and support organizational culture where differences will be noticed, valued and welcomed. Inclusive leadership requires cultural

humility, courage and tolerance for imperfections and ambiguity on an individual level. Relationship building needs to stem from authenticity in order to cultivate trust and collaboration which often is not an easy or a comfortable process. Workplace relationships often focus on shared goals, which have the ability to create cohesion and help bring people together and increase employee outcomes. In order to co-operate and form partnerships, regardless of tangible or un-tangible boundaries, it needs to be acknowledged that creating and maintaining diverse networks raise the likelihood of harnessing personal and political power, and therefore getting things done. (Ferdman et al. 2013, 180,186, 189.)

According to Compoint there are six key global trends that inclusive leaders navigate more easily as they are better prepared to view, anticipate and understand the evolving needs of diverse customer base and workers:

- Women’s increasingly important role in the economy
- Increasing multicultural societies
- Increasing multigenerational workplaces
- Societies more accepting equal rights for all
- Increasing proportion of people with disabilities
- War for talent

Education of women is on the rise and today they are influencing up to eighty percent of purchasing decisions, increased cross-border migration from one country to another is creating multicultural societies, continuously rising retirement ages add to multigenerational workplaces, acceptance of equal rights for all is increasing, reclassification of disabilities, and war for talent due to large groups of people retiring in the coming years, all of these factors affect the work and marketplaces globally. (Compoint 2017, 8.)

At the centre of leadership and inclusion is the betterment of the collective. For an organization to evolve, and to foster inclusion, it needs to focus on dynamic interaction of people and practices. Creating an environment with inclusion practices where people are able to contribute and engage is key. To understand every aspect of diversity and how to handle the challenges rising with it in today’s organizations is all but impossible. This is why diversity and inclusive leadership never stops evolving, and should be seen as dynamic process, which always stays in motion. (Ferdman et al. 2013, 95, 181, 183.)

2.3. Learning as leadership development activity

Leadership development activities are seen as an important tool when it comes to talent retention and acquisition. Retaining and building knowledge, skills and abilities of employees is a crucial aspect of preparing them for future leadership roles, and for the organization to develop their human capital portfolio. (Khoreva & Vaiman 2013, 201.)

Leadership development from systems thinking perspective is seen as transformational process which facilitates the learner from pre-learning state, to a post learning state. In other words, learning results in higher level of self-awareness and personal development. Reflection of the learning process takes us to the post learning state. Whole brain leadership model, which activates left-brain hemispheres analytical processing functions and right-brain hemispheres visceral experience are combined by process of reflection, in order to create a change in one's self-awareness. This is also known as double-loop learning model, which is based on knowledge, experience and reflection being interdependent. Being able to connect knowledge in to real life leadership experiences makes learning more meaningful for an individual, which is often the case with employees who have more experience. If there aren't any real-life experiences to connect knowledge to, it can often leave the information provided meaningless. There are however times when the objective is to develop the leadership skills of those who do not yet possess a large range of leadership experiences. In such situations it is important to present the foundational concept, simulate a situation, reflect upon it, and present another situation and have the learner choose and apply the appropriate method of action, as if in a case study. (Tesone 2004, 363-375.)

According to Rothwell (2008) learning is an extremely important factor in improving performance. When looking at managers, learning is part of everything they do in their day to day job. A great part of managers job is problem solving in different customer service, and staff situations, which of course fosters their own learning. Managers also play an important role in staff development as they are often responsible for onboarding new staff members, and greatly affect the learning of others. They are the first frontier of in-house talent development, which in time should result as individual and professional growth of new employees. This in turn, if successful, should foster innovation which eventually will result in competitive advantage. (Rothwell 2008, 1-6.)

Furthermore, in today's organizations lifelong learning has become a reality due to the fast and dynamic changes that occur in the business world. Learning is about becoming an expert in useful knowledge, skills and attitudes in order to achieve results, which makes it important for the individual as well as the organization. Adapting to change would become impossible without willingness and motivation to learn, this would eventually result in poor performance on individual and organizational level. (Rothwell 2008, 1-6.)

What then drives learning for adults? Different motivational assumptions exist, and each individual has their own view on why they are willing to learn, these include but are not restricted to:

- Networking
- Meeting supervisor expectations
- Advancing in their career
- Learning something new and exiting
- Helping others
- Developing their knowledge and skills

Motivation plays an important role in learning as it engages the learner on a whole other level to the process itself. If the learner is aware of how something will benefit them personally, they are more likely to find it meaningful. It is also suggested that adults do not like general learning experiences, but prefer learning which is interactive, stimulating and participative, and which focuses on applying ideas, principles and experiences. (Rothwell 2008, 39-62.)

A challenge after a learning session is to make sure that transfer of learning actually happens. It is important to make it easy for learners to apply what they have learned, to introduce practical tools which they can start using immediately, and for supervisors to support their efforts. Different characteristics of adult learners can also present challenges in learning, for example hearing, seeing, memory, learning abilities and disabilities which need to be taken in to consideration and be prepared to make accommodations for if needed, so that learning can be an inclusive experience for everyone. (Rothwell 2008, 39-62.)

2.4. Examples on organizational diversity and inclusion practices

In an article written by Neal R. Goodman (2013), it is suggested that global organizational diversity and inclusion strategies should be designed by multiple representatives who are diversity champions, from each country or region of the organization. Identifying organizational

topics and themes of diversity, and inclusion and separating them from themes and topics which should be addressed locally, is also mentioned as important. Where possible, initiative design and implementation should be localized. (Goodman, R.N. 2013, 180-183).

For example, Barclays bank invests heavily in their diversity and inclusion strategy globally. They're committed to treating everyone equally regardless of their background, and this way making sure everyone can contribute to the financial results of the organization in the most efficient manner. Diversity metrics is being used as strategic tool and is part of the organization's overall performance measure. Other core elements include;

- Clear objectives to increase representation and decrease turnover of under-represented populations at senior levels
- Range of initiatives; training for all, workplace and working practice adjustments for persons with disabilities, career support and development for women
- Support of multigenerational and multicultural working environment
- Unconscious Bias Leadership programme for all Directors and Managing Directors in the company, globally.

(True Blue Inclusion 2019)

Google's mission is to organize the world's information and make it accessible and useful to everyone. In order for Google to succeed in their mission, they need a workforce that represents the users they serve, and so are committed in creating a diverse and inclusive workplace. Google has applied unconscious bias training for roughly 60 000 employees across the globe. For Google unconscious bias is connected to negative as well as positive stereotypes, which exist in our subconsciousness and affect our behaviour. Google focuses on systemic, sustainable diversity and inclusion change by expanding their talent pool externally and their culture internally. Data acts as catalyst for change and indicator of progress, and leadership accountability is focused on. Community inclusion initiatives include;

- Accessibility week – participation in engineering projects to improve product accessibility
- Women at Google – support women at all stages of their careers
- Intersectionality: The State of Black Women Summit - to improve workplace and atmosphere
- Veteran hiring initiatives – grants, training, career guidance
- LGBTQ-friendly businesses – appear on Google Maps

(Google 2019; Richard Feloni, 2016.)

Hilton Hotels core for their vision, mission and values is diversity. The inclusive workforce mirrors their customer base, which as a global brand represents many different cultures and countries. Hilton's competitive performance is driven by understanding of their team members, guests, owners, suppliers and partners, and they strive to represent the social communities they are a part of. Hilton is deliberate in their approach to supporting the development of women as leaders by;

- Executive Committee Networking Program – providing opportunities to network
- PAX Elevate Global Women's Index Fund – recognition for advancing women's leadership
- Women In Leadership Conference and Workshops – inspiring, empowering and developing future hotel leaders
- Women's Online Curriculum – developing women leaders providing articles and videos by executives across industries

Hilton also engages, supports and creates business opportunities within their communities by Supplier Diversity Program, which focuses on developing strategic alliances with companies who have similar cultures and values.

3 Framework for in-house leadership development

Personal development of employees' is important part of Scandic's continuous efforts to strengthen the brand and its attractiveness as an employer. Organizations investing in diversity and inclusion practices are developing their own strategies to be added to the overall employee development plan (Ferdman et al. 2013, 245).

Infact organizations that are engaged to developing their leadership talent can gain competitive advantage by substantial investments in to leadership solutions which drives performance, according to Center for Creative Leadership which will be referred to as CCL from now on. How to then make sure that the applied leadership solutions work? According to CCL there are three steps to ensuring leadership solutions do not fail;

1. Turning leadership development in to a learning process
2. Adding the latest research to help with the learning experience
3. Connecting what is learned in the classroom to real life leadership challenges

(Center for Creative Leadership 2019b.)

Challenges play integral part in leadership development as they make individuals and groups question the norm. Challenges force people to evolve and can most effectively be dealt with in a safe and supportive environment. Challenges can be created by implementing developmental or stretch assignments, by job rotation or sharing, through action learning, individual talent management or career pathing, also education, skills training or development programs can be seen as challenges. (Ferdman et al. 2013, 318-319.)

Supportive working environment eases the struggles of development and creates feelings of safety. Support is an important mechanism which fosters motivation and offers learning resources in the form of feedback. This can be accomplished by mentoring or coaching, and by providing safe learning environments. (Ferdman et al. 2013, 320-321.)

3.1. Individual development plan (IDP)

Many talent management processes include an appraisal of the organization and its future needs, but also individual performance evaluations are used in order to understand individual employees' strengths and weaknesses. Perform@Scandic is performance appraisal discussion between employee and their assigned manager. Each employee is required to set performance

and development goals for the coming year. The goals need to be SMART -specific, measurable, achievable, relevant and time bound, and the goals also need to be tied to Scandic's vision, mission and values as previously seen in figure 1. Employee and the assigned manager meet four times within the year to discuss and analyse the employees work performance. In the first meeting the previous year's goals and achievements are discussed and reflected upon after which the coming year's goals are set. The following three meetings function as check-in conversations and support for the employee. (Scandic Fuse 2018b.)

In Scandic it is believed that their business will do well when their team members are provided the opportunities to reach their full potential. Continuous development of individuals as well as the organization promotes lifelong learning and provides new challenges. Scandic Business School provides opportunities for training programmes, which are implemented through classroom teaching, online courses and on-the-job training. Training programmes are divided in to five themes;

- On-boarding, which provides an introduction to new team members
- Commercial, which improves participants business and commercial competence
- Leadership, which develops leadership and management skills
- Functional, which offers practical training to strengthen the Scandic concept
- Service, which aims to retain high level of service and offer tools to develop services

The programmes are customized towards the diverse needs of employees in the hotel industry. In addition to Scandic Business School training programme, Scandic also offers an internal leadership program, Talent@Scandic, which is a yearlong program supporting employees with potential in becoming future leaders within the organization (Scandic Hotels Group AB 2015). The framework for individual leadership development path can be seen below in Figure 6. (Scandic Hotels Group AB 2017b.)

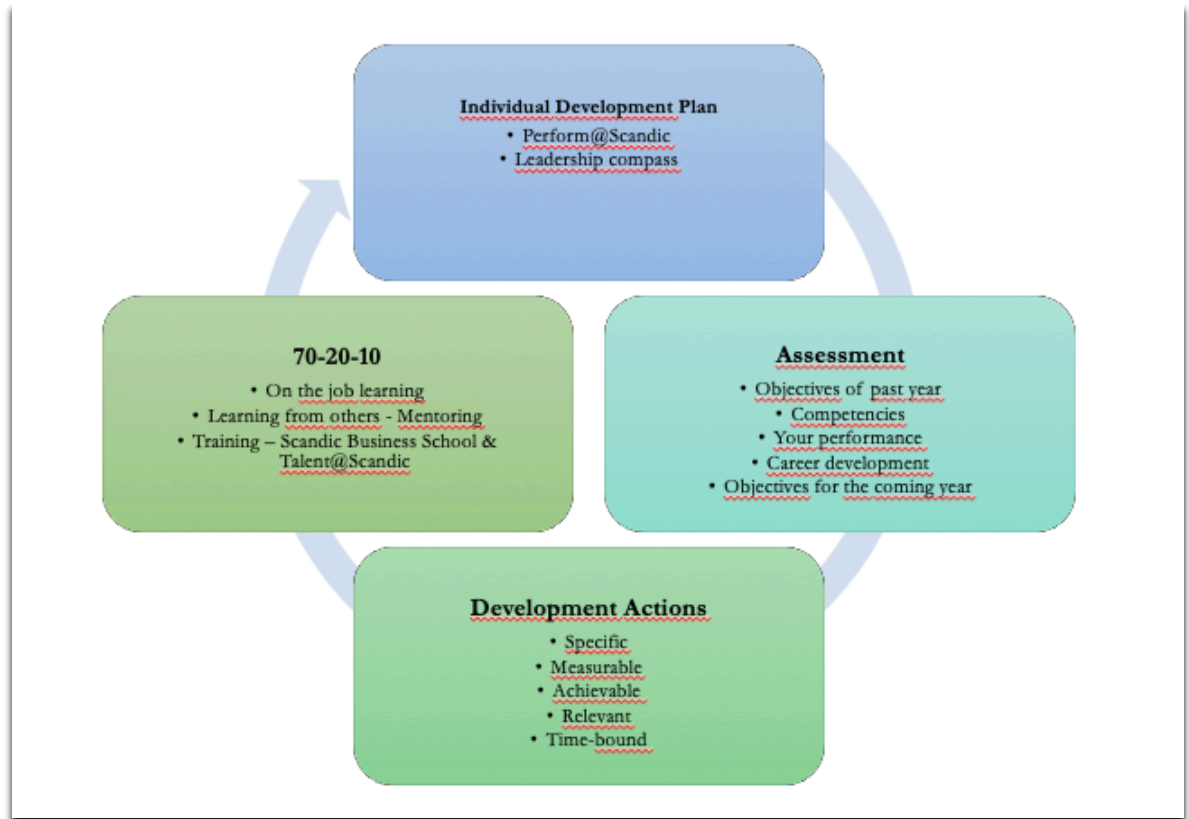


Figure 6. Framework for individual leadership development path at Scandic Hotels

According to Ferdman et al. leadership development program should first focus on individual leaders, progress on to leading others, then to leading organizational functions and projects, to leading whole organization and eventually leading globally across tangible or intangible boundaries. The emphasis is to continuously maximize personal and shared leadership, interdependence and collaboration in order to gain, and to keep, momentum going regarding the direction, alignment, commitment and results of the organization. (Ferdman et al. 2013, 316.)

To help in becoming an effective leader CCL recommends the 70-20-10 rule, which is based on the need to have three types of experience to learn. 70% of learning should happen on-the-job, 20% from other people and 10% from courses as seen in Figure 7. Individual learning needs shouldn't be forgotten when applying this model, as different people learn in different ways, the ratio of these experiences may vary.



Figure 7. 3 types of Experiences That Impact Executive Development

According to key findings of a global study conducted by CCL, five universally prominent sources of leadership learning emerged;

1. Learning from bosses and superiors
2. Learning from turnarounds
3. Learning from increases in job scope
4. Learning from horizontal moves
5. Learning from new initiatives

In order for leadership talent to develop, new experiences and challenges are required in order to adapt, grow and foster learning. Leaders should strengthen existing relationships with their superiors, mentors and peers, as well as create new ones as it plays an important role regarding their own growth in leadership. (Center for Creative Leadership 2019c.)

Furthermore, it is suggested that the model, for leadership development by CCL, can be modified to also serve inclusive leadership development purposes, as the types of development processes are similar, only the surrounding system, and focus, is specifically on inclusion. As the leadership development framework is all-inclusive it indicates that the development itself should happen throughout the organizational functions, levels and ranks. The key elements for inclusive leadership development consist of diverse experiences on learning. (Ferdman et al. 2013, 312-314, 321.)

Part of the individual development plan at Scandic includes giving feedback to the closest supervisor. This is done as part of the yearly VOICE survey. The questions regarding supervisory roles and leadership were adopted, and survey implemented regarding Duty Managers at Scandic Simonkenttä in order to gain feedback on their roles as leaders. The results of this survey will function as secondary data for the study. Before implementing this survey there were no tools for employees to give feedback to duty managers on their leadership skills. The only way this could have been done was face-to-face feedback, or feedback via supervisor. The survey was implemented to lower the threshold of giving feedback to duty managers, but also to allow duty managers to receive feedback from employees in order to improve their leadership skills. Five different response options varying from “I disagree completely” to “I agree completely” were given to the following questions in different categories based on the leadership compass previously presented in Figure 2.

To what extent do you agree with the following statements regarding XXX (name)?	Average result
Build trust:	
... creates inspirational and trusting atmosphere	4,12
... makes sure that we discuss about mistakes and learn from them	3,92
... asks often feedback on their role as duty manager	2,88
Inspire:	
... shares continuously information on the meaning of our work tasks	3,87
... encourages me to try new ways of doing things	3,77
Collaborate:	
... endorses positive collaboration with other teams	4,28
... makes sure that we share experiences and learn from each other	4,13
Empower:	
... encourages me to make independent decisions	3,98
... gives recognition to team members for personal successes and development	3,93
... clearly aims to develop in their managerial role	4,37

Figure 8. Scandic Simonkenttä results of duty manager survey. Adapted from Hanhijärvi 2019

The following open-ended questions were also asked, but not presented here as the results were only given to the duty managers in question:

- 1) What kind of behaviour/actions do you wish XXX to continue?
- 2) What kind of behaviour/actions do you wish XXX to do more?
- 3) What kind of behaviour/actions do you wish XXX would stop?

(Hanhijärvi 14 January 2019)

The results of the survey were analysed during Scandic Simonkenttä Managers Day on 24th of October 2018, which is arranged twice a year to improve individual development as well as cooperation between different departments. The results only included the staff of Scandic Simonkenttä. Each answer to a question was valued between 1-5, and average value was

counted out of all responses. 11/26 people responded to the questionnaire from the restaurant department, 7/9 employees from kitchen department, 6/14 responded from front desk department, making it total of 24 people taking part in the questionnaire out of 49 possible participants, making the response rate 49% out of 100%. Each individual then made a development action plan based on their own results. (Hanhijärvi, O. 14.1.2019)

Assessing inclusive leadership development has many functions. An individual will gain better understanding on their current performance, which will also serve as benchmark for future development. It brings forth individual development needs, learning and performance gaps, and therefore provides an opportunity for critical self-reflection leading towards improved self-awareness. Assessments can be informal or formal and is also an opportunity not only to motivate individuals through positive feedback, but to also gain insight on their level of inclusion. (Compoint 2017, 39-49; Ferdman et al. 2013, 316.)

Compoint recommends starting the process with baby steps, by choosing not more than three inclusive habits to develop at a time, which is also what Anderson and Billing-Harris suggested earlier in chapter 2.2.; to focus on few development needs at once. She encourages to start by picking a developmental area where one might already be good at, and to set one's sights at becoming excellent at it as a way of building confidence, before taking on areas in which one may be lacking. Inclusive leadership is ever evolving practice, this means that re-assessments should be conducted regularly, so that individual's personal development does not come to a halt. (Compoint 2017, 52-53.)

3.2. Organizational development plan

Ferdman et al. (2013) suggest that even though performance evaluations are an important process in understanding the strengths and weaknesses of an individual employee, talent management should not be overlooked as the employee lifecycle process is highly linked to diversity and inclusion. Talent management is seen as systems approach for driving change, especially when it comes to increasing diversity and inclusion in an organization. Many talent management processes include an appraisal of the organization itself, which is interconnected to personal development of the promising individuals. (Ferdman et al. 2013, 281-282.)

Infact Scandic takes part in yearly organized employee satisfaction survey called VOICE, which measures the organizations ability to perform from the given basic task. All employees

who have worked for the organization more than three months are able to take part. Invitations and responses are handled in confidentiality by TSN SIFO. VOICE survey focuses on the following topics;

- The participants employment situation
- The participants developmental opportunities
- The participants trust towards management
- Management in general
- The participants view on teamwork between units, departments and employees

The purpose of the survey is to develop the work community and work in general, and to take good care of the organizational strengths, so that everyone is able to succeed in their job and serve the customers in the best way possible. (Scandic Fuse 2018a.)

Furthermore, Scandic has also taken part in Great Place To Work® survey, which is an impartial entity that studies employee experience within organizations by measuring employees experiences on credibility, respect, fairness, pride and camaraderie in respect to the organization and its management. It also allows organizations to conduct standardized benchmarking of employee experiences with other similar size organizations. In 2017 and 2018 Scandic Finland was ranked the winner in category of large organizations of Great Place To Work® survey. In 2018 Scandic also came in third in the European category of large organizations of Great Place To Work®. As leadership is becoming increasingly challenging and the pace of change keeps escalating due to globalization, increasing costs, technological development and decreasing resources, empowering leadership along with diversity and inclusion have emerged as important competitive advantage in today's global markets. (Scandic Hotel Group 2018b.)

4. Research methodology

In this chapter the research methodology, plan, preparation, data collection and analysis methods are presented. This is followed by discussion of the results of the survey in chapter 4.4., and design and delivery of the pilot workshop in chapter 5.

Ontology is the philosophical study of being and addresses the assumptions that are made about the way that the world operates. The ontological position adopted for this study is subjectivism, as the view of the researcher is that social phenomena is created from perceptions, and the resulted actions of social actors concerned with their existence. Subjectivism is seen as ever evolving, as social interaction affects social phenomena in a manner which leaves them in constant state of revision, as no social interaction is alike. Focus of the study is on social interaction, therefore subjectivism is highly suitable for this study. (Saunders, Lewis & Thornhill 2009, 110-111.)

Epistemology focuses on what is suitable knowledge in a field of this study. The epistemology adopted for this study is that of interpretivist philosophy as the philosophy promotes that it is imperative for the researcher to understand differences between people in their role as social actors. As social actors we interpret social roles depending on what they mean to us as people. People also interpret social roles of others in line with their own set of meanings. The researcher sees business management research as diverse and challenging field, in which these social actors called managers work in. They engage with circumstances and individuals which come together at a specific time, always in a unique way, while interpreting the social world around them. What could be more fitting research philosophy for a study focusing on managers point of view on diversity and inclusion in the work place? (Saunders et al. 2009, 115-116.)

The research approach adopted is that of deductive approach as theoretical position is built on theory. Deductive approach helps to create theoretical framework for the study, to identify theories and ideas, which eventually will be tested by data collection. Examination of the outcomes usually either confirm the theory or indicate room for development. (Saunders et al. 2009, 124-126.)

It is also worth mentioning that axiology of the researcher also plays a part in this study. The researcher works for the target organization and therefore her values play a part in how the study is conducted. Her position in the organization does not include a supervisory role and she has no experience on managerial positions.

4.1. Survey strategy

The research strategy chosen for this study is survey strategy, as the empirical research of empowering diversity and inclusion leadership skills focuses on specific present-day phenomenon in real life context. Survey strategy is often associated with the deductive research approach and is common in business and management research. It was also best suited to answer the research question, as the aim was to gain understanding from the point of view of managers. Survey is able to gather large amount of data, from substantial population in a very economical manner. Survey data is also standardized and allows for easy comparison. The survey aimed to receive a snapshot on the current situation of organizations diversity and inclusion leadership practices, which makes the design cross-sectional. Descriptive research also suits this study, as the aim was to see how managers view their own diversity and inclusion practices and challenges as well as those of the organization. It is recognized that the study results are subjective to the individuals and organization, generalization is not a primary objective of the research. Primary data collection was executed by using questionnaire as the survey instrument, with mono method approach, within a cross-sectional time horizon. Four open-ended questions were added to expand on the quantitative questions that were asked. (Saunders et al. 2009, 43, 144, 155.)

Answers to these questions should give wide range of data on the current diversity and inclusion practices of managers at Scandic Hotels, and indication if more support, training and development is needed. Same assessment can also be used in creating a self-development plan for inclusion. (Compoint 2017, 41-42.)

4.2. Data collection and analysis

The sample group, consistent of 19 managers in two different hotels, Scandic Simonkenttä and Hotelli Seurahuone Helsinki, including all department managers of both hotels, as well as duty managers of Scandic Simonkenttä. Hotelli Seurahuone Helsinki duty managers were excluded from the questionnaire due to difference in the level of responsibilities compared to duty managers of Scandic Simonkenttä. The participants were sent a link to the questionnaire to their personal e-mails on April 2nd, which can be seen in appendix 1. Deadline for the questionnaire was set to 9th of April, a week later from initially receiving the invitation. The fact that the sample group worked in different hotels, and the irregularities in hotel business work hours spoke on behalf of the survey instrument being internet-mediated questionnaire. It also gave all of the participants of the sample group the freedom to answer the questionnaire when

it best suited them. The questionnaire consisted of 27 questions, out of which four questions were open-ended, as seen in appendix 2. All questions, except the last regarding feedback on the questionnaire, had to be answered in order for the participant to be able to submit the questionnaire.

The survey was conducted anonymously, however as the sample group consisted of only specific participants who were invited to take part in the survey this allowed the General Manager Outi Hanhijärvi to encourage the employees to take the survey. One reminder was also sent by the researcher to the participants the day before questionnaire was closed. The results of the survey were going to be presented to all of the participants at a later date, and the review was to be followed by a workshop, which most likely also effected the participants motivation to take part.

Data was collected by using online survey tool Webropol, which provided a platform for creating the survey as well as automatic processing of the raw data. Webropol provided a basic report of the results in the form of horizontal bar charts, along with statistics in percentages of the responses per bar, as seen in appendix 3. Saunders et al. recommend using bar charts to present categorical and discrete data as they generally provide an accurate representation and are especially suitable to be used in research reports (Saunders et al. 2009, 431). The researcher chose to follow the recommended presentation methods in their work by using Excel spreadsheet program for creating charts and modifying them. Statistics were also used to clarify the results of the study.

4.3. Validity and reliability of the study

Designing the survey is an important phase as it can affect the internal validity and reliability of the collected data. Response rate can largely be affected by the design of the questions and structure of the questionnaire. Well-founded questionnaire will support accurate and consistent data collection, which ensures validity and reliability of the study. There are at least four stages in asking questions which pose a risk for validity and reliability:

1. Researcher being clear about the required data and question design
2. Participant understands the question as researcher has intended
3. Participant answers the question
4. Researcher understands the answer as participant has intended

Internal validity regarding questionnaires refers to the questionnaire measuring what it was meant to measure. Reliability of the study refers to whether or not would consistent findings be produced if the questionnaire was implemented in different times, with different samples or with different methods. It is suggested that following approaches assessing reliability are taken in to consideration at the questionnaire design stage, even though analysis of each cannot be conducted until after data has been collected:

- Test re-test
- Internal consistency
- Alternative form

It is acknowledged that the questionnaire would have benefitted from test re-test, but in this particular study this method was not a valid approach due to time constraints. It often also proves to be difficult to engage the participants to answer the same questionnaire twice, in addition, long period of time between the questionnaires poses a risk as it will lower the likelihood of answering questions the same way. The research questions however were checked by friends of the researcher to see if questions were clear, understandable and to see if the questionnaire made sense as suggested by Saunder et al. The General Manager of both participating hotels also checked the questionnaire, and questions, twice to ensure questions were clear and easy to understand. The third version of the survey was agreed to be applied. (Saunders et al. 2009, 394.)

Design of individual questions is determined by the data which needs to be collected. During the design of individual questions researchers either adopt questions which have already been used elsewhere, adapt questions which have been used elsewhere or develop their own questions. Adopting or adapting will allow to compare findings to another study, through which reliability can also be assessed. This is also seen as more efficient manner to design a questionnaire, than building your own questions. Survey design websites, apps and software often provide list of most popular questions and choices of answer previously used in their system. These lists may be helpful, but it is important to recognize that there are also questions rotating around which are of poor quality, and not beneficial regarding the study in question. It is also important to check if any adopted questions are copyright protected, if so, authors permission needs to be received in order to use them. Even if no formal copyright exists one should always give credit to the author, and where possible contact the author for their permission. In this study the questionnaire questions were adapted from assessment form developed by Thais Compoin (2017, 43-49.) to assess one's leadership abilities regarding inclusion.

Compoins questions are used as basis for the study's questionnaire to collect data on the current situation of empowering inclusive leadership skills. Questions regarding hiring, talent management and rewards are excluded as decisions regarding these areas are only made by Department Managers, and the intention of the study is to also include Duty Managers.

Questions need to be worded clearly, so that the participants are familiar with the terminology and understand the question, this will improve the validity of the questionnaire. Clear wording of questions presented itself to be a challenge, as questions were also translated in to Finnish language, therefore it had to be made sure that both English and Finnish versions of the questions had the same meanings. The concepts of diversity and inclusion were presented in the beginning of the survey, also some questions were given examples on in order to make sure the respondents understood the presented questions correctly.

4.4. Questionnaire results

The questionnaire was sent to 19 managers, out of whom 15 replied making the response rate 78,9%. 67% of the participants identified themselves as female, and 33% as male. Departments, in which the managers work, were divided quite evenly by 40% working in the front office, 33% working in the kitchen, and 40% working in the restaurant, which gives a fairly realistic view on the situation of empowering diversity and inclusion practices of managers in each department.

When asked from participants how long they had been working as manager during their career the mode was over 10 years and 5-10 years, both at 40% response rate, which indicates strong experience and know-how on management practices. When asked about working for Scandic the mode was over 10 years at 40%. The mode for working as a manager at Scandic was at 5-10 years, with 33% response rate. 27% of participants had been working for Scandic overall less than 2 years. The results partially correlated with results of how long participants had worked as manager for Scandic. This was to be expected as Hotel Seurahuone Helsinki was acquired less than two years ago for Scandic's hotel portfolio. 60% of participants had been employed by Scandic more than five years, which indicates strong employee loyalty towards the organization, keeping in mind that 27% of participants had only joined the organization less than two years prior conducting the survey, as seen in Figure 9.

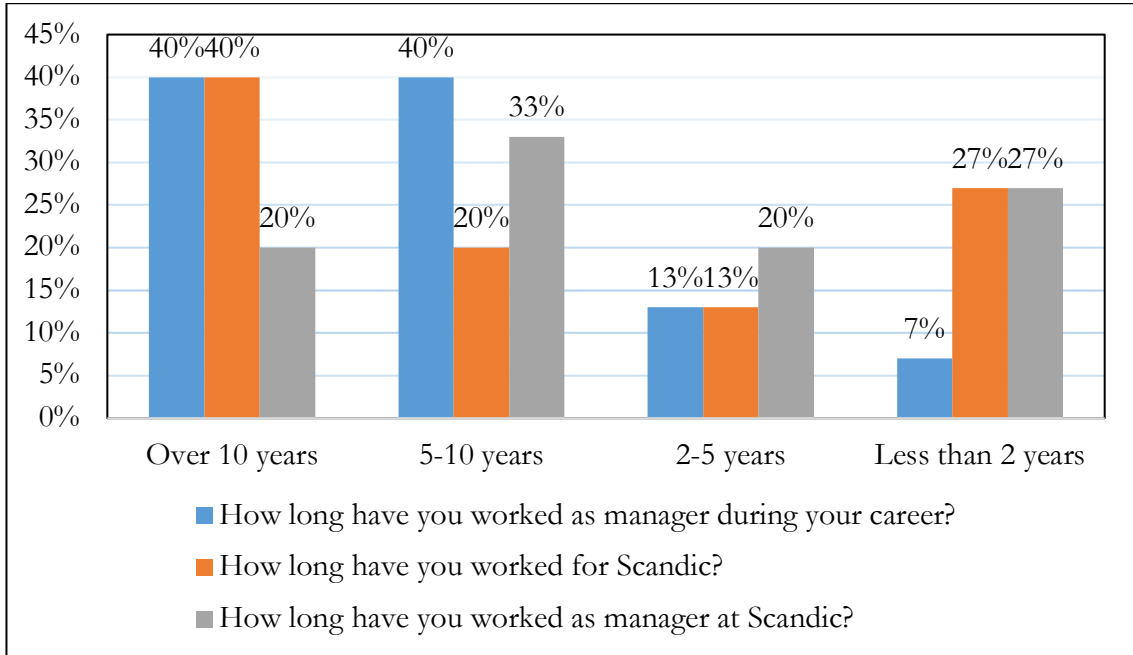


Figure 9. Results on work history

4.4.1. Awareness and commitment

When asked if the participants make conscious effort to make a good first impression in work situations the mode response was ‘always’ at 66%. The mode for participants making conscious effort to go beyond first impressions at work situations was ‘usually’, at 73%. Overall indication was that awareness and commitment regarding making good first impression on others, and to go beyond first impressions was actively made by the participants as seen in Figure 10. This aspect is important as both questions are interconnected to inclusion practices as discussed earlier in chapter 2.2. Managers being aware of themselves and their behaviour, and being committed as well as fair, on getting to know someone beyond first impression is imperative in order to start the journey of inclusion on a positive note.

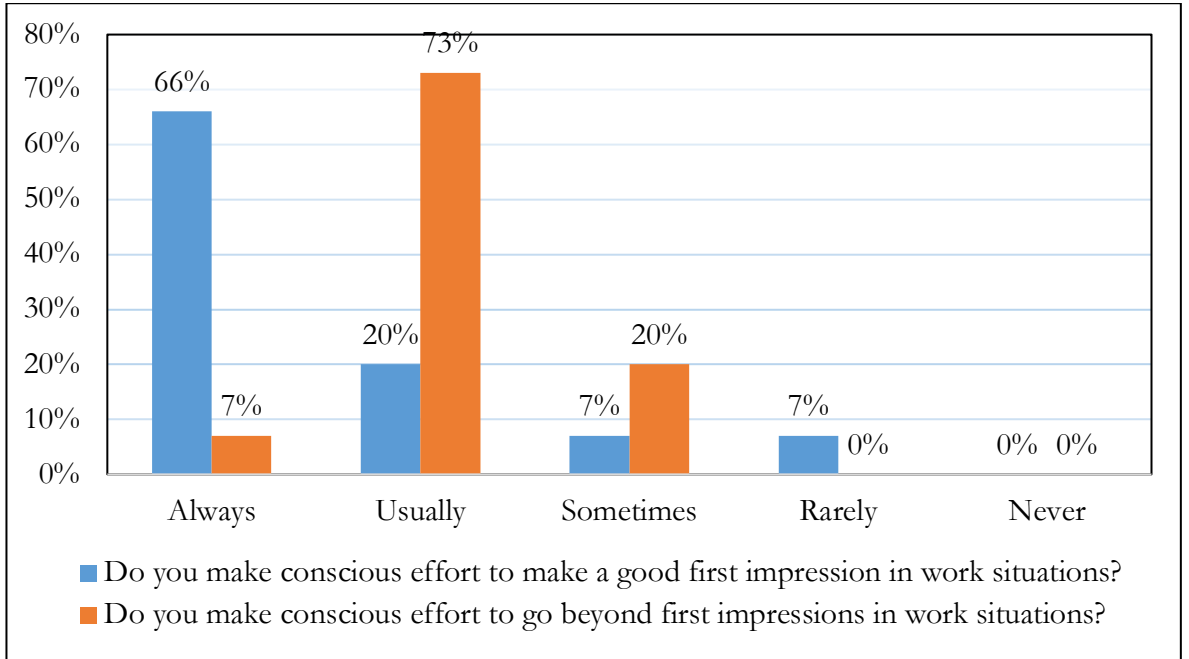


Figure 10. Results on making conscious effort to make a good first impression and go beyond first impressions in work situations

Question regarding recognizing and challenging biases in yourself, and recognizing and challenging biases in your co-workers had fairly similar results. Most of the participants responded that they are able to recognize and challenge biases in themselves and others only ‘sometimes’, resulting the mode of responses being at 67% and 73% respectively as seen in Figure 11. 13% were able to recognize and challenge biases in themselves, and 7% were able to recognize and challenge biases in their co-workers, ‘rarely’. Results clearly indicate that there are challenges in recognizing and challenging bias, whether it has to do with biases within yourself or in others. As discussed earlier in chapter 2.2. recognising and challenging biases nurtures engagement for inclusivity and requires self-awareness as well as holding others responsible for bias behaviour.

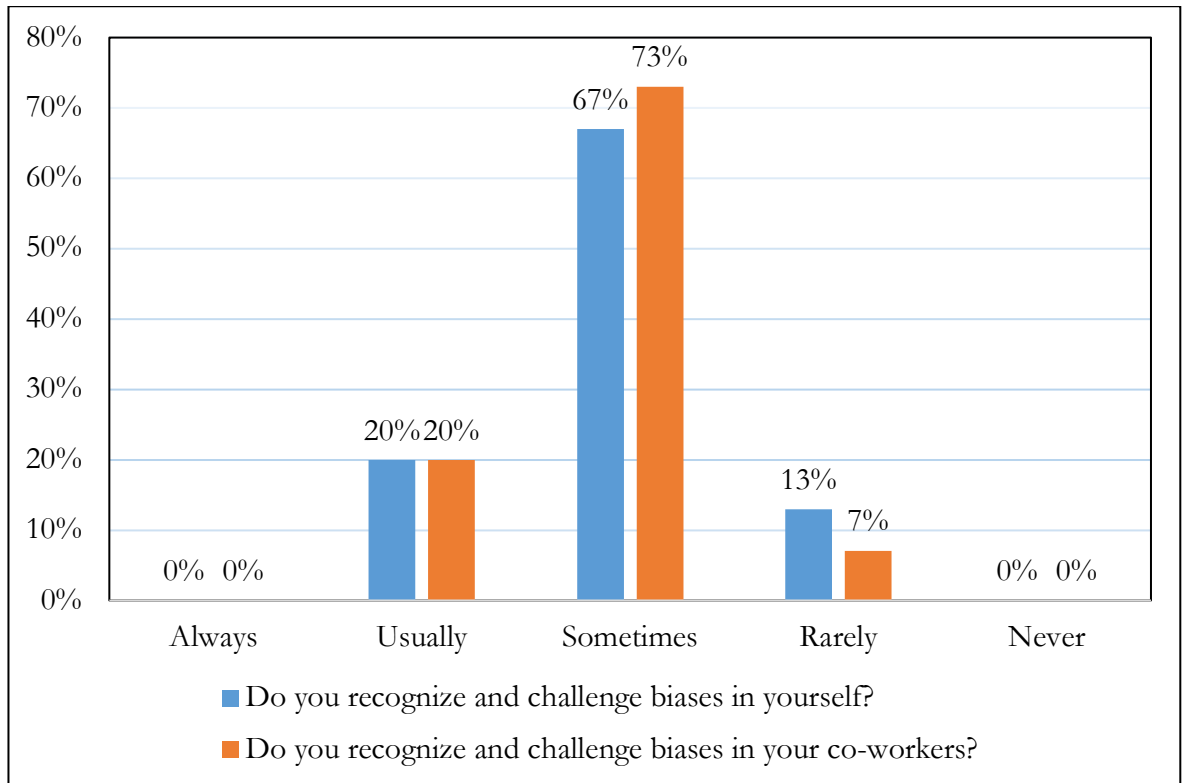


Figure 11. Results on recognizing and challenging biases

When asked about setting up diversity and inclusion objectives for themselves 73% of participants replied yes, and 27% replied no. Those who answered yes were asked to specify what kind of objectives they had set for themselves. The most common answer was that they personally aim to treat everyone unbiased. Giving equal opportunity for all to succeed and develop in their work was also mentioned more than once in the responses. It was also mentioned that diversity in the workplace makes the work itself more interesting and is seen as a positive, rather than negative. This would indicate that most the participants see inclusion as part of their everyday lives. However, the open-ended responses referred to more generalized actions of facilitating diversity and inclusion, rather than clear set objectives. Each of the responses can be found in detail in appendix 3.

When asked about setting up diversity and inclusion objectives in their teams, 47% agreed that such objectives had been set, and 53 % did not recognize that such objectives exist. There was a clear difference between setting objectives on individual level versus team level as seen in Figure 12. Participants, who recognized that on team level such objectives exist, were asked to specify what kind of objectives they were referring to, and again unbiased and equal treatment of co-workers was one of the most common responses. It was also mentioned more than once that in the hotel industry the work community is very diverse to begin with, therefore diversity is an everyday occurrence and automatically part of the organizations DNA. And again,

the open-ended responses referred to more generalized actions of facilitating diversity and inclusion, rather than clear set objectives. Based on these findings the organisation should consider communicating their diversity and inclusion objectives more clearly to their team members. Each of the responses can be found in detail from appendix 3.

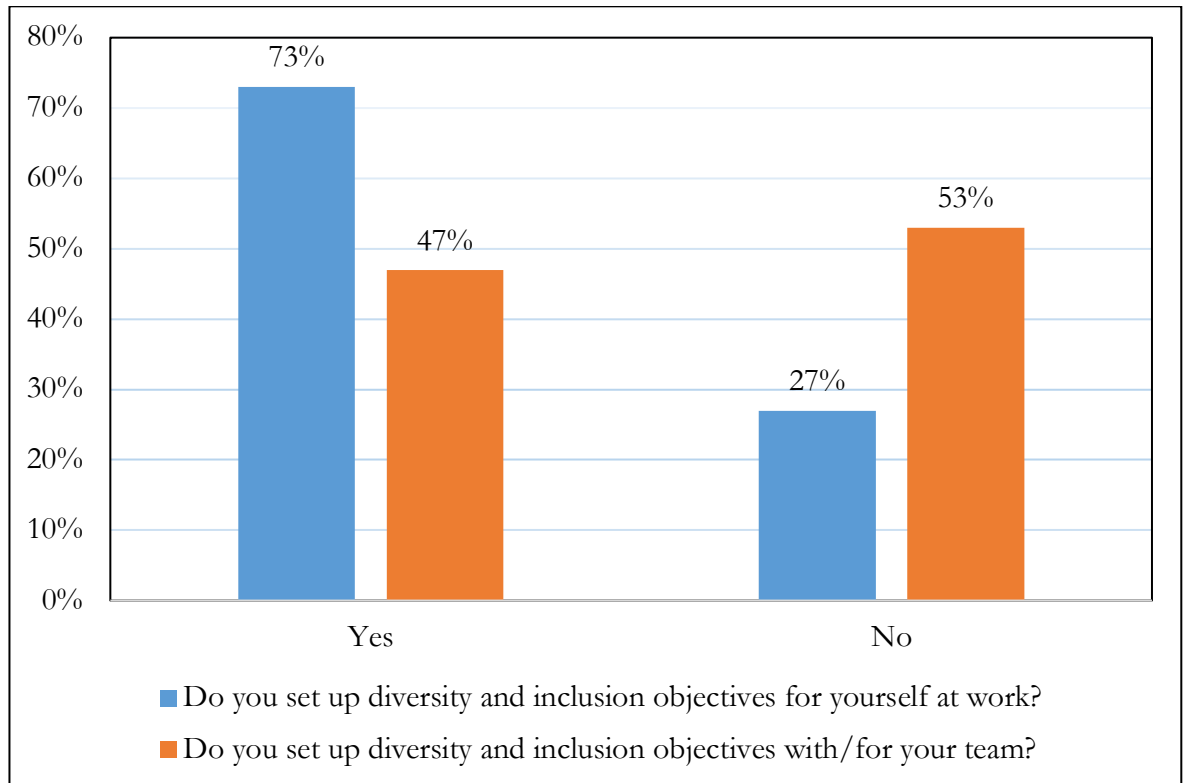


Figure 12. Results on setting up diversity and inclusion objectives at Scandic

4.4.2. Communication

Sharing information and listening to other team members in an impartial way, as well as encouraging others to share their opinions and views, was according to the participants part of their daily lives. Mode at 60%, participants 'usually' share information and listen to other team members impartially. Encouraging others to share their opinions and views does not come far behind with mode being also 'usually', at 53%. The results indicate that managerial communication practices of information sharing, listening, being impartial, and encouraging others to share their views are acted upon and supported as seen in Figure 13.

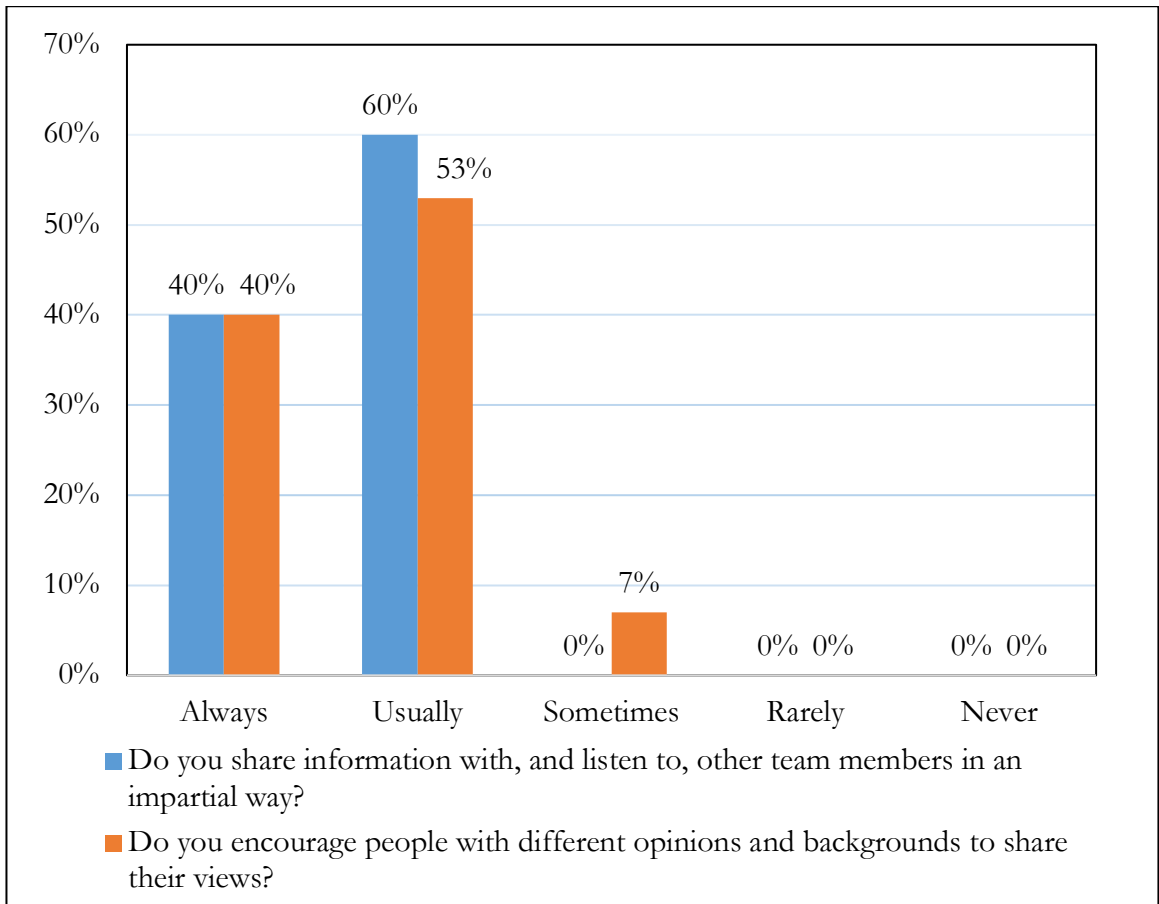


Figure 13. Results of managers sharing information and listening impartially, and encouraging others to share views at Scandic

When it came to managers taking in to consideration people’s special needs during onboarding process the mode response was ‘usually’, at 60%. Overall the result was positive with 87% considering people’s special needs usually or always. Question regarding managers adapting to different communication styles and needs resulted the mode response being ‘usually’ at 46%. 20% of the participants however felt they adapt to different communication styles and needs ‘rarely’ as seen in Figure 14. Participants were asked to tell in more detail what kind of things they take in to consideration and how they adapt to challenging communication styles and needs. Most common challenges had to do with language barriers and adapting in situations where getting your message across to the other person is imperative, as well as cultural differences. Intention to speak clearly, showing how a task is done instead of only explaining, interpreting gestures and facial expressions, preparing for conversations ahead of time, and understanding the other persons learning styles were mentioned as important tools when it came to facilitating communication challenges.

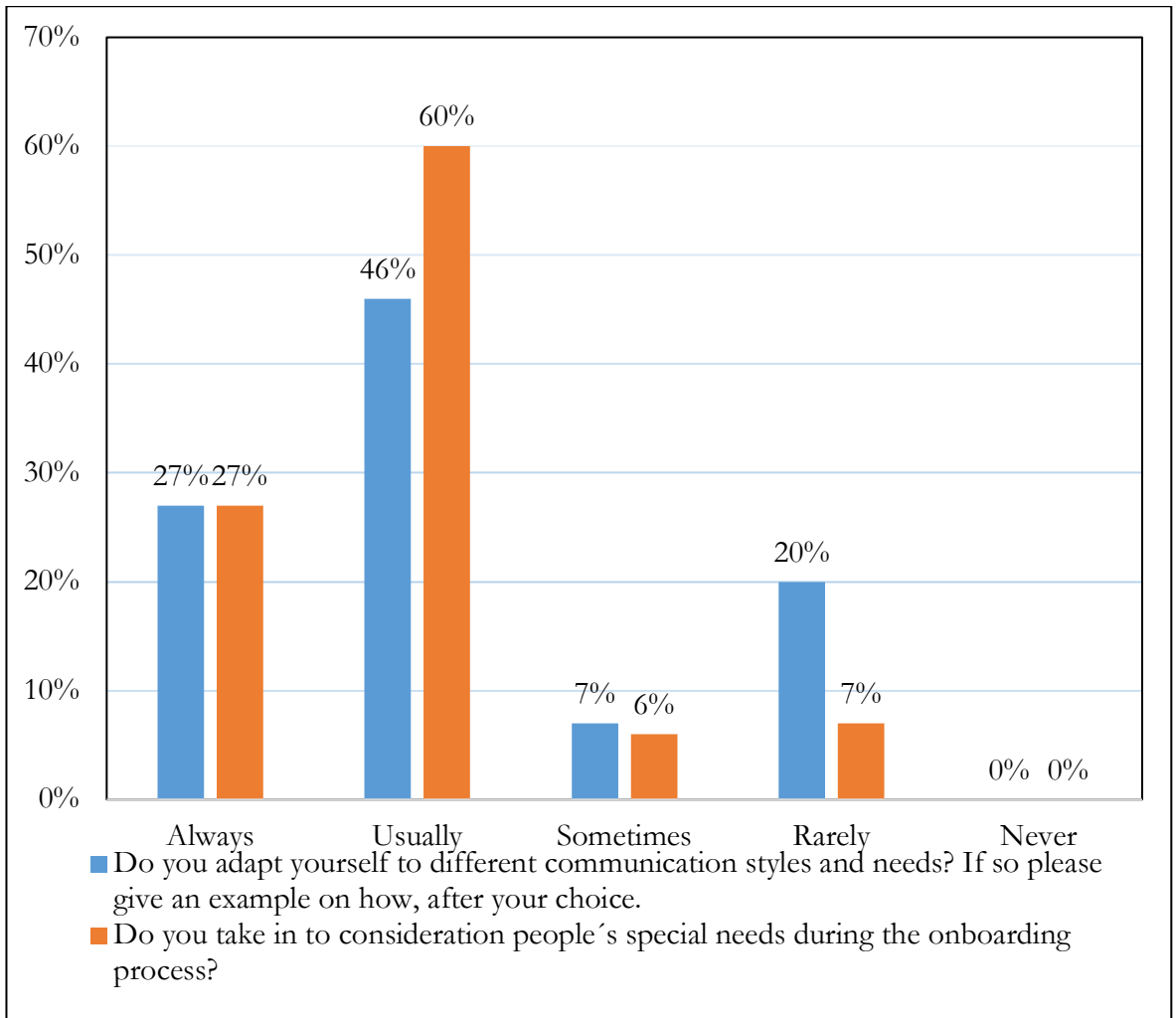


Figure 14. Results on adapting to different communication styles and needs, and taking these in to consideration during onboarding process

When asked about communicating the value of inclusion and diversity, and if it is commonly discussed about at work, the mode was 60% in 'sometimes' category. 27% recognized doing this only 'rarely' as seen in Figure 15. This would strongly indicate that more open discussion on the topic is necessary in an organizational level. Furthermore, these results also support the findings regarding setting diversity and inclusion objectives within teams or an organization in Figure 12. More open dialogue is clearly needed about the topic in general.

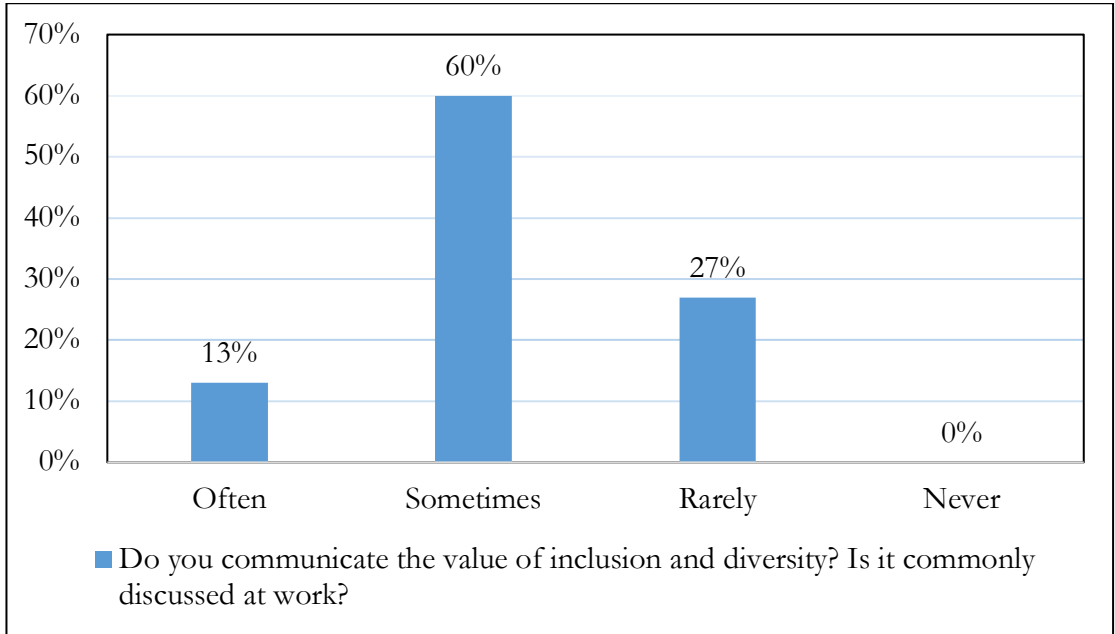


Figure 15. Results on communication the value of inclusion and diversity

4.2.3. Learning and development

Overall the managers viewed themselves to be evaluating people's performances based on facts, and not based on their own feelings or mood with response mode being 'usually' at 60%, the rest 40% of participants did so 'always' as seen in Figure 16. Equal task delegation was seen as norm with the mode being 'usually' at 73% according to the participants. Giving positive and constructive feedback impartially was also seen to be an active part of managers actions with the mode being 'always' at 60%. 7% of the participants however recognized that they give positive and constructive feedback impartially only 'sometimes'. Overall no participants chose the 'rarely' or 'never' categories to describe their actions.

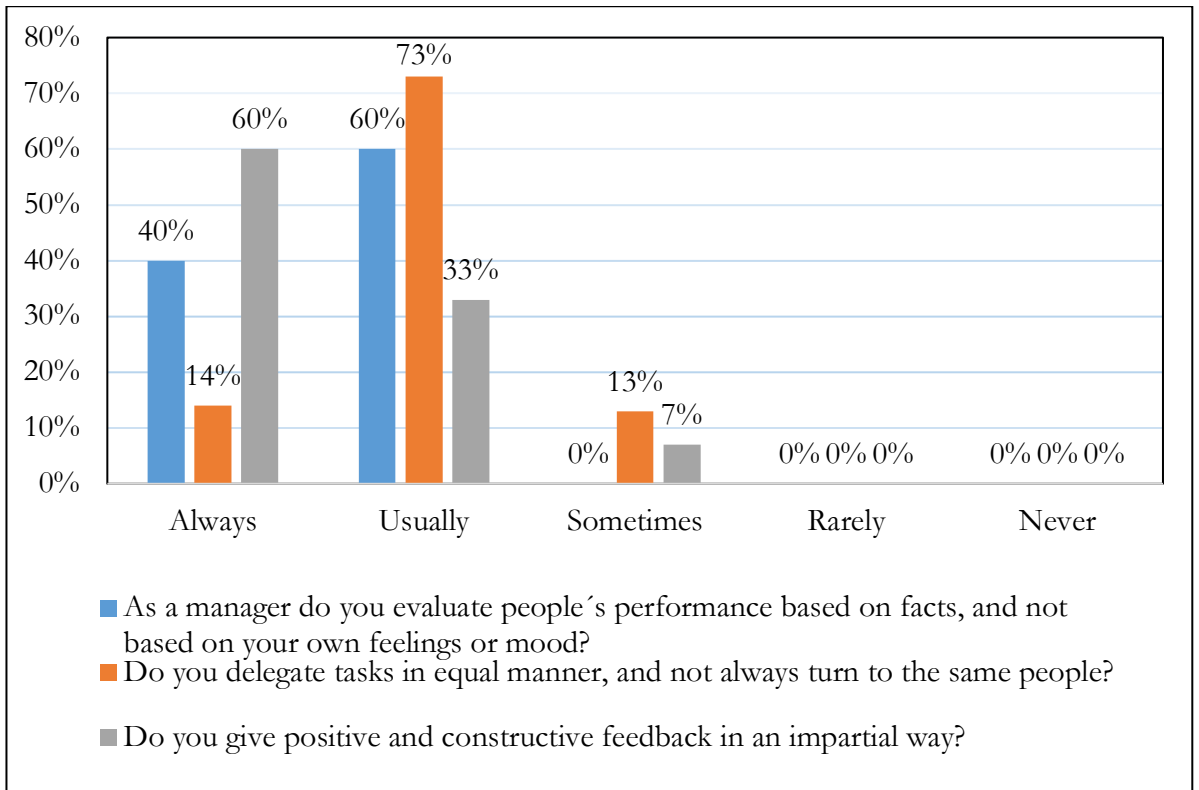


Figure 16. Results on evaluating people's performance based on facts, delegating tasks equally, giving positive and constructive feedback impartially

When asked about participants discussing with other team members about what motivates them, so that they can engage and support them better, the mode response was 'a lot' at 47%. 40% responded discussing motivational factors with other team members moderately, and 13% only a little as seen in as seen in Figure 17. It is also worth mentioning that none of the participants viewed themselves to be engaging in these discussions 'a great deal', which would indicate that some support regarding this particular learning and development action should be considered as it is directly linked to employees level of engagement.

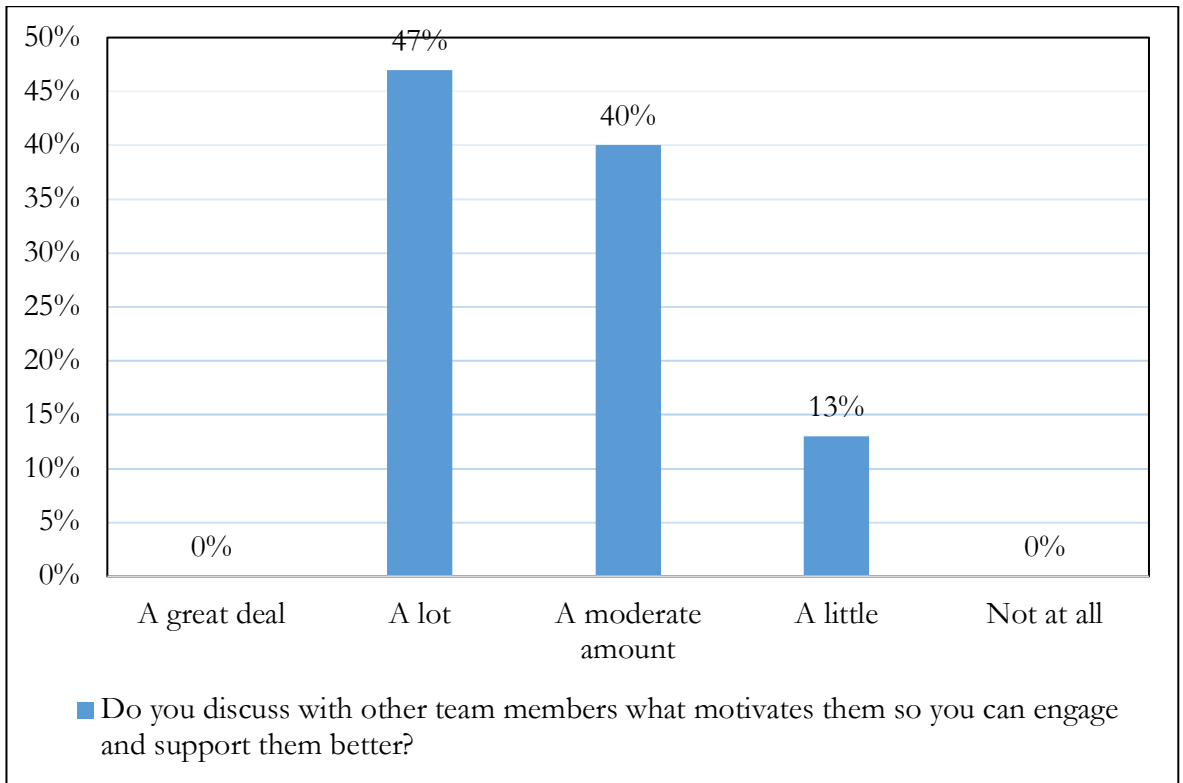


Figure 17. Results on asking team members what motivates them so they can be engaged and supported better

When inquired about managers asking feedback from their team members on their leadership style the mode response was ‘rarely’ at 66%, and only 7% viewed themselves asking feedback actively. This confirms the results of the duty manager survey discussed previously in chapter 3.1. where employees participated in survey regarding duty managers leadership skills. The claim “Person X asks often feedback on their role as duty manager” got the lowest average score of 2.88 out of 5. Asking feedback on their role as a manager is clearly a challenging task which also the participants recognize as seen in Figure 18. It should also be taken in to consideration that the results are not directly proportional as the most recent study also included participants from second hotel. None the less actions regarding asking feedback should be developed and practiced in order for the managers to get feedback on their developmental needs regarding their management style.

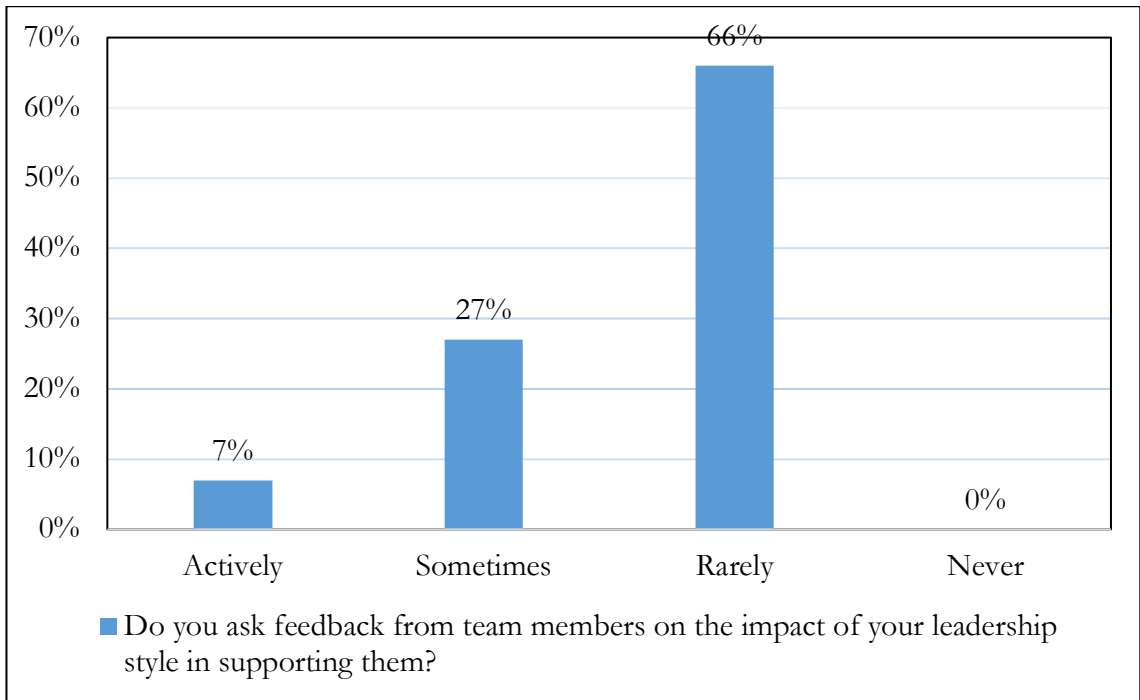


Figure 18. Results on asking feedback from team members on their own leadership style

Question regarding socializing with people from different backgrounds in the workplace resulted the mode being 'always', at 53%. Additionally, 40% engage in socializing with people from different backgrounds in the workplace 'usually', these two categories include 93% of the participants, which would indicate that this inclusive habit is well carried out in the workplace as seen in Figure 19.

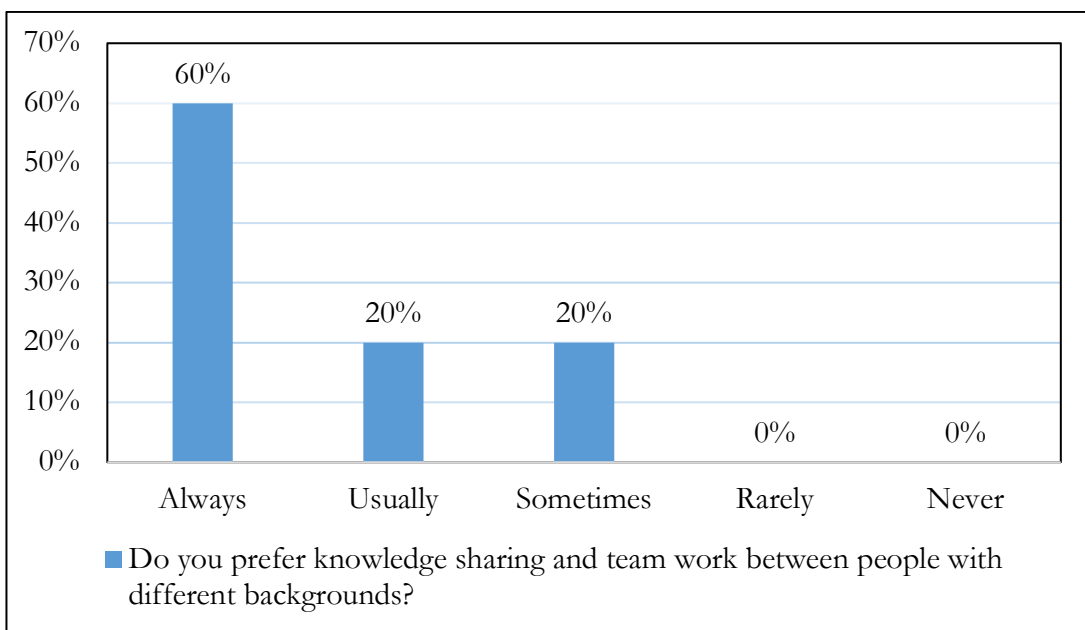


Figure 19. Results on preferring knowledge sharing and team work with people from different backgrounds

4.2.4. Atmosphere

The act of socializing with people from different backgrounds in the workplace resulted the mode being ‘always’ at 53%. 40% viewed themselves doing this ‘usually’ which would add up to 93% of the respondents influencing the working atmosphere positively. Preferring connections within one’s own department resulted the mode being ‘sometimes’ at 40%. Responses were divided equally between ‘usually’ and ‘rarely’ categories, at 27% each as seen in Figure 20. One might argue that preferring connections within participants respective departments may be natural as most of the work being produced happens within departments, but it cannot be ignored that cross departmental relationships are vital, as all organizational departments are connected to each other one way or another. Therefore, fostering these relationships and co-operation between departments should not be forgotten.

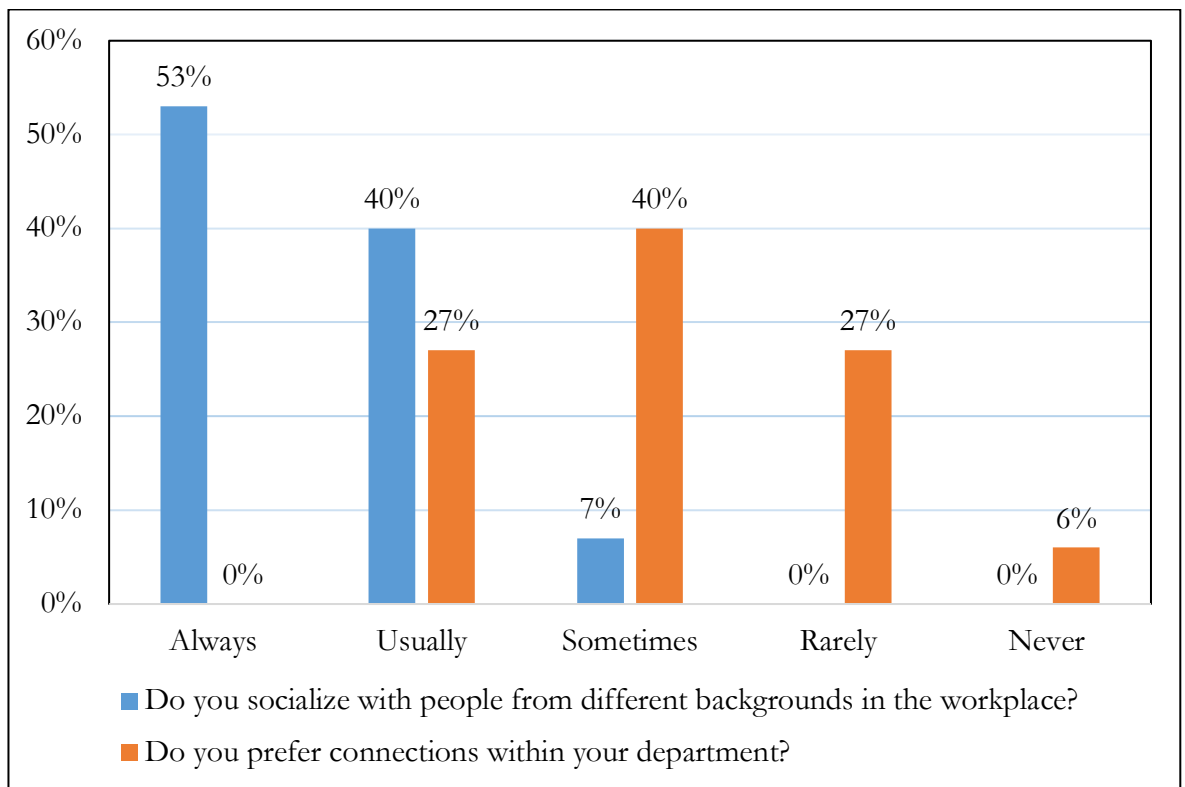


Figure 20. Results on socializing with people from different backgrounds and preferring connections within one’s own department

The respondents were also asked if they avoid saying things that could hurt other people’s feelings to which mode response was ‘sometimes’ at 47% as seen in Figure 21. As a manager one sometimes needs to give feedback to employees, and at times it may not always be about positive things. These results would indicate that the participants do try to avoid saying things

that may hurt people's feelings, but as a part of their job description is to give feedback, hurting some feelings may not always be possible to avoid. The key however is in the delivery of the message, and also making sure that any discussion where feelings might have been hurt ends on a positive note.

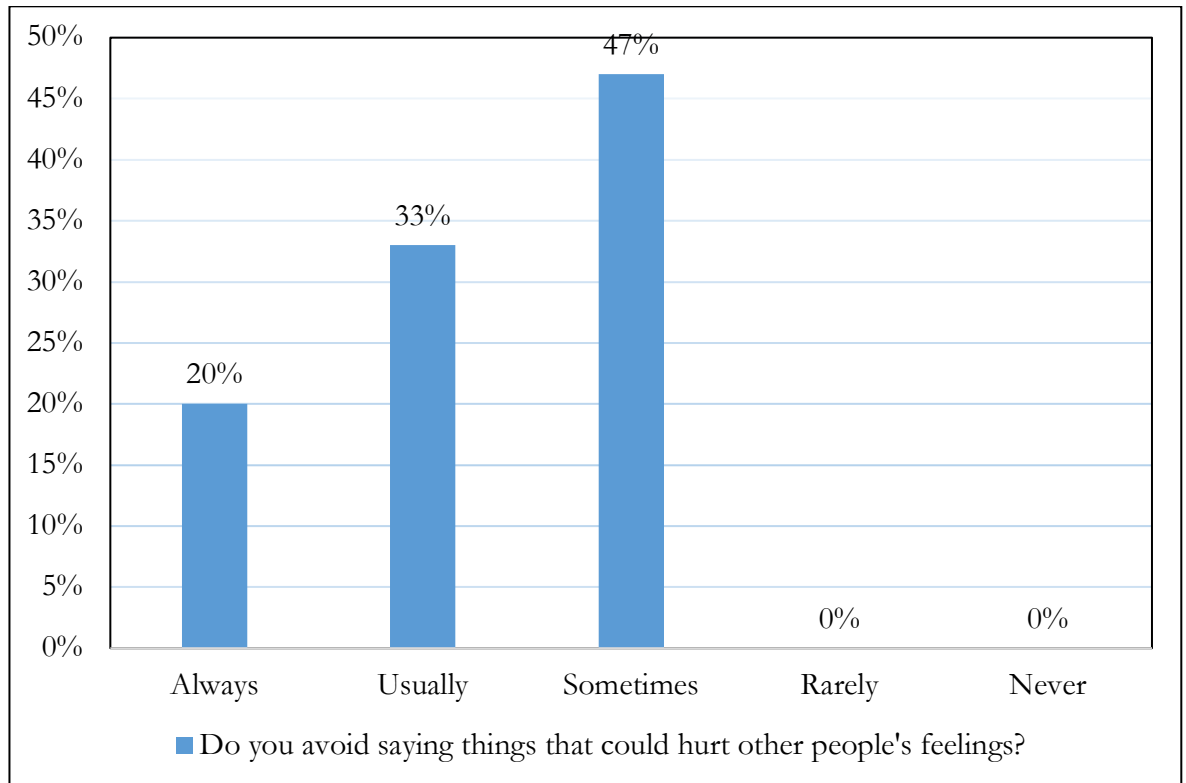


Figure 21. Results on avoid saying things that may hurt others feelings

4.2.5 Feedback

At the end of the questionnaire the participants were given the chance to give feedback on the questionnaire itself, the question was not mandatory unlike the other questions in the questionnaire. Two out of fifteen people gave feedback stating that the questionnaire itself was an important topic, raised interest and gave new perspective regarding interaction with other team members. Criticism was also given regarding the clarity of the questions, which according to one participant were hard to understand at times. Both feedbacks can be found at the end of appendix 3.

5. Workshop as a form of operational development

The leadership development framework was put to action in the case company Scandic Hotels on April 16th 2019 Managers Day where managers leadership skills were developed further based on the results of the questionnaire. The participating group for the pilot workshop consisted of the same participants as who were invited to take part in the survey. The responsibility of the pilot workshop planning, design, execution and managing the workshop, as well as making recommendations based on the results of the workshop was on the researcher. In this chapter the design, delivery, and evaluation phases of the development of the pilot workshop will be presented.

5.1. Design of the diversity and inclusion pilot program

Following the survey by a workshop provided an opportunity for the managers to dive deeper to the findings of the survey. The workshop provided a platform for critical self-reflection and improved self-awareness regarding empowering diversity and inclusion practices. This leadership development path was seen as beneficial for all who were invited to take part. Empowering leadership was already a strong part of the leadership development program but needs for improvement were found as discussed previously in chapter 2.1. Diversity and inclusion on the other hand were familiar concepts interconnected to empowering leadership, but deeper introduction to these topics had not yet been made in the organization.

The main objective of the workshop was to identify the challenges of empowering diversity and inclusion leadership practices, and how those factors could be facilitated in the workplace.

Workshop is a session in which team members participate, in order to create ideas, solve a problem or issues or find agreement upon. Workshops are used for several different purposes and are structured in their nature, which is why workshops need to be well-led. They require planning and preparation in order to stay on the topic, within given timeframe and to keep attendees engaged through-out. The participants should be as diverse as possible, and should use the creative thinking method, which consists of the following steps, as also seen in Figure 6. below:

- Divergent thinking – brainstorming multitude of ideas and options.
- Convergent thinking – scaling down and prioritizing options.
- Analysis – working out the most important elements.
- Synthesis – expressing ideas in a clear and easy manner, so they can be acted upon.

Workshop can be implemented with small or large number of participants, for short periods of time varying from couple of hours to couple of days, which makes it suitable for the study in question. Workshop was chosen as form of operational development as it engages the participants and allows them to create something new. As discussed previously in chapter 2.3. At the heart of inclusion is the betterment of the collective. Providing an environment where people are able to contribute and engage to their organization is key.

	Purpose	Approach	Thinking style	Output
Stage 1: CREATE (60% of the workshop time)	To create many options and possibilities of early ideas.	Apply creative thinking in several rounds of idea generation.	Divergent thinking, creative and spontaneous, creating many possibilities, with no evaluation or critical thinking.	An extensive list of ideas and directions.
Stage 2: EVALUATE (10% of the workshop time)	To look at all the options and consider the best individual ideas and any themes within the ideas.	Discuss as a team, identify key themes or vote on favourite ideas.	Convergent thinking, evaluating the ideas against objectives and feasibility, and choosing the best themes or options for further development.	A list of important idea themes and some of the best individual ideas.
Stage 3: DEVELOP (30% of the workshop time)	To take the best ideas and themes and develop them into fully thought-through ideas.	Choose the top ideas and split into teams to develop these further.	Analysis and synthesis, working through the top ideas and themes to combine the best elements and express the essence of the idea.	A short list of the best ideas, well expressed and clear, with ideas for actions and next steps.

Figure 22. Method for four styles of thinking. Pamela Hamilton, 2016

As workshops are set up for specific goal, it is important to set an objective before starting. It is recommended to plan the workshop with key stakeholder, as they should be just as invested in the implementation of the workshop as you. They should also be able to help to get the best out of the team during the workshop and support the workshop efforts along the way. Action plan for the workshop was created based on results of four questions of the survey,

which were interpreted to be in need of development, otherwise important or interesting considering the participants attending workshop. Workshops can be powerful when successful, as they promote collaborative process and engagement of the employees by allowing them to be part of collective that created something together. (Hamilton 2016, Chapter 3.)

Workshops usually work best if they can be arranged somewhere else than in the regular work environment. Of course, this may not always be possible for example budgeting reasons, but other environmental aspects can still be controlled to arrange the best possible set-up for the team. It was decided that the best timing and place for the workshop would be the Managers Day, which is arranged twice a year. This day brings managers of different departments together for an afternoon and evening to discuss challenges, new ideas and interact on development needs there may be. Usually the chosen venue is somewhere else than within the team's own workplace, so that the atmosphere can be more relaxed and hopefully also inspiring. For April 16th the chosen venue was Holiday Inn City Centre Helsinki. In the beginning of the event the participants sat down to their chosen seats. In each seat there was wrapped candy waiting, participants were then asked to rearrange in to groups based on the color of their candy wrap. This was done to mix up the groups, and so that participants were able to interact with people they normally might not have the chance to. (Hamilton, P. 2016, Chapter 6.)

5.2. Delivery of the diversity and inclusion pilot program

The original time slot for the work shop was estimated at 1 hour 15 minutes, which required the researcher to summarise the results as effectively as possible, so that there was enough time for the group work, as well as discussion afterwards. Luckily this time window was extended closer to two hours as one of the performers on that day had a very brief presentation compared to what was originally planned. Framework of the delivered workshop can be viewed in Figure 23. below.

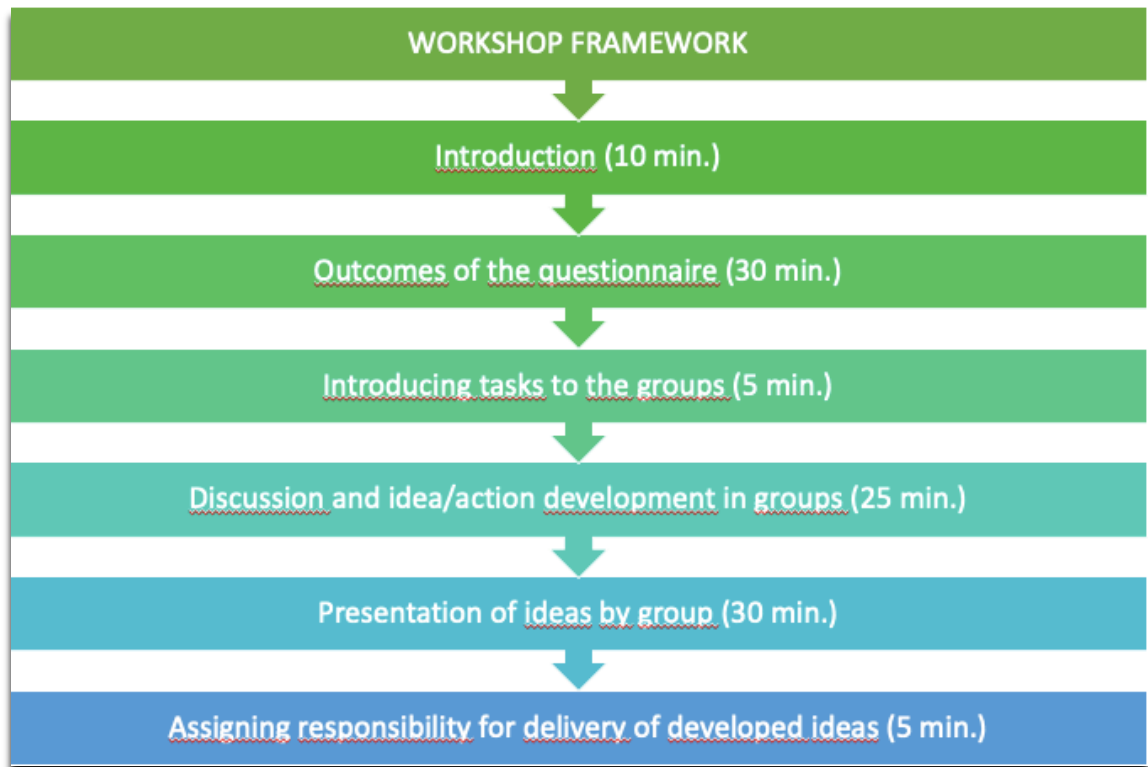


Figure 23. Framework for the pilot workshop

First part of the workshop was introduction to the topic by presenting Compoints’ definition of diversity and inclusion and watching a diversity inclusion video by Starbucks where the CEO of Starbucks and other employees explain what diversity and inclusion means to them and what it means in their organization. As a second example a chart of how Hilton Hotels defines Diversity and Inclusion was presented. These examples were viewed to give an insight on what diversity and inclusion means in different organizations, and to clarify the topic to the participants in order to engage them.

In the second part of the workshop the questionnaire results were reviewed and discussed. Further feedback was given on the clarity and wording of questionnaire questions, as it came up that some questions were hard for the participants to understand. Especially the questions regarding setting up diversity and inclusion objectives had raised questions among the participants.

After the review of the results each of the four groups received one question to discuss and develop further. The questions were chosen with General Manager Outi Hanhijärvi, based on the results of the survey. Also, size of the group was taken in to consideration when the number of development questions were chosen, so that each group could focus on one topic at a time, which was recommended earlier in chapter 2.2. These questions were:

1. In what kind of situations at work have you recognized your own biased thoughts or attitudes, and what kind of steps we could all take as individuals to reduce those biases?
2. What kind of targets or goals we could create with our teams to increase diversity and inclusion in our workplace?
3. What kind of challenges have you faced regarding communication styles and needs? What could we do so that we are able to adapt to different communication styles and needs better?
4. How should individuals special needs to be taken in consideration? What could these needs be?

The method of four types of thinking, presented earlier in chapter 5.1. in figure 22., was used in this workshop. The recommended method of divergent thinking-convergent thinking-analysis-synthesis was utilized in the brainstorming session of the workshop.

The first group of managers discussed in what kind of work situations they have recognized their own biased thoughts or attitudes, and what kind of steps could be taken to reduce those biases? The group discussed that hectic days, which are experienced often in the hotel industry, are usually triggers for biased behaviour. The inability to manage one's own stress levels can manifest as individual biased behaviour. It was also suggested that in high stress situations biased behaviour can be contagious. Previous negative experiences can trigger stereotypical thoughts to surface, which are then directed to situations or people. The first step that the group suggested which each individual could take to reduce biases was to check their own biased thoughts and attitudes, so that they are not communicated and projected on to others, as this could cause others to behave in the same manner. The second suggested step was to get to know people instead of making assumptions and compartmentalizing them. Third step had to do with giving each person a chance and trust them with the responsibility to carry out tasks.

The second group of managers discussed what kind of targets or goals they could create with their teams to increase diversity and inclusion in the workplace? The group agreed that communication in diverse work environment is even at best of times challenging. Facilitating these challenges should be made the first common goal, starting off by making sure that all needed materials, whether they have to do with training or other instructions, are provided in different

languages. As a second goal the group suggested that teams could encourage other team members, who come from different cultures, to take part in work events in order for everyone to get to know each other better. Third suggested goal was job swapping between different departments. This was recommended in order to gain better understanding on the functions of the other department, on the job descriptions of co-workers, and to understand how these departments are interconnected. The fourth goal was to collaborate with an international apprenticeship exchange program, as a social responsibility initiative, and provide apprenticeship in different departments of the hotel. The fifth goal was also a social responsibility initiative, where the hotel would offer underprivileged families a hotel experience, as a way of giving back to the society the organization exists in.

The third group of managers discussed what kind of challenges they had faced regarding communication styles and needs, and what could be done to facilitate these communication styles and needs better? The main challenge according to the group was challenges with language, which is a vital factor in trying to get your message across to all team members. Clear articulation and changing speaking style to more calm were found to facilitate understanding and getting one's message across. When possible, finding out ahead of time with which language the person coming to work likes to communicate with, which is possible for example on some staffing agencies websites. If finding out ahead of time is not possible, asking them upon meeting which language they would like to use to communicate is also an option, so that communication will be as easy as possible from the start. Differences with people's ability to observe was also mentioned as a challenge, sometimes a task needs to be showed several times before one person has understood it fully. Managers ability to ask, understand and interpret individual learning abilities helps to facilitate individual learning.

The fourth group of managers discussed how individuals' special needs should be taken in to consideration within the workplace, and what could those needs possibly be? During the discussion it was agreed that individuals' special needs could have to do with, but not limited to:

- Ethical values
- Ethnic reasons
- Family reasons
- Physical or psychological challenges
- Learning skills
- Language and understanding
- Social skills

Ethical values of employees should be taken in to consideration for example during staff meal by making sure everyone can have a proper meal, if their ethics is guided by for example veganism, suitable options should be offered. Ethnic reasons can guide employee's behaviour, and these should also be taken in to consideration in the workplace. These reasons may include for example religious or cultural practices such as norms, foods or lifestyles. These factors should be embraced and respected, but if necessary, to also offer help for the person to adjust to the working environment they are a part of. Family reasons are also something that needs to be taken in to consideration in the workplace. Some employees may only want to work part time or are only able to work certain hours of the day due to family commitments such as picking up young children from day care or taking care of an elderly relative. This is where flexibility of the workplace is very important. Physical and also psychological challenges were viewed as special needs that should be taken in to consideration. How straining a job can be, and how individuals react to it should be monitored. Support should be offered if manager notices an employee struggling. Everyone has a different set of learning skills and tapping in to those skills allows managers to understand the employees learning process better. These skills can include for example adaptability, creativity, problem solving and collaboration. Language and understanding are also an important topic, and managers should have an eye for situations when they are required to adjust their communication skills, so that the other person really understands the message which is trying to be conveyed. Some may have challenges with social skills and facilitating these interactions can be what makes or breaks the feeling of inclusion of an employee.

After review of the developmental work the groups were asked how it would be ensured that the developed ideas and actions were actually implemented after the workshop? It was agreed that individual responsibility would be applied in actions that affect the individual themselves, such as biased behaviour. It would be the responsibility of every individual to monitor their own behaviour and thoughts and act according to the steps created by the first group.

The goals developed by the second group would be the responsibility of everyone collectively. Further development of these ideas was suggested by one of the front office managers, and it was agreed that these ideas would be defined further at a monthly front office meeting which includes the entire front office staff.

The recommendations of the third group would be the responsibility of all managers onboarding employees, as the recommendations had to do with communication and onboarding situations, this was seen naturally fitting.

The fourth group focused on individual's special needs and as this topic entailed many different challenges, the responsibility of taking these factors in consideration falls on all managers. Workshop notes of all four groups can be found in appendix 4.

As the workshop came to an end, feedback regarding the workshop, as well as the survey were requested once again. An option was given to give the feedback to the General Manager Outi Hanhijärvi who could then refer the feedback back to the researcher. Some positive face-to-face feedback was given especially on the topic, and for providing a different view to the leadership development conversation. It was also stated that the workshop opened up the questionnaire to the participants by providing further understanding on the topic. Feedback was also given by Outi Hanhijärvi at a later date after workshop, that she had received positive verbal feedback from several participants regarding the diversity and inclusion workshop.

6. Conclusion

The research and development findings have now been presented. This chapter suggest key recommendations for leadership development, to further strengthen the organization's leadership processes.

6.1. Key recommendations for the leadership development process

The purpose of this study was to define how manager's empowering diversity and inclusion leadership practices can be strengthened in an organizational context, and what are the critical elements in need of development. The recommendations include focus on supporting and strengthening certain areas of leadership skills, developing the main areas in need of development and to utilize the existing Key Performance Indicators measuring the level of diversity and inclusion in the organization in order to measure the long-term impact of development actions.

The survey participants viewed themselves to be strong in areas of being aware and committed in making conscious effort to make good first impression in work situations, and to go beyond first impression in order to get to know new employees better. They also viewed themselves to be strong in communication by encouraging others to share their opinions and views, by sharing information and listening team members in an impartial manner. Assigning tasks equally, evaluating performance based on facts, giving positive and constructive feedback, as well as sharing knowledge was viewed as strengths. They also viewed themselves to be creating inclusive atmosphere by socializing with others regardless of backgrounds and by avoiding saying remarks that could hurt someone's feelings. The researcher recommends that these leadership skills are continuously supported by the organization and communicated about, so that the level of these inclusive actions stays strong also in the future.

Areas where the participants viewed themselves doing okay had to do with adapting to different communication styles, discussing employees' motivational factors in order to support them better, and favouring connections within their own departments. Although these areas were managed okay by some, to others it was more challenging. It is recommended that managers are provided additional support through training regarding these performance areas.

Based on the survey results, the areas in need of the most development are:

- Recognizing and challenging biases within one's self

- Recognizing and challenging biases in co-workers
- Setting up diversity and inclusion objectives for one's self
- Setting up diversity and inclusion objectives for the team
- Communicating the value of diversity and inclusion at work
- Asking for feedback on the impact of one's leadership style

Therefore, it is recommended that these developmental areas are focused on in the leadership development design. Each area is next discussed in more detail.

During the research process it emerged that most participants had a general idea what diversity and inclusion meant, but deeper understanding of the topic was missing. There was also lack of communication on the values of diversity and inclusion at work by the managers, which quite possibly is a direct consequence from the lack of deeper knowledge on the topic overall.

Setting up diversity and inclusion objectives for one's self and for the team were also found to be in need of development. When asked to specify what kind of objectives individuals or teams had set for themselves, most of the responses were generalized actions regarding inclusion, and not specific objectives. This again comes back to the fact that deeper knowledge regarding diversity and inclusion is needed. The participants also felt that these objectives were set more actively individually than on a team level.

The researcher strongly recommends for the organization to communicate more openly, and in a specific manner about diversity and inclusion in organizational context. After a deeper understanding is provided, it is recommended that diversity and inclusion objectives are developed individually as well as in teams, followed by revision after certain amount of time as diversity and inclusion is ever evolving phenomenon. This should automatically increase communication on the value of diversity and inclusion in the workplace.

Recognizing and challenging bias was also found be one of development areas. The researcher recommends for the organization to invest in creating bias training, which all managers should attend. The topic itself is not necessarily easy or comfortable as it requires critical self-reflection, and critical observation of others. This will increase self-awareness and self-knowledge and give managers tools to recognize and facilitate their biased attitudes and thoughts, which will ultimately foster inclusion in the workplace.

It is recommended that similar diversity and inclusion survey is conducted in other units, or even at an organizational level, in order to gain a larger perspective on the situation of leadership development practices regarding diversity and inclusion. This study can be used as secondary data along with new research. It is further recommended that these leadership development efforts of diversity and inclusion should be tied to the already existing organizational Key Performance Indicator, which measures the level of diversity and inclusion in the organization, in order to gain a deeper understanding on the long-term impact of leadership development efforts. These recommended actions will also help Scandic reach their 2020 sustainability goal as discussed earlier in chapter 1. and chapter 2.2.

Asking for feedback on one's leadership style was also an area which was clearly in need of development, but as development plan regarding this area had already been made previously, these results merely indicate that the development in this area is a slow process, and development efforts should be continuously supported.

It is also recommended that the developed questionnaire is slightly modified, so that also non-managerial employees are able to take the questionnaire and get feedback on their own diversity and inclusion practices. This way all team members are able to create a self-development plan regarding diversity and inclusion, as was previously recommended in chapter 4.1. This can be easily done and will provide added insight on the current situation on diversity and inclusion regarding the front-line employees.

Pilot workshop as operational development tool was successful and seen as positive by the participants. The participants took part in the workshop very actively and developed tools and solutions to facilitate diversity and inclusion management challenges. It would be recommended that workshop would be used as leadership skill development method also in the future, as it engages managers to operational development and to diversity and inclusion practices. It is also recommended that follow-up is used to make sure that the developed tools and solutions are being implemented in the organization. The follow-up could be conducted for example by the department managers, and individual development challenges could be added as development goals to Perform@Scandic individual development plan.

6.2. Assessment of the value of the study

The topic regarding the study was received enthusiastically by the General Manager of Scandic Simonkenttä and Hotel Seurahuone Helsinki, Outi Hanhijärvi. The study itself has received positive feedback on the survey and workshop from participants, as well as from the organization representative. It also gained the attention of Scandic's HR-director Riikka Mattila and HR & Training Manager Emilia Sarkia, who requested permission to add the questionnaire used in the survey to be available as voluntary material for managers regarding anti-discrimination. Approval for this was given by the researcher. This is already an indication that the study is viewed as valuable and beneficial regarding development of diversity and inclusion practices within the organization.

The high number of participants who conducted the survey can also be seen as a positive indication on the value of the study. The topic clearly created interest among the participants. Even though General Manager of the employees recommended participation, this would have not made a difference if the managers were not engaged to individual as well as organization development, which in itself is valuable information regarding the engagement and organizational loyalty of this particular group of people.

The study itself was almost free for the organization. The only costs were created on the manager for delivery of the pilot workshop for space rent and catering. The expenses also included the wages of the participants as the time spent at the managers day was counted as working hours. The day also included other program than just the diversity and inclusion workshop, therefore the expenses were technically divided among the provided programs/presenters that day. Exact costs caused by the workshop are unknown to the researcher. None the less the value of the results can be seen as high, compared to the expenses.

The research findings provided valuable data on the situation of diversity and inclusion leadership practices regarding managers, on strengths and areas in need of development. Two hotels

6.3. Reflection on learning

This thesis project enabled the researcher to immerse herself in to new literature, theories and approaches, and provided deeper insight in to her field of profession. The fact that the topic of the thesis was based on leadership development of the organization she herself worked for, made it even more engaging. Managing the thesis writing process along with full-time work,

and unexpected turns in life most definitely provided a challenge and having no official deadline initially for the work didn't work in the researchers' favour. It became clear for the researcher that she needs deadlines in order to get the research and development project underway. The researcher also greatly appreciated the co-operation and enthusiasm of the General Manager of her workplace, Outi Hanhijärvi, who provided unconditional support during the thesis writing process and made this development work possible. The researcher is proud to have completed the thesis, appreciative of all the stakeholders who took part and made the study possible and delighted that at the point of completion of the thesis, parts of her study have already been useful for the organization.

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Appendices

Appendix 1. Cover Letter

Hyvät Hotelli Seurahuoneen ja Scandic Simonkentän esimiehet,

Opiskelen Haaga-Helian Ammattikorkeakoulussa International Business Managementin maisterin tutkintoon johtavassa koulutuksessa.

Teen opinnäytetyönäni työelämän kehittämistehtävän, joka tutkii Scandicin päälliköiden voimaannuttavaa johtamista (empowerment), monimuotoisuuden (diversity) ja sosiaalisen osallisuuden (inclusion) kautta. Tutkimuksen avulla pyritään parantamaan esimiestyön laatua ja toimintaa tarpeiden mukaan.

Opinnäytetyö toteutetaan kyselytutkimuksena, johon kutsun teidät osallistumaan. Osallistuminen suoritetaan nettikyselyn avulla anonyymisti, kyselyyn vastaaminen on vapaaehtoista sekä luottamuksellista. Vastausaikaa kyselyyn on viikko, 2-9.4.19., ja aikaa vastaamiseen menee noin 10 minuuttia. Puramme kyselyn tulokset Hotelli Seurahuoneen ja Scandic Simonkentän esimiespäivässä 16.4.

Alla löydätte suoran linkin kyselyyn

<https://www.webpolsurveys.com/S/6EB72871506F11B5.par>

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scandichotels.fi/simonkentta

Appendix 2. Thesis questionnaire

Empowering leadership through diversity and inclusion.
Voimaannuttava johtaminen monimuotoisuuden ja sosiaalisen osallisuuden kautta.

This Compoint's definition of diversity is the mix of invisible and visible differences of people, with inclusion being the culture that enables them to be their free and valued self. The ability to lead these groups of people with diverse backgrounds successfully is called inclusive leadership. (Compoint 2017, 4-5)

This Compoint määrittelee monimuotoisuuden olevan sekoitus ihmisten näkymättömiä ja näkyviä eroavaisuuksia, ja sosiaalisen osallisuuden olevan niitä ympäröivä kulttuuri joka mahdollistaa jokaisen olevan vapaasti oma, arvostettu, itsensä. Kykyä johtaa erilaisia taustoja omaavia henkilöitä ja ryhmiä menestyneesti kutsutaan inklusiiviseksi johtamiseksi. (Compoint 2017, 4-5)

1. Do you identify yourself as...?

Oletteko...? *

- Female / Nainen
- Male / Mies
- Other / Muu
- Do not want to specify / En halua tarkentaa

2. How long have you worked as a manager during your whole career?

Kuinka pitkään olet ollut esimiestehtävissä koko urasi aikana? *

- Less than 2 years / Alle 2 vuotta
- 2-5 years / 2-5 vuotta
- 5-10 years / 5-10 vuotta
- Over 10 years / Yli 10 vuotta

3. How long have you worked for Scandic?

Kuinka pitkään olet ollut töissä Scandicilla? *

- Less than 2 years / Alle 2 vuotta
- 2-5 years / 2-5 vuotta
- 5-10 years / 5-10 vuotta
- Over 10 years / Yli 10 vuotta

4. How long have you worked as a manager at Scandic?

Kuinka pitkään olet ollut esimiestehtävissä Scandicilla? *

- Less than 2 years / Alle 2 vuotta
- 2-5 years / 2-5 vuotta
- 5-10 years / 5-10 vuotta
- Over 10 years / Yli 10 vuotta

5. At which department do you work as manager?

Millä osastolla työskentelet esimiehenä? *

If needed you can choose more than one option.
Tarvittaessa voit valita useamman vastauksen.

- Front office / Vastaanotto
- Kitchen / Keittiö
- Restaurant / Ravintola

6. Do you make conscious effort to make a good first impression in work situations?

Yritätkö työtilanteissa tietoisesti tehdä hyvän ensivaikutelman? *

For example when you meet a new colleague for the first time?
Esimerkiksi jos tapaavat uuden kollegan ensimmäistä kertaa?

- Always / Aina
- Usually / Yleensä
- Sometimes / Joskus
- Rarely / Harvoin
- Never / En koskaan

7. Do you make conscious effort to go beyond first impressions in work situations?

Yritätkö tietoisesti pyrkiä toisesta saamaasi ensivaikutelmaa pidemmälle? *

For example do you actively try to get to know the other person beyond what certain characteristics such as age, culture, language, physical appearance etc. allows you to assume?
Esimerkiksi, yritätkö tutustua henkilöön syvemmin kuin mitä hänen tunnusomaiset piirteensä, kuten ikä, kulttuuri, kieli, fyysinen ulkomuoto etc., antavat sinun olettaa?

- Always / Aina
- Usually / Yleensä
- Sometimes / Joskus
- Rarely / Harvoin
- Never / En koskaan

8. Do you recognize and challenge biases in yourself?

Tunnistatko ja kyseenalaistatko omia ennakkoluuloja tai asenteitasi? *

For example, have you ever caught yourself assuming (positively or negatively) about someone else's abilities or skills even though you've never actually worked side by side with them?
Esimerkiksi, oletko koskaan huomannut olettavasi (positiivisesti tai negatiivisesti), että tiedät jonkun muun kyvyistä ja taidoista tehdä asioita, vaikka itse olet koskaan työskennellyt heidän kanssaan?

- Always / Aina
- Usually / Yleensä
- Sometimes / Joskus
- Rarely / Harvoin
- Never / En koskaan

9. Do you recognize and challenge biases in your co-workers?

Tunnistatko ja kyseenalaistatko työkavereidesi ennakkoluuloja tai asenteita? *

- Always / Aina
- Usually / Yleensä
- Sometimes / Joskus
- Rarely / Harvoin
- Never / En koskaan

10. Do you set up diversity and inclusion objectives for yourself at work?

Asetatko itsellesi tavoitteita koskien työpaikan monimuotoisuutta ja sosiaalista osallisuutta? *

Yes (please specify)... / Kyllä (ole hyvä ja tarkenna)...

No / En

11. Do you set up diversity and inclusion objectives with/for your team?

Oletteko tiimisi kanssa asettaneet tavoitteita koskien työpaikan monimuotoisuutta ja sosiaalista osallisuutta? *

Yes (please specify)... / Kyllä (ole hyvä ja tarkenna)...

No / Ei

12. Do you share information with, and listen to, other team members in an impartial way?

Jaatko tietoa tiimisi kanssa, ja kuunteletko tiimisi jäseniä puolueettomasti? *

- Always / Aina
- Usually / Yleensä
- Sometimes / Joskus
- Rarely / Harvoin
- Never / En koskaan

13. Do you adapt yourself to different communication styles and needs? If so please give an example on how, after your choice.

Mukaudutko erilaisiin kommunikaatio tyyleihin ja tarpeisiin? Jos näin on kerrothan esimerkkinä miten, valintasi jälkeen. *

For example do you take in to consideration challenges with languages, cultural differences, non-verbal communication etc. ?
Otaako esimerkiksi huomioon haasteet liittyen: kielelliseen kommunikointiin, etekieleen, kulttuuriset erot kommunikoinnissa etc.?

Always / Aina

Usually / Yleensä

Sometimes / Joskus

Rarely / Harvoin

Never / En koskaan

14. Do you encourage people with different opinions and backgrounds to share their views?

Kannustatko erilaisen mielipiteen ja taustan omaavia jakamaan näkemyksiään? *

- Always / Aina
- Usually / Yleensä
- Sometimes / Joskus
- Rarely / Harvoin
- Never / En koskaan

15. Do you communicate the value of inclusion and diversity? Is it commonly discussed about at work?

Kerrotko sosiaalisen osallisuuden ja monimuotoisuuden tärkeydestä? Keskustellaanko siitä yleisesti työpaikalla? *

- Often / Usein
- Sometimes / Joskus
- Rarely / Harvoin
- Never / Ei koskaan

16. Do you take in to consideration people's special needs during the on-boarding process?

Otatko perehdytysprosessin aikana huomioon yksilön mahdolliset erityistarpeet? *

For example, different cultural backgrounds, languages, age, religion etc.
Esimerkiksi liittyen erilaiseen kulttuuritaustaan, kieleen, ikään, uskontoon etc.

- Always / Aina
- Usually / Yleensä
- Sometimes / Joskus
- Rarely / Harvoin
- Never / En koskaan

17. As a manager do you evaluate people's performance based on facts, and not based on your own feelings or mood?

Arvioitko esimiehenä muiden työsuorituksia perustuen faktoihin, etkä omien tunteiden tai mielentilan mukaan? *

- Always / Aina
- Usually / Yleensä
- Sometimes / Joskus
- Rarely / Harvoin
- Never / En koskaan

18. Do you delegate tasks in equal manner, and not always turn to the same people?

Delegoitko tehtäviä tasavertaisesti, kääntymättä aina samojen ihmisten puoleen? *

- Always / Aina
- Usually / Yleensä
- Sometimes / Joskus
- Rarely / Harvoin
- Never / En koskaan

19. Do you give positive and constructive feedback in an impartial way?
Annatko positiivista ja rakentavaa palautetta puolueettomasti? *

- Always / Aina
- Usually / Yleensä
- Sometimes / Joskus
- Rarely / Harvoin
- Never / En koskaan

20. Do you prefer knowledge sharing and team work between people with different backgrounds?
Suositko tiedon jakamista ja tiimityöskentelyä eri taustoja omaavien henkilöiden kanssa? *

- Always / Aina
- Usually / Yleensä
- Sometimes / Joskus
- Rarely / Harvoin
- Never / En koskaan

21. Do you discuss with other team members what motivates them so you can engage and support them better?
Keskusteletko muiden tiimiläisten kanssa mikä heitä motivoi, jotta voit osallistaa ja tukea heitä paremmin? *

- A great deal / Hyvin paljon
- A lot / Paljon
- A moderate amount / Kohtalaisesti
- A little / Vähän
- None at all / En ollenkaan

22. Do you ask feedback from team members on the impact of your leadership style in supporting them?
Pyydätkö tiimiläisiltäsi palautetta miten johtamistyylini tukee heitä? *

- Actively / Aktiivisesti
- Sometimes / Joskus
- Rarely / Harvoin
- Never / En koskaan

23. Do you avoid saying things that could hurt other people's feelings?
Välttätkö sanomasta asioita, jotka saattavat pahoittaa toisten mieltä? *

- Always / Aina
- Usually / Yleensä
- Sometimes / Joskus
- Rarely / Harvoin
- Never / En koskaan

24. Do you speak out if you witness disrespectful remarks or behavior?
Puututko asiaan mikäli näet tai kuulet epäkuntoitavaa käytöstä? *

- Always / Aina
- Usually / Yleensä
- Sometimes / Joskus
- Rarely / Harvoin
- Never / En koskaan

25. Do you socialize with people from different backgrounds, in the workplace?
Seurusteletko työpaikalla eri taustoja omaavien henkilöiden kanssa? *

For example during lunch hour
Esimerkiksi ruokatunnilla

- Always / Aina
- Usually / Yleensä
- Sometimes / Joskus
- Rarely / Harvoin
- Never / En oskaan

26. Do you prefer connections within your department?
Suositko oman osastosi sisäisiä suhteita? *

For example: do you prefer to work with employees within your own department, rather than employees from other departments?
Esimerkiksi: työskenteletkö enemmän oman osastosi työntekijöiden kanssa, kuin muiden osastojen työntekijöiden kanssa?

- Always / Aina
- Usually / Yleensä
- Sometimes / Joskus
- Rarely / Harvoin
- Never / En koskaan

27. If you want to give feedback on the questionnaire please do it here (not mandatory)
Jos haluat antaa palautetta kyselystä, voit tehdä sen tässä kentässä (ei pakollinen)

Perusraportti

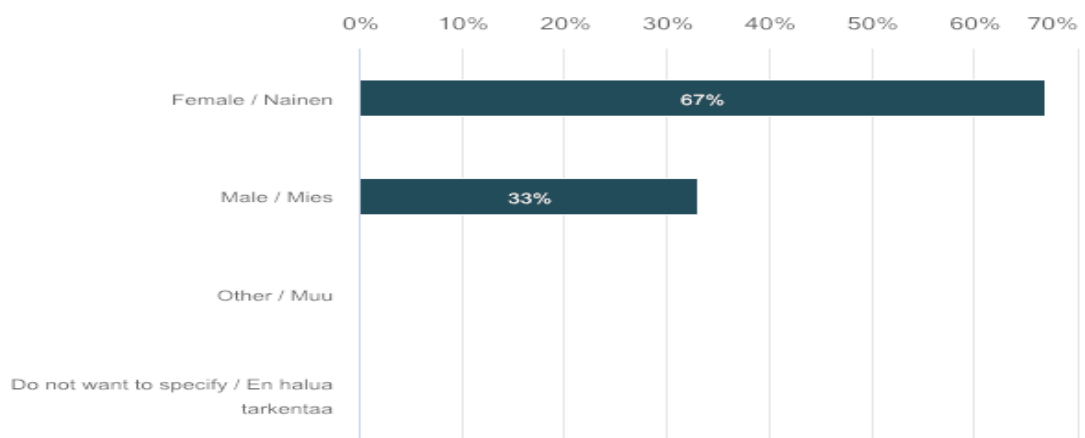
Empowering leadership through diversity and inclusion. Voimaannuttava johtaminen monimuotoisuuden ja sosiaalisen osallisuuden kautta.

Vastaajien kokonaismäärä: 15

1. Do you identify yourself as...?

Oletteko...?

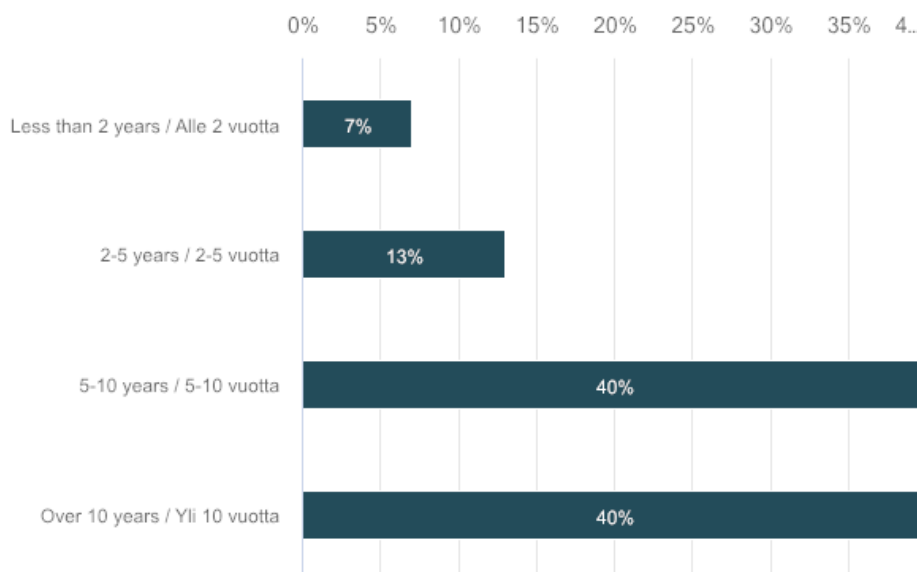
Vastaajien määrä: 15



2. How long have you worked as a manager during your whole career?

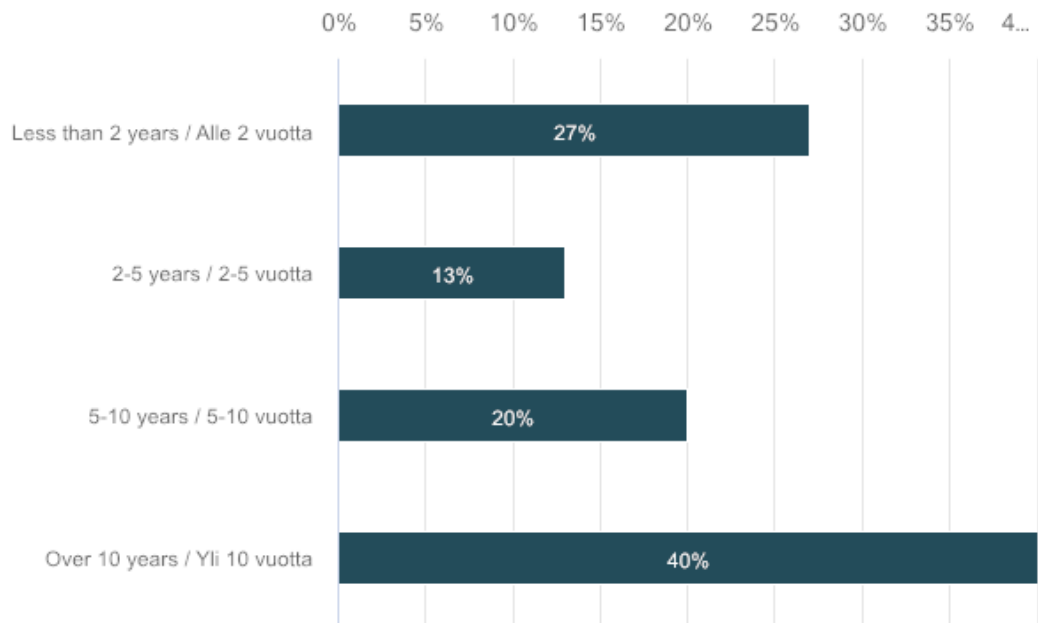
Kuinka pitkään olet ollut esimiestehtävissä koko urasi aikana?

Vastaajien määrä: 15



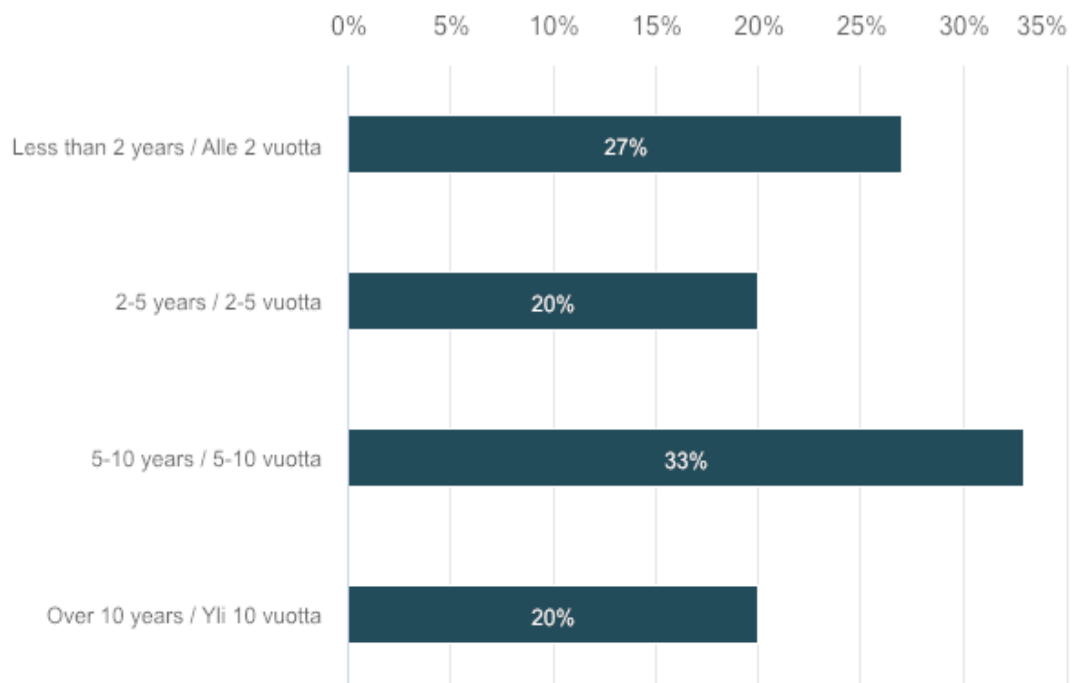
3. How long have you worked for Scandic? Kuinka pitkään olet ollut töissä Scandicilla?

Vastaajien määrä: 15



4. How long have you worked as a manager at Scandic? Kuinka pitkään olet ollut esimiestehtävissä Scandicilla?

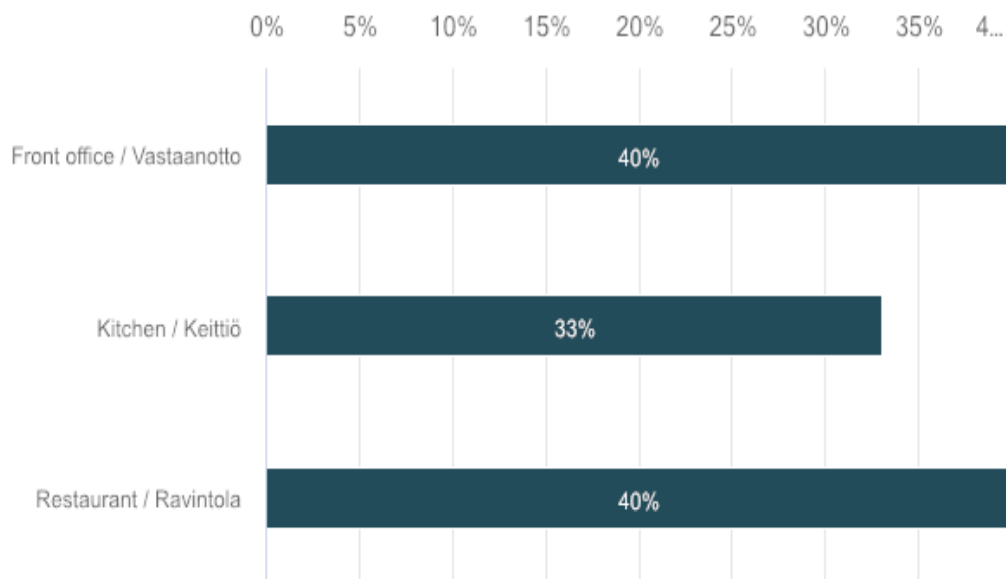
Vastaajien määrä: 15



5. At which department do you work as manager?

Millä osastolla työskentelet esimiehenä?

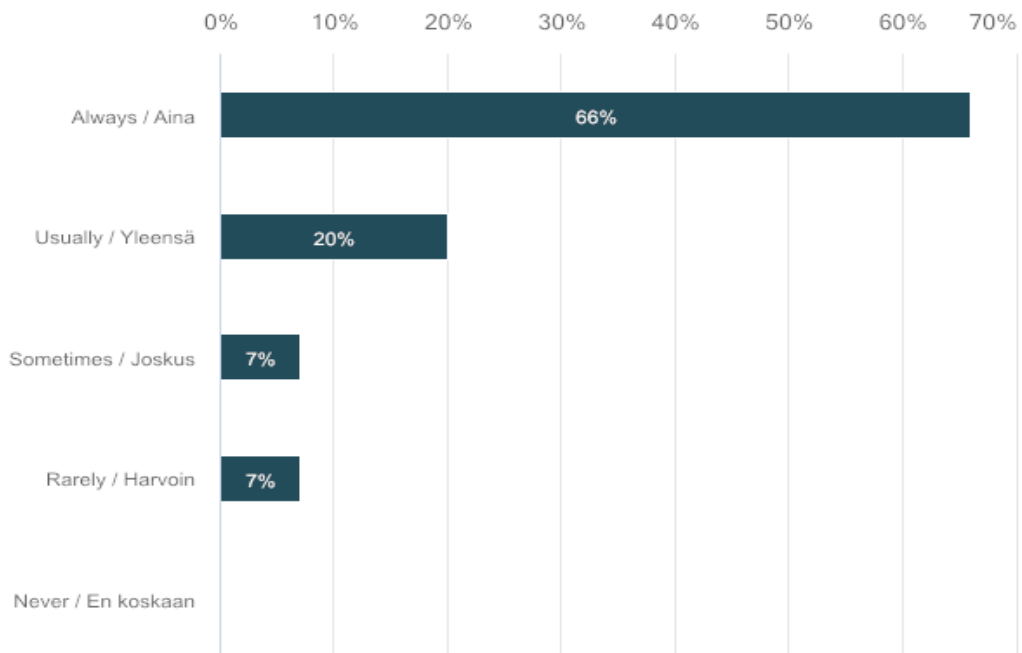
Vastaajien määrä: 15, valittujen vastausten lukumäärä: 17



6. Do you make conscious effort to make a good first impression in work situations?

Yritätkö työtilanteissa tietoisesti tehdä hyvän ensivaikutelman?

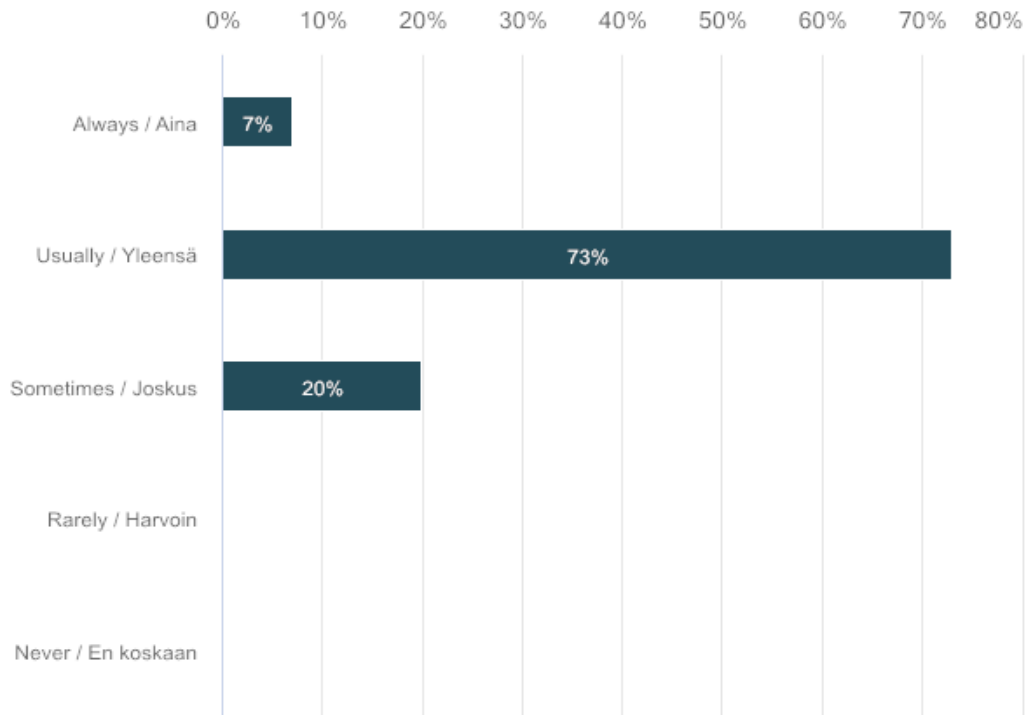
Vastaajien määrä: 15



7. Do you make conscious effort to go beyond first impressions in work situations?

Yritätkö tietoisesti pyrkiä toisesta saamaasi ensivaikutelmaa pidemmälle?

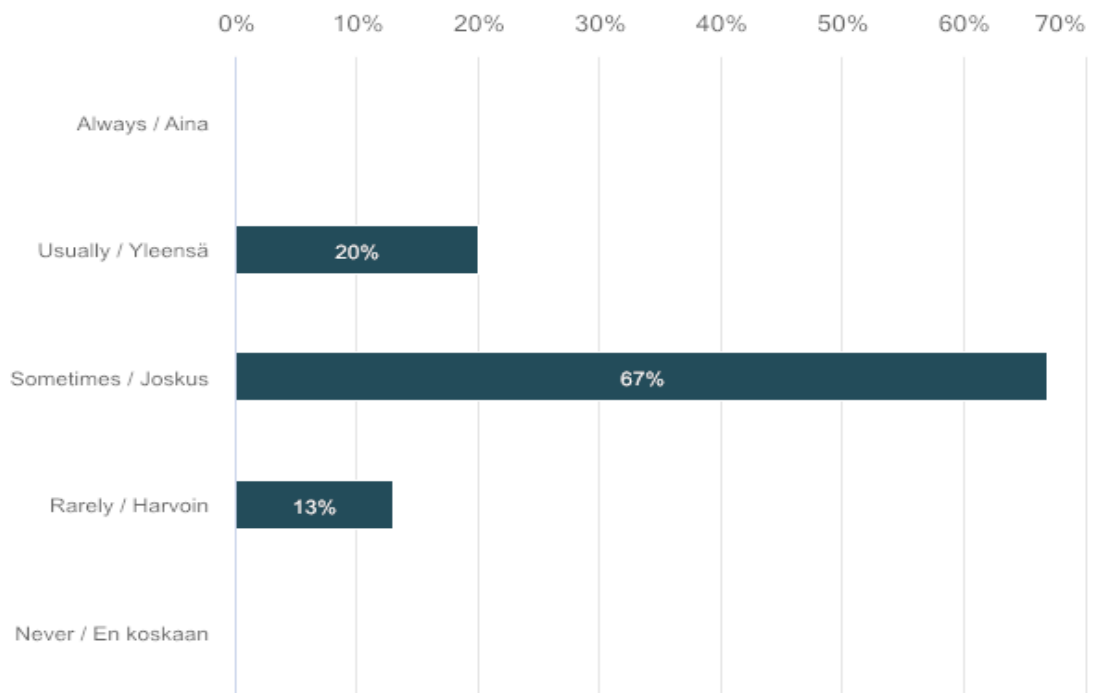
Vastaajien määrä: 15



8. Do you recognize and challenge biases in yourself?

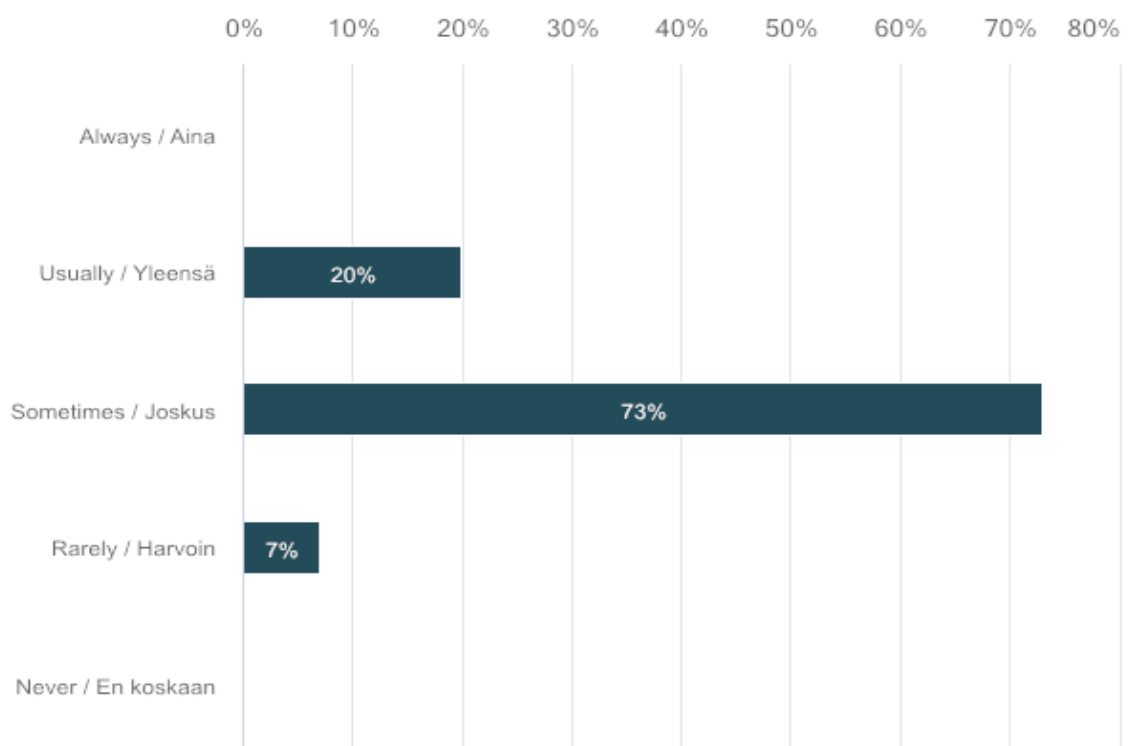
Tunnistatko ja kyseenalaistatko omia ennakkoluuloja tai asenteitasi?

Vastaajien määrä: 15



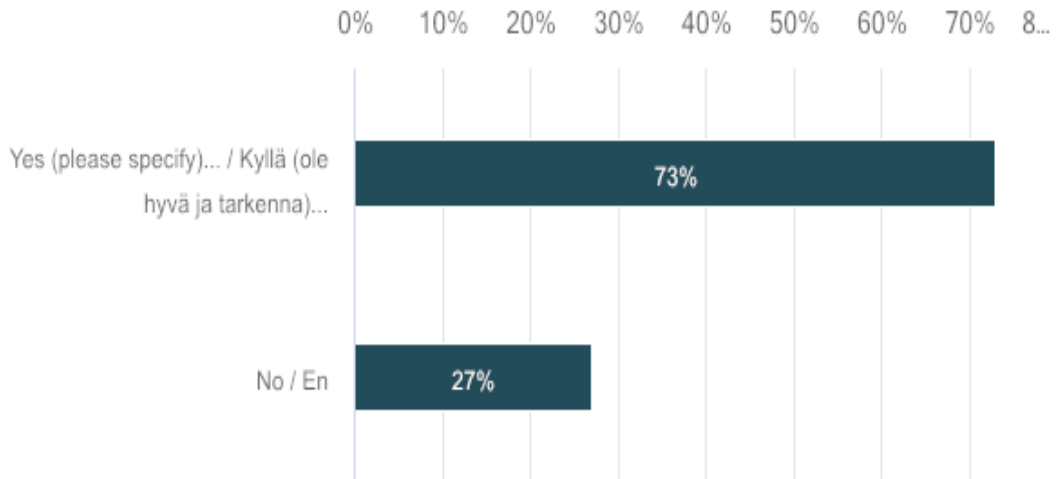
**9. Do you recognize and challenge biases in your co-workers?
Tunnistatko ja kyseenalaistatko työkavereidesi ennakkoluuloja tai asenteita?**

Vastaajien määrä: 15



**10. Do you set up diversity and inclusion objectives for yourself at work?
Asetatko itsellesi tavoitteita koskien työpaikan monimuotoisuutta ja sosiaalista osallisuutta?**

Vastaajien määrä: 15



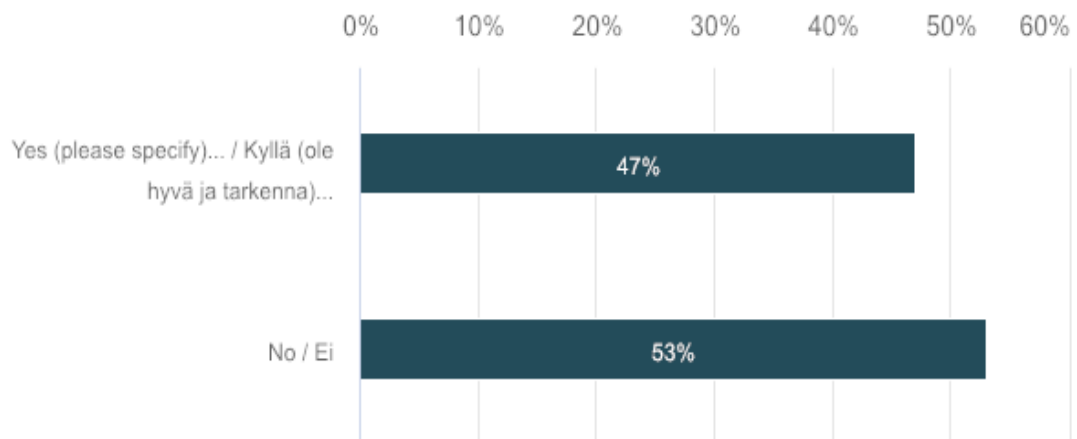
Avoimeen tekstikenttään annetut vastaukset

Vastausvaihtoehdot	Teksti
Yes (please specify)... / Kyllä (ole hyvä ja tarkenna)...	Pyrin siihen että koko henkilökunnalla on tavaveratasiet mahdollisuudet onnistua työssään ja kehittää itseän
Yes (please specify)... / Kyllä (ole hyvä ja tarkenna)...	Yhteishengen parantaminen, kollegoiden tunteminen enemmän "ihmisenä" eikä ainoastaan työkaverina, kaikki samalla viivalla huolimatta taitotasosta, koulutuksesta jne.
Yes (please specify)... / Kyllä (ole hyvä ja tarkenna)...	Kohtelen ja työskentelen kaikkien työkavereiden kanssa samalla tavalla sukupuolesta tai kansallisuudesta riippumatta.
Yes (please specify)... / Kyllä (ole hyvä ja tarkenna)...	Toivon että tiimissä olisi mahdollisimman monimuotoinen ryhmä ja ottaa sen huomioon työssäni positiivisella tavalla.
Yes (please specify)... / Kyllä (ole hyvä ja tarkenna)...	Tasapuolinen kohtelu kaikille.
Yes (please specify)... / Kyllä (ole hyvä ja tarkenna)...	Yritän olla mahdollisimman tasapuolinen.
Yes (please specify)... / Kyllä (ole hyvä ja tarkenna)...	Haluan tarjota kaikille työntekijöille samat mahdollisuudet työntekoon ja kehittymiseen työssään, enkä halua jättää ketään ulkopuolelle jonkun henkilön ominaisuuden takia.
Yes (please specify)... / Kyllä (ole hyvä ja tarkenna)...	Otan kaikki ihmiset yksilöinä ja mielestäni mm monimuotoisuus tekee työpaikasta paljon mielenkiintoisemman ja opin myös erilaisilta ihmisiltä itse aina uutta
Yes (please specify)... / Kyllä (ole hyvä ja tarkenna)...	Tietenkin pyrin töissä ja yrityksen eri tilaisuuksissa keskustelemaan ja tutustumaan eri osastoiden kollegoihin

Yes (please specify)... / Kyllä (ole hyvä ja tarkenna)...	Mikäli meillä on esim. keräys vähäosaisille, niin mielelläni osallistun kantamalla oman korteni kekoon.
Yes (please specify)... / Kyllä (ole hyvä ja tarkenna)...	Kaikkia samanarvoisia.

11. Do you set up diversity and inclusion objectives with/for your team? Oletteko tiimisi kanssa asettaneet tavoitteita koskien työpaikan monimuotoisuutta ja sosiaalista osallisuutta?

Vastaajien määrä: 15



Avoimeen tekstikenttään annetut vastaukset

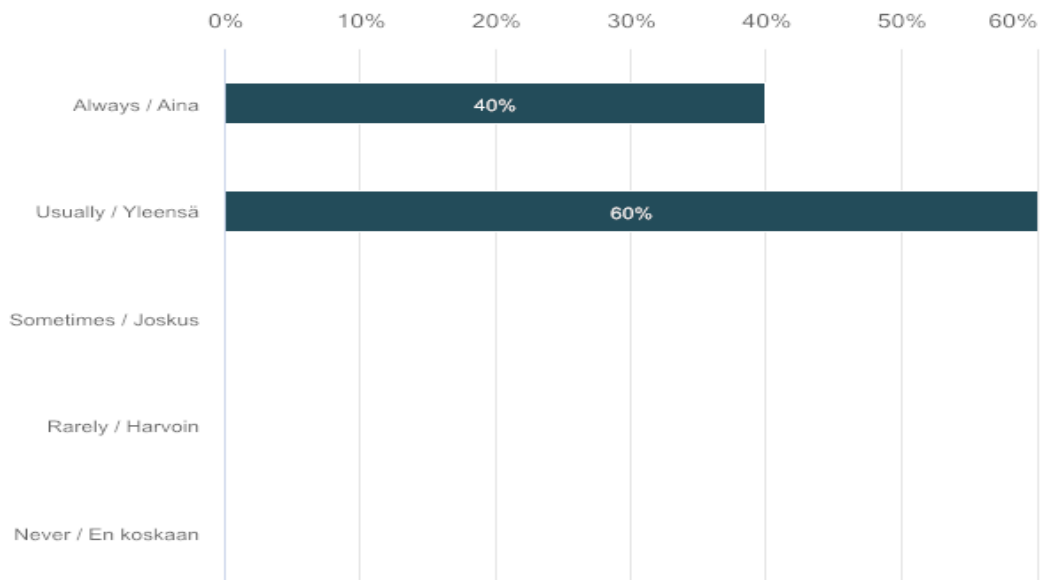
Vastausvaihtoehdot	Teksti
Yes (please specify)... / Kyllä (ole hyvä ja tarkenna)...	Scandicilla kaikki työntekijät ovat samanarvoisia kansallisuudesta riippumatta. Työyhteisömme on monikulttuurista, joka on arkipäiväistä meidän alalla.
Yes (please specify)... / Kyllä (ole hyvä ja tarkenna)...	Olemme niin tottuneet, että tiimissämme työntekijöitä on monista eri kulttuureista ja maista, jolloin emme käyttäydy eri tavalla tosiamme kohtaan. Enemmän osaamme arvostaa toistemme erilaisuutta.

Yes (please specify)... / Kyllä (ole hyvä ja tarkenna)...	Avoin suhtautuminen kaikkiin kulttuuritaustasta riippumatta ja yritys ymmärtää eri tapoja ja kulttuureja.
Yes (please specify)... / Kyllä (ole hyvä ja tarkenna)...	kaikkia kohdellaan tasavertaisesti.
Yes (please specify)... / Kyllä (ole hyvä ja tarkenna)...	Yritämme aina huomioida kaikki työntekijät tasavertaisina suunnitellessamme työtehtäviä ja niiden vastualueita
Yes (please specify)... / Kyllä (ole hyvä ja tarkenna)...	monimuotoisuus tulee automaattisesti koska emme halua koskaan rajata hyviä ihmisiä ulkopuolelle, pyrimme huomioimaan eri ihmisen erilaiset tarpeet
Yes (please specify)... / Kyllä (ole hyvä ja tarkenna)...	Kaikkia kohdellaan samanarvoisesti

12. Do you share information with, and listen to, other team members in an impartial way?

Jaatko tietoa tiimisi kanssa, ja kuunteletko tiimisi jäseniä puolueettomasti?

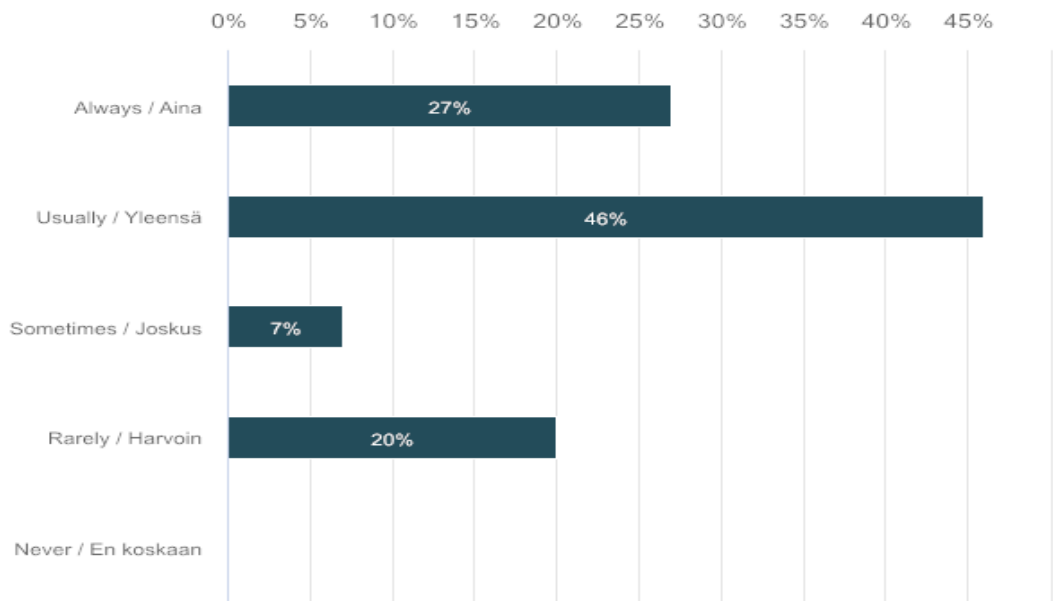
Vastaajien määrä: 15



13. Do you adapt yourself to different communication styles and needs? If so please give an example on how, after your choice.

Mukaudutko erilaisiin kommunikaatio tyyleihin ja tarpeisiin? Jos näin on kerrothan esimerkkinä miten, valintasi jälkeen.

Vastaajien määrä: 15



Avoimeen tekstikenttään annetut vastaukset

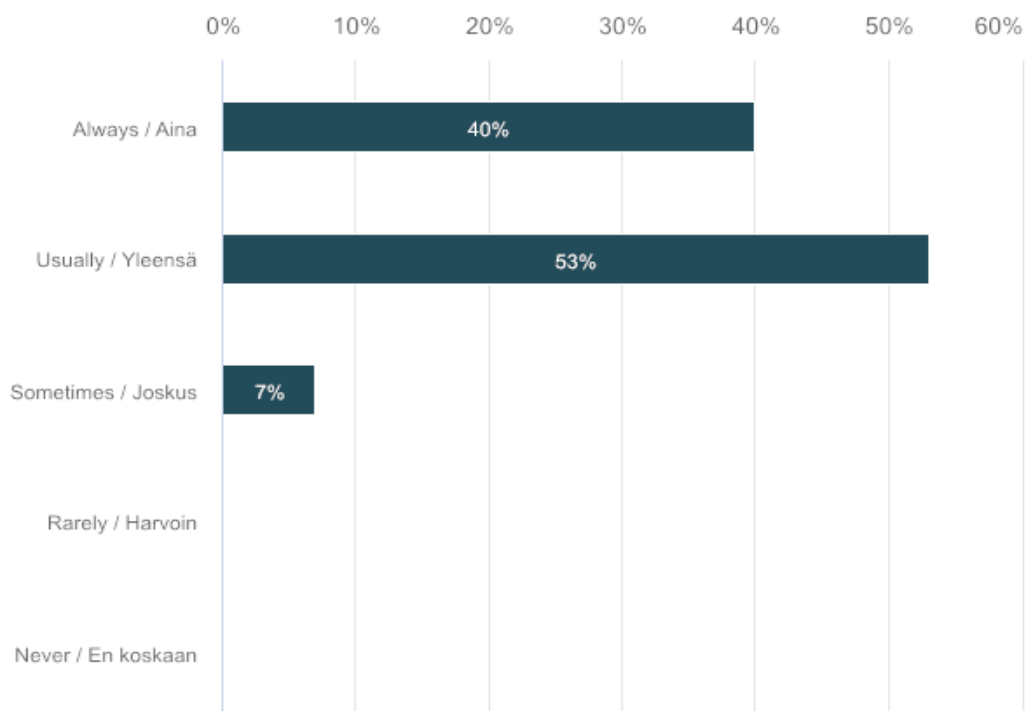
Vastausvaihtoehdot	Teksti
Always / Aina	Tämä on työssä jokapäiväistä ja otan huomioon työntekijöiden erilaiset taustat ja tavat.
Always / Aina	Kulttuurierot on huomioitava mm. ajankäytössä, asioiden ymmärryksessä, kielimuurissa. JOihinkin keskusteluihin on valmistauduttava perusteellisesti.
Always / Aina	Olen mielestäni melko hyvä ymmärtämään eri kielten ja kulttuurien eroja ja yhteneväisyyksiä miettiessäni, miten kommunikoin eri työntekijöiden kanssa. En kuitenkaan halua korostaa eroavaisuuksia liikaa, ettei henkilölle tule vaivaantunut olo.
Always / Aina	Joillekin pitää yksityiskohtaiset ohjeistukset miten jokin asia halutaan hoitettavan, kun taas joillekin riittää vähempi tieto tehtävän hoitamiseksi. Joillekin pitää sanoa hyvin selkeästi ja jäməkästi, jos halutaan jotain tehtävän, kun taas toiset tekevät pienestä vihjaisusta.
Usually / Yleensä	Pyrin puhumaan kieltä jota kaikki ymmärtävät. Tämä välillä haasteellista. Kulttuurieroista en välttämättä tiedä kaikkea mitä pitäisi ottaa huomioon.
Usually / Yleensä	Pyrin huomioimaan kommunikoinnissa (sekä esim. perehdytyksessä) erilaiset tyylit esim. joku oppii/ymmärtää paremmin kuvien/videoiden avulla, toinen tekemällä itse, kolmas selitettynä. Kielellisessä kommunikoinnissa pyrin painottaman selkeyttä
Usually / Yleensä	Jos koen, että meillä on työntekijän kanssa kielellisiä haasteita jonkun asian ymmärtämisessä, niin varmistan että työntekijä on varmasti ymmärtänyt asian oikein ettei synny väärinymmärryksiä. Joskus asian ymmärtämistä helpottaa, kun asian näyttää tekemällä. Näin toimin kaikkien työntekijöiden kanssa.

Usually / Yleensä	käytän tilanteeseen sopivaa kommunikointia.
Usually / Yleensä	Tietenkin pitää ottaa huomioon työkaverin tarpeet, kommunikointi esim englanniksi jos suomi ei suju. Yhteinen kieli ja ymmärrys on tärkeää. Se tekee tästä työstä monipuolista ja rikasta.
Usually / Yleensä	Vastaanotossa asiakaspalvelussa joudumme todella paljon tulkitsemaan eleitä ja ilmeitä. Tämä on päivittäistä. Myöskin meillä on hyvin kielitaitoista jengiä vastaanotossa töissä.

14. Do you encourage people with different opinions and backgrounds to share their views?

Kannustatko erilaisen mielipiteen ja taustan omaavia jakamaan näkemyksiään?

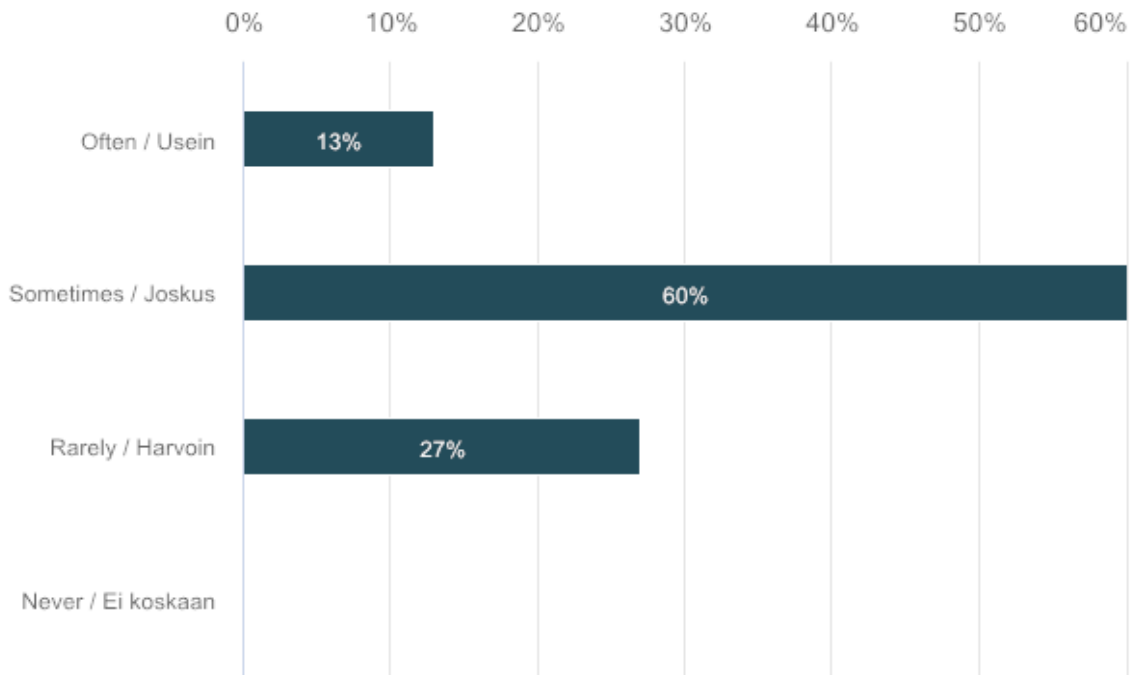
Vastaajien määrä: 15



15. Do you communicate the value of inclusion and diversity? Is it commonly discussed about at work?

Kerrotko sosiaalisen osallisuuden ja monimuotoisuuden tärkeydestä? Keskustellaanko siitä yleisesti työpaikalla?

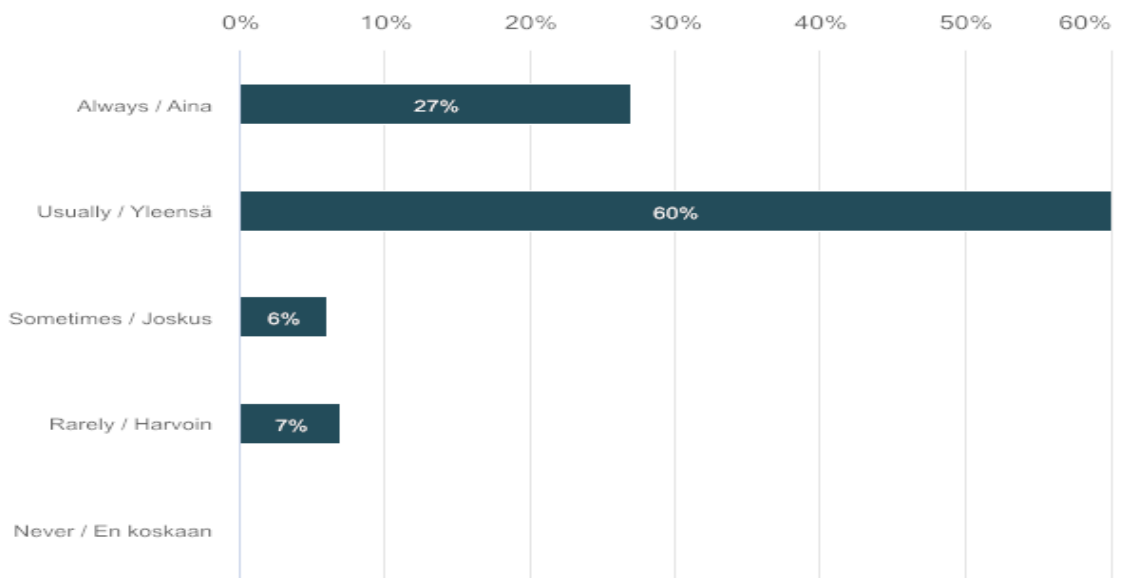
Vastaajien määrä: 15



16. Do you take in to consideration people's special needs during the onboarding process?

Otatko perehdytysprosessin aikana huomioon yksilön mahdolliset erityistarpeet?

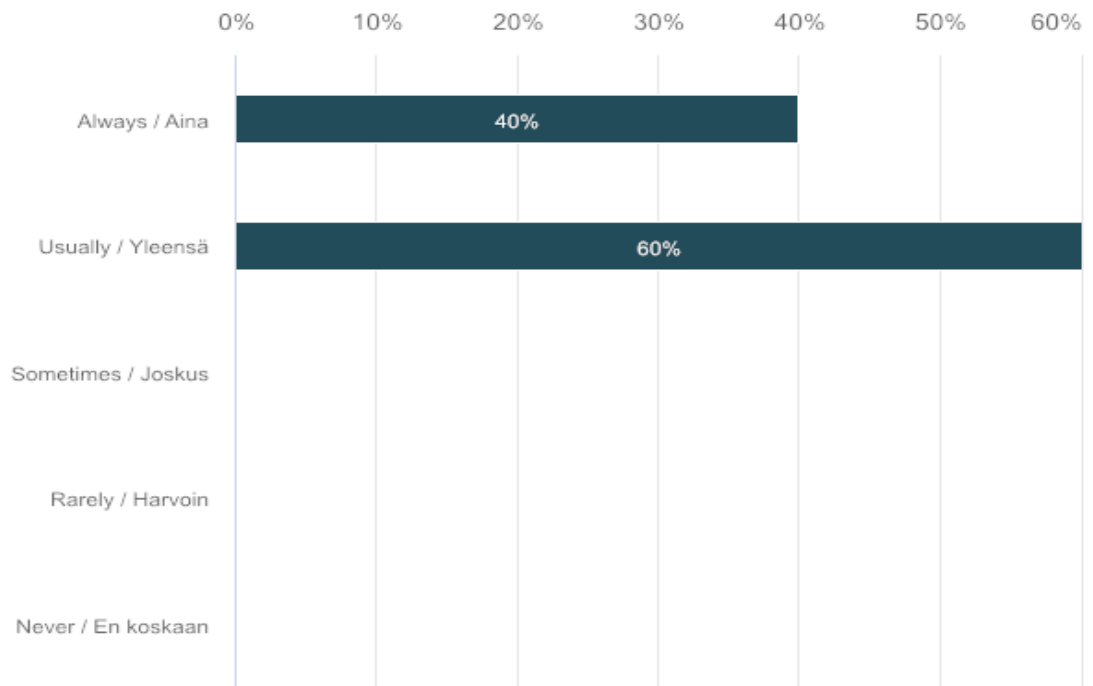
Vastaajien määrä: 15



17. As a manager do you evaluate people's performance based on facts, and not based on your own feelings or mood?

Arvioitko esimiehenä muiden työsuorituksia perustuen faktoihin, etkä omien tunteiden tai mielentilan mukaan?

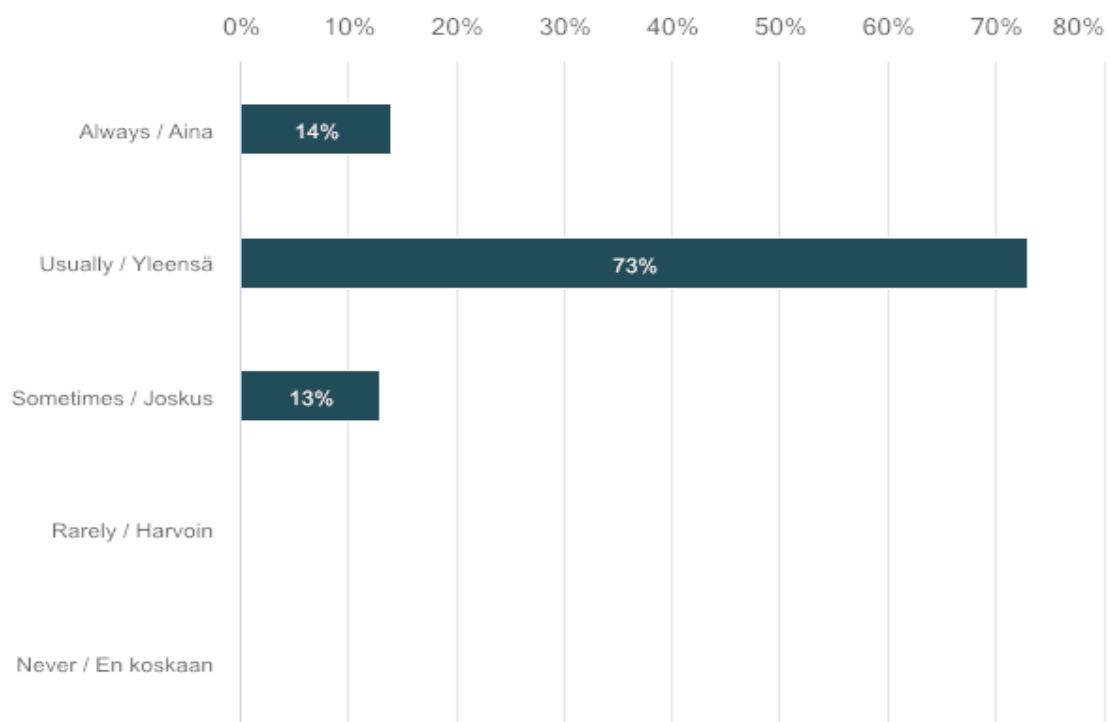
Vastaajien määrä: 15



18. Do you delegate tasks in equal manner, and not always turn to the same people?

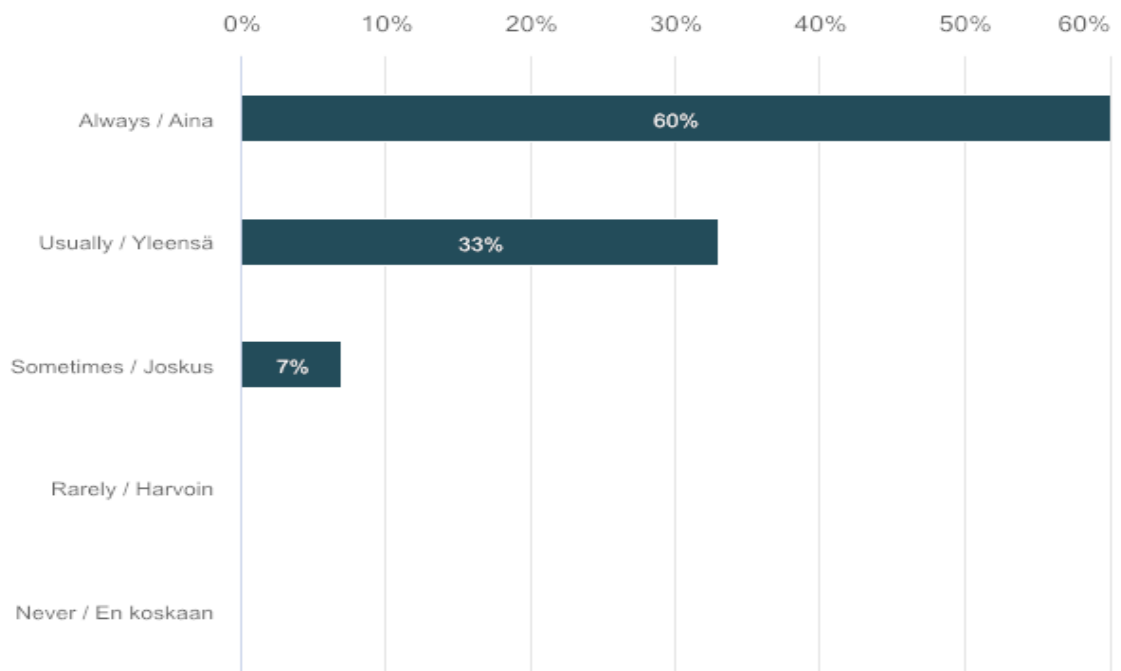
Delegoitko tehtäviä tasavertaisesti, kääntymättä aina samojen ihmisten puoleen?

Vastaajien määrä: 15



19. Do you give positive and constructive feedback in an impartial way?
Annatko positiivista ja rakentavaa palautetta puolueettomasti?

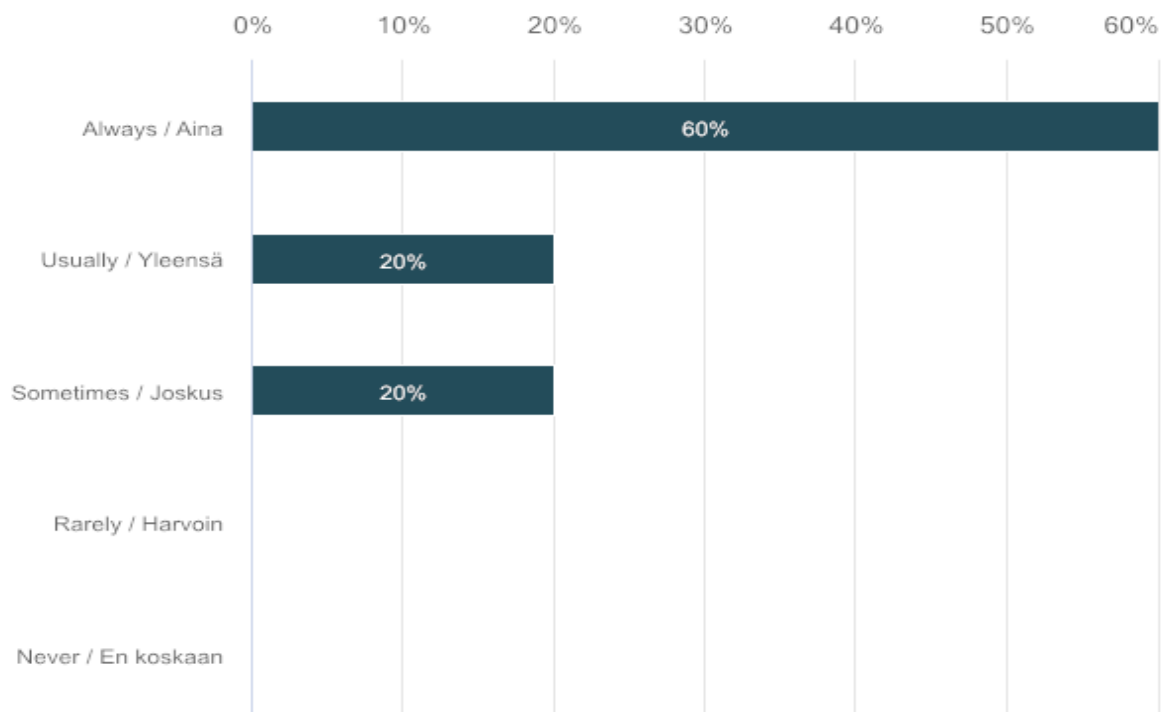
Vastaajien määrä: 15



20. Do you prefer knowledge sharing and team work between people with different backgrounds?

Suositsko tiedon jakamista ja tiimityöskentelyä eri taustoja omaavien henkilöiden kanssa?

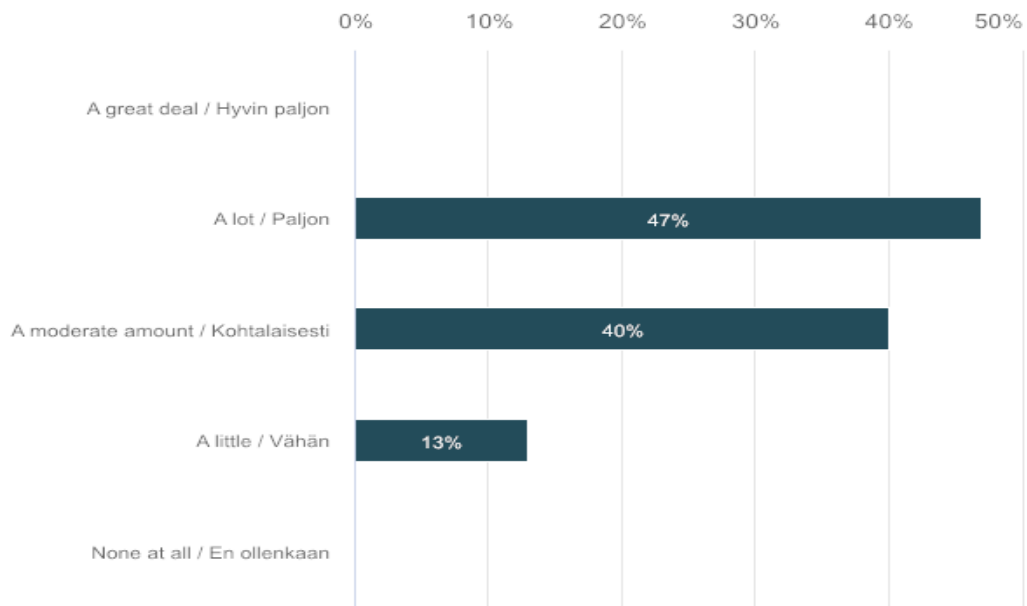
Vastaajien määrä: 15



21. Do you discuss with other team members what motivates them so you can engage and support them better?

Keskusteletko muiden tiimiläisten kanssa mikä heitä motivoi, jotta voit osallistaa ja tukea heitä paremmin?

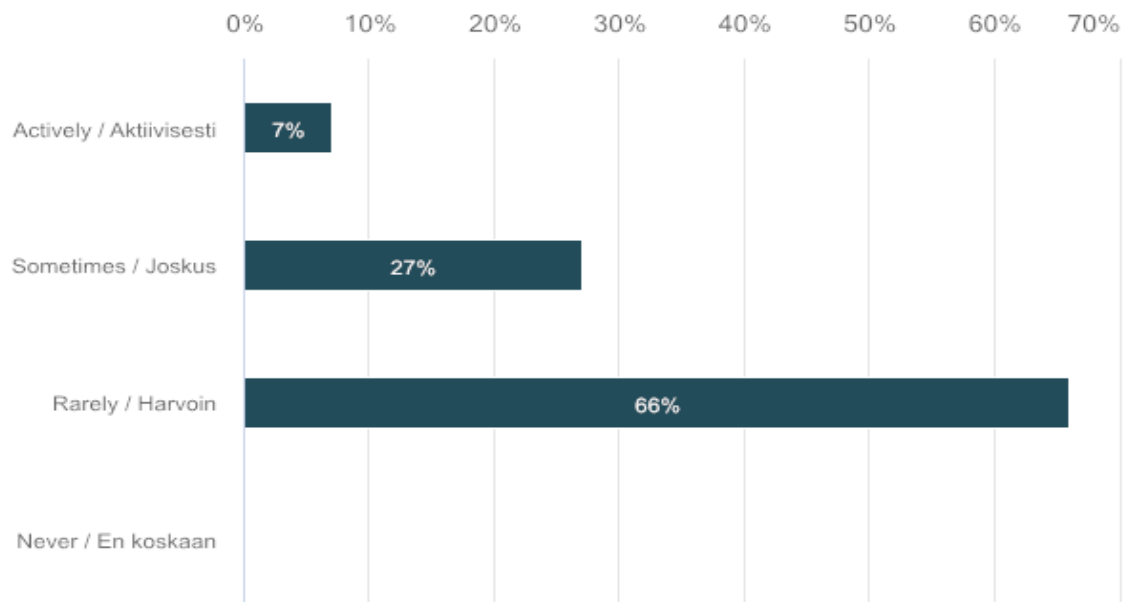
Vastaajien määrä: 15



22. Do you ask feedback from team members on the impact of your leadership style in supporting them?

Pyydätkö tiimiläisiltäsi palautetta miten johtamistyylysi tukee heitä?

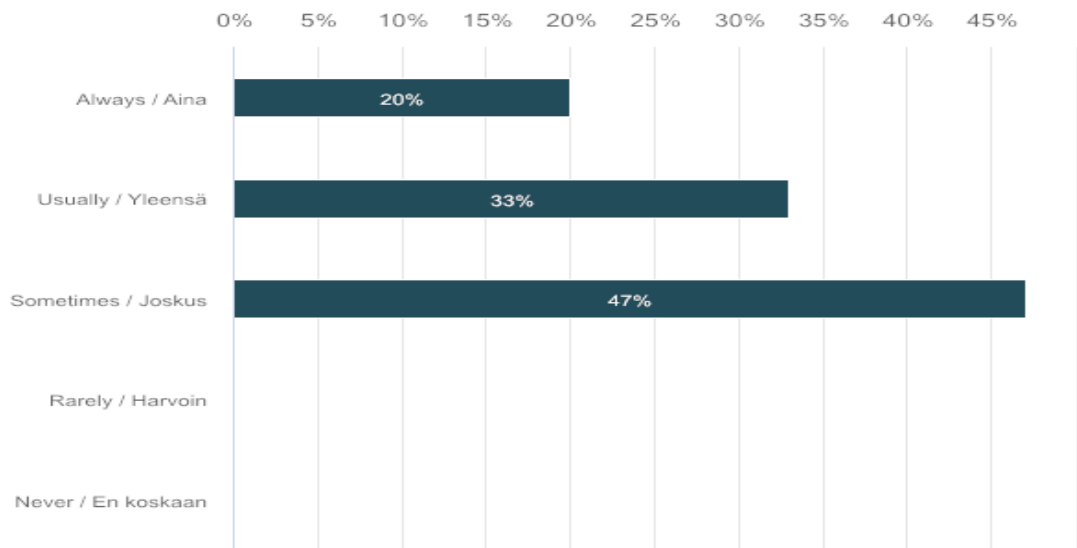
Vastaajien määrä: 15



23. Do you avoid saying things that could hurt other people's feelings?

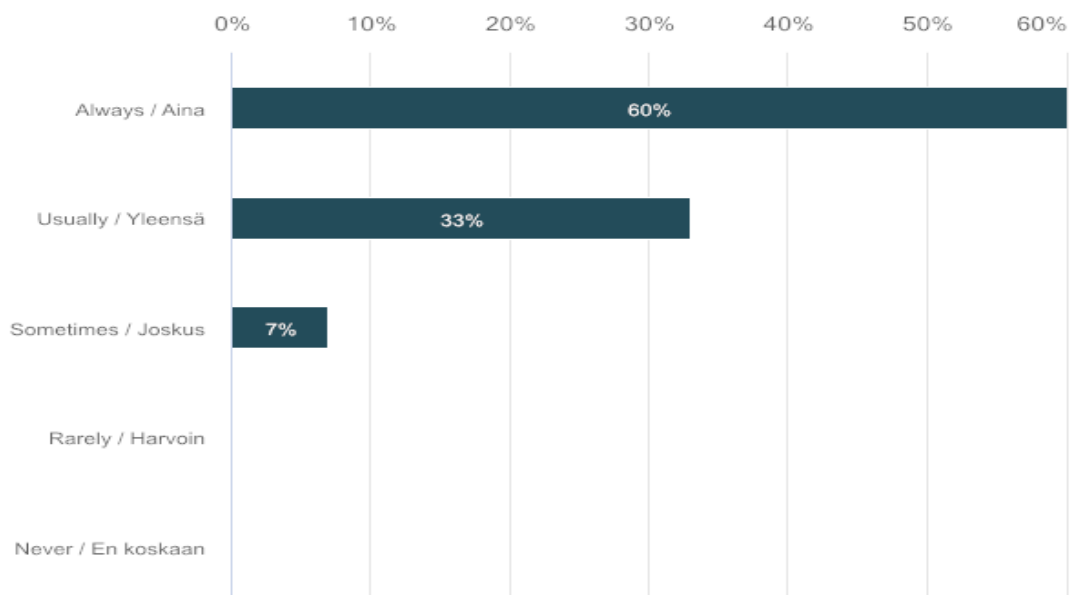
Vältätkö sanomasta asioita, jotka saattavat pahoittaa toisten mieltä?

Vastaajien määrä: 15



**24. Do you speak out if you witness disrespectful remarks or behavior?
Puututko asiaan mikäli näet tai kuulet epäkunnoittavaa käytöstä?**

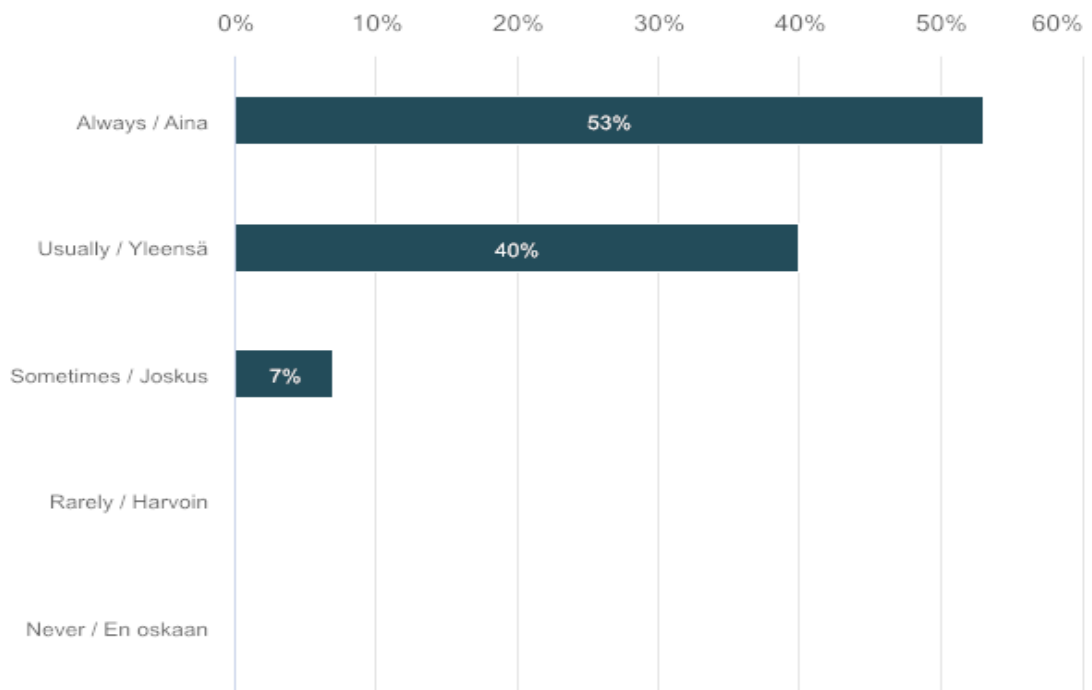
Vastaajien määrä: 15



**25. Do you socialize with people from different backgrounds, in the work-
place?**

Seurusteletko työpaikalla eri taustoja omaavien henkilöiden kanssa?

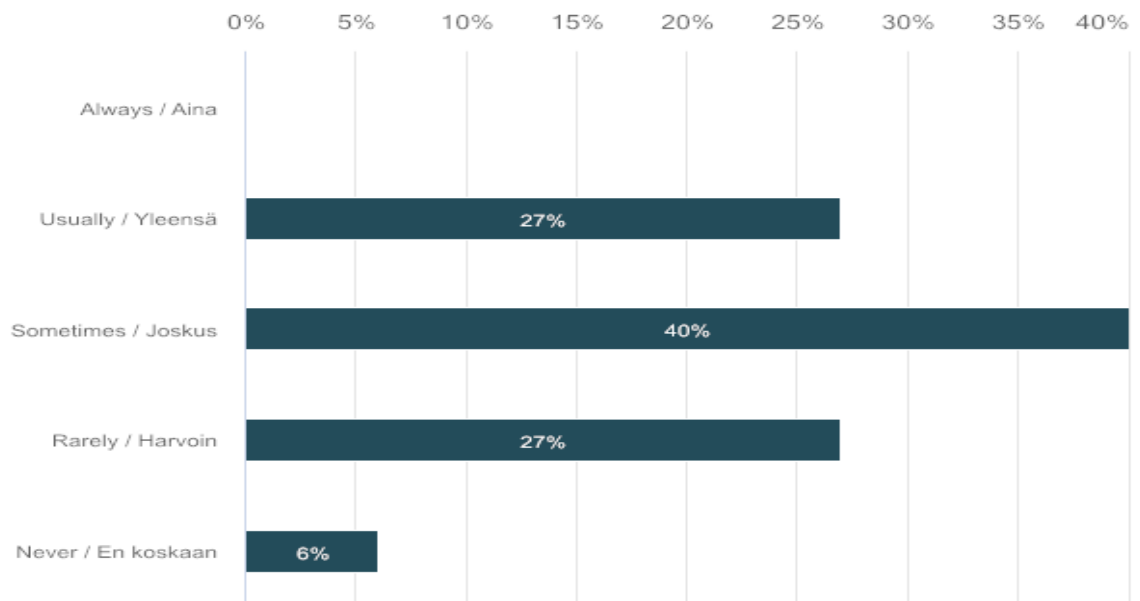
Vastaajien määrä: 15



26. Do you prefer connections within your department?

Suositko oman osastosi sisäisiä suhteita?

Vastaajien määrä: 15

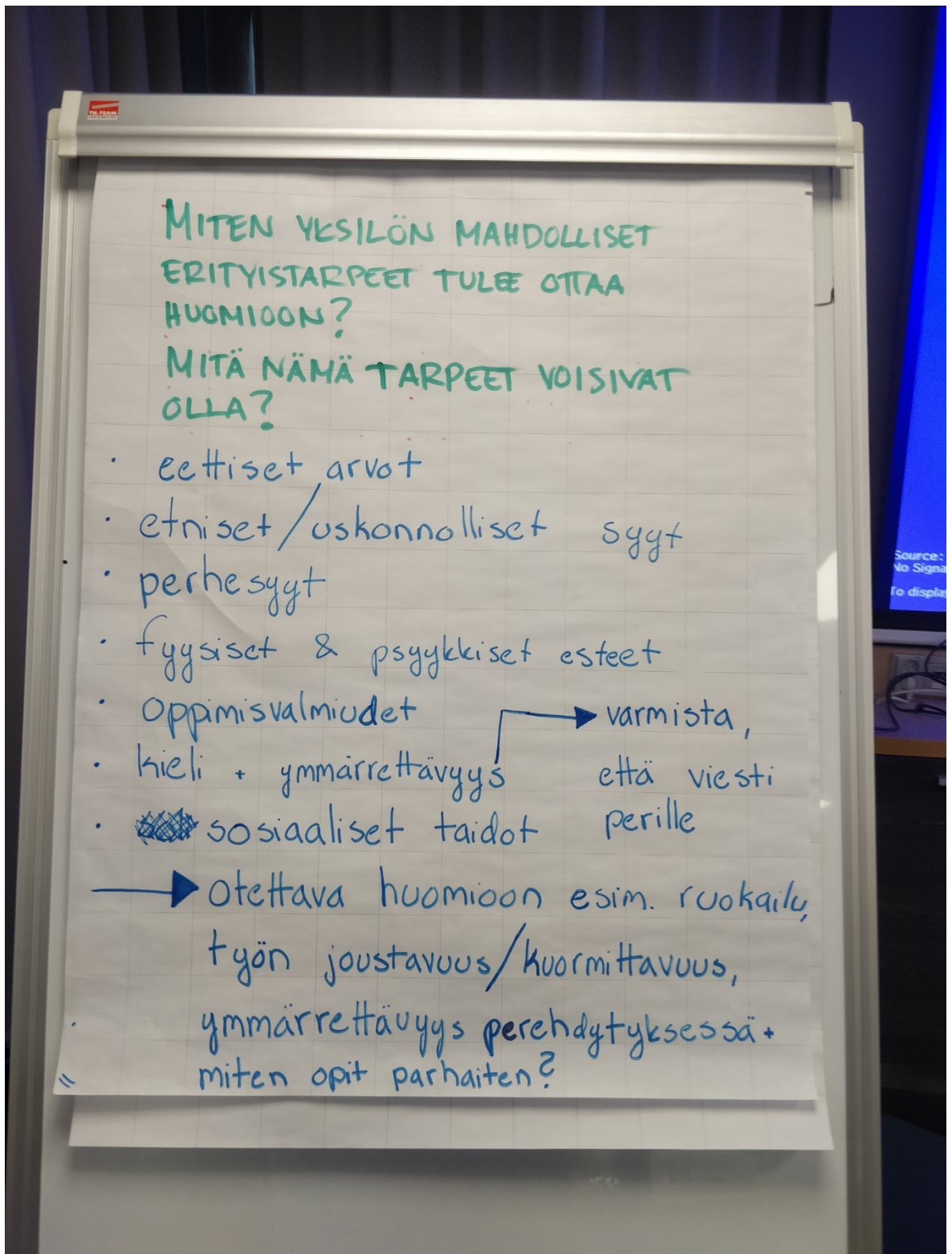


27. If you want to give feedback on the questionnaire please do it here (not mandatory)

Jos haluat antaa palautetta kyselystä, voit tehdä sen tässä kentässä (ei pakollinen)

Vastaajien määrä: 2

Vastaukset
Hyviä kysymyksiä tärkeästä aiheesta. Herätti mielenkiinnon ja antoi uusia näkökantoja tiimiläisten kohtaamiseen.
Kiitos kyselystä tärkeästä aiheesta! Hieman oli välillä hankala ymmärtää mitä kysymyksessä halutaan kysyä. Kysymykset eivät olleet selkeitä.



2. MILLAISIA HAASTEITA OLETTE
KOHDANNEET KOMMUNIKAATIO TYILIEN
JA TARPEIDEN SUHTEEN?

MITÄ VOISIMME TEHDÄ JOTTA PYSTYISIMME

1. MUKAUTUMAAN ERI KOMMUNIKAATIO
TYYLEIHIN JA TARPEISIIN PAREMMIN?

1. - VÄHILLÄ ASIAT ON HELPOMPI NÄYTTÄÄ / PIIRTÄÄ,
ETÄ NE YMMÄRETTÄÄN

- SELKEÄ ARTIKULAATIO / ~~PUHETTY~~ PUHETTYILIN MUUTOS

- GOOGLE KÄÄNTÄJÄ 😊

2. - KIEHIMUURI

- ERI TAVAT HAVAINNOIDA ASIOITA

- KYSYTIÄN MILLÄ KIELELLÄ HALUAA KOMMUNI-
KOIDA

MILLAISISSA TILANTEISSA
TYÖPAIKALLA OLETTE TUNNISTANEET
OMIA ENNAKKOLUULOJA TAI ASEENTEITA,
JA MITÄ ASKELEITA VOISIMME KAIKKI
YKSILOINÄ OTTAA JOTTA VOISIMME
VÄHENTÄÄ ENNAKKOLUULOJA/ASEENTEITA?

- Heikot päivät, oma ennako asenne ja aikai-
semmat kokemukset. Oma stressi.
- Anna mahdollisuus ja vastuu, älä lokeroi.
- Tutustu ennenkuin teet väärä päätöksiä!
- Pidä sisälläsi omat tunteet ja ennakkoluulot,
ettei ne tartu kollegoihin.

MILLAISIA ASIOITA TAI TAVOTTEITA
VOISIMME TIIMIEMME KANSSA
TEHDÄ LISÄTÄKSEMME TYÖPAIKKAM-
ME MONIMUOTOISUUTTA JA SOSIAALISTA
OSALLISUUTTA?

- * Viestintä monimuotoisessa
työympäristössä (kielihaasteet)
- * Tarjoaisimme vähäosaisille perheille
hotellietäytystä
- * Rohkaistaan eri kulttuuritaustoista
tulleita tiinikavereita osallistumaan tapa-
miin
- * Kansainvälisiin työharjoittelukohteisiin
osallistuminen (esim. ERASMUS)
- * Työhön tutustuminen esim. HSK vs. Respa
vaihtopäivä