From Diversity to Inclusion

A Transformational Strategy of Corporate Culture Development

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Ms. Jaana Häkli, Senior lecturer, LAB University of Applied Sciences

Abstract

The main objectives of this thesis were to determine why inclusion should be prioritised over diversity as regards organisational culture development and to find out ways by which organisations could use inclusion as a tool to improve their organisational cultures.

The thesis consists of a theoretical framework in which key concepts and phenomena of the topic such as corporate culture, diversity in the workplace, inclusion in the workplace, differences between diversity and inclusion, multilevel perspectives on inclusion, and Inclusion Equation were explained. The theoretical framework was done with the help of various sources namely books, articles, journals, websites, and previous studies. The thesis also consists of an empirical part in which research was carried out using both quantitative and qualitative research methods that complemented each other. Quantitative research method was employed to collect data from students' perspectives as employees or future job seekers in the tourism and hospitality industry to evaluate how they perceive different diversity- and inclusion-related elements. Qualitative research method was utilised to gather data from managers' perspectives to gain a deeper insight into implementation of inclusion and the needs raised by inclusion challenges.

The results of the thesis indicate that inclusion must be cultivated subsequent to diversity efforts in order to maintain a sustainable corporate culture. There is an urgent need of inclusion trainings because of its importance being underestimated. Inclusion Equation could act as a reference for organisations to take a closer look at what elements of inclusion they need to focus on. The thesis also suggests a so-called Inclusion Assessment Grid developed by the thesis author. This assessment grid could be a navigator which helps organisations evaluate their own inclusion efforts.

Keywords

diversity and inclusion, tourism and hospitality, organisational culture, corporate culture

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1 Introduction

1.1 Background

During the past decades, no longer are diversity and inclusion unheard-of terms, especially in the corporate world as diversity and inclusion offer companies numerous tangible advantages, namely creativity and innovation, higher turnover, and approaches to diverse clients (Mor Barak 2011, 249). In fact, ensuring diverse and inclusive human resources is currently deemed a business concern of underlying, if not paramount, importance by a rising number of firms (Norales 2006, 1). Furthermore, with such movements as #pride, #metoo, and #blacklivesmatter, alongside ceaseless political debates over glaring income disparity, feminism in the workplace, or bias in hiring, diversity and inclusion issues merit further attention and consideration.

The realm of diversity and inclusion has become burgeoning yet sophisticated in recent years, not only in their definitions but also in the articulation of what the terms truly mean. Diversity and inclusion are often perceived to go in tandem and to be abbreviated as D&I. Many people and businesses, therefore, misuse these two concepts because of a misconstruction of the terms: that diversity and inclusion are closely akin and thus can be used interchangeably. Nevertheless, the fact that diversity often goes in parallel with inclusion does not imply that these two notions are precisely equal. Diversity may resemble inclusion superficially, or inclusion may be a concomitant of diversity and/or vice versa; but in order for businesses to fully reap the benefits brought on by diversity and inclusion, these two terms should be separated properly, understood appropriately, and used accordingly.

Efforts of business entities to develop and implement diversity practices have abounded. Companies are enacting change towards diversity to deliver business value as they are better aware of the fact that performance of those with more diverse teams are more likely to outstrip that of those with a homogeneous workforce (Florentine 2019). In fact, current businesses do not seem to encounter considerable problems extending layers of diversity among employees through deliberate policies and programmes. However, a diverse workforce, in this regard, is merely a start. (Chow 2020.) To experience evident organisational transformation, companies need to create greater inclusion of this diverse workforce into formal and informal organisational structures (Mor Barak 2011, 249; Ceridian 2021). In this vein, the establishment of an inclusive corporate culture in which employees from diverse backgrounds all feel included is key. This requires amplifying initiatives beyond the recruitment process and offering employees fair treatment and equal chance throughout all pos-

sible touchpoints of their experience (Ceridian 2021). In other words, inclusion and inclusivity are to be prioritised as they involve maintaining diversity, not just creating it. (Chow 2020.)

1.2 Rationales

Organisations have taken heed of diversity in the workplace, which has been accompanied by an increase both in the range and number of diversity specialists and in the concern over diversity expressed by organisational psychologists and experts of different fields. However, diversity by itself may not yield positive impacts in the absence of added conditions. Inclusion has arisen as a fundamental concept connected with diversity and is currently conceived of as a key approach in order for companies to benefit from diversity. In fact, inclusion has been brought to the forefront of contemporary diversity practices. (Ferdman 2014, 3-4.) In many circumstances, diversity and inclusion are being analogised with two sides of the same coin. Despite (or probably because of) this interconnection, distinctions and relationships between them are not always decently identified. Therefore, I would like to look into these differences and correlations and to explain why inclusion should be prioritised over diversity.

Another reason for choosing this topic is that a great deal of research has been done to discover various aspects of diversity, but much less specifically on inclusion in general and as a bachelor's thesis in particular. Therefore, I would like to be one of the trailblazers in order to shed light on such a non-specifically researched yet highly crucial topic of concern. I also wish to motivate future thesis writers to do further research on other aspects of inclusion. This thesis may well provide some thought-provoking ideas based on which forthcoming thesis topics as regards inclusion can be formed.

From an occupational standpoint, I may well become a future manager in a company with diverse workforce. This thesis prepares me for a future career prospect as a manager who can 1) manage his subordinates successfully and make them feel included and 2) communicate effectively with his seniors. In this respect, not only does the thesis serve an academic purpose, but it is also likely to do me good in working life in years to come.

1.3 Objectives

The thesis, From Diversity to Inclusion: A Transformational Strategy of Corporate Culture Development, has three main objectives to be achieved. They associate the topic per se with the academic realm of (diversity and) inclusion and its applications to development of corporate cultures.

The first purpose is to touch upon the academic discipline of diversity and inclusion. This realm is a subject of much-needed discussion, and the thesis is conducted in an endeavour to contribute to better planning and implementation of temporal diversity and inclusion practices in general.

The thesis is also aimed at juxtaposing diversity with inclusion considering the presence of widespread confusion as to the two concepts. Although diversity and inclusion are inextricably bound, they are not interchangeable. These issues are clarified in this thesis.

Finally, the overriding objective of this thesis is to discover why companies should attach greater significance to inclusion than to diversity and above all to study how diversity can be converted into inclusion. The thesis seeks to help companies succeed in their bid to foster organisational cultures.

1.4   Delimitations

Any research work, by nature, is delimited in one way or another, and so is this thesis. Creswell (2014, 141) insists that a study be commenced with a single focus to explore in great detail before handling any possible emerging issues. This emphasises the importance of well-defined thesis delimitations.

This thesis focuses on finding out why and how companies should transition from diversity to inclusion as a way of improving corporate cultures. The cornerstone of the theoretical framework of the thesis is a model called Inclusion Equation, which involves key factors of corporate culture development. In order to associate the topic with my degree programme – Tourism and Hospitality Management, the empirical research is only done within the context of tourism and hospitality industry. All the examples given in the thesis also pertain to tourism and hospitality industry.

Despite extensive concentration on inclusion, this thesis is not about benchmarking inclusion models against others to single out the most favourable one that can bring about a sea change in strategy of corporate culture development. Neither is it about devising a comprehensive implementation plan and strategy of diversity and inclusion practices for companies; the thesis is rather centred on how to build a sustainable corporate culture with the help of Inclusion Equation.

1.5   Research questions

As suggested by Leavy (2017, 128), it is typical to write one (1) to three (3) focal research questions. In this thesis, only one main research question is produced.

- How can companies develop their corporate culture by transforming diversity into inclusion?

This research question pertains to the primary goal to be achieved upon completion of the thesis, that is helping companies improve their corporate culture development efforts by means of inclusion and inclusivity. The question is therefore generated through the issue salient and remarkably pressing to be addressed. As said, because Inclusion Equation is used as the main theoretical framework, the question is raised to test this model in practice.

It is better to focus on less and do that thoroughly rather than have many and not be capable of accomplishing the objectives well (Leavy 2017, 128). However, as a way of determining answers to the main research question, several sub-questions acting as investigative questions are created as follows:

- What are the current challenges of inclusion?
- How does inclusion outdo diversity regarding corporate culture improvement?
- What are the recommendations for successful applications of Inclusion Equation?

1.6   Research approach

An organisation is made up of employees, and employees are managed by their supervisors or managers who make sure that organisational culture is maintained and constantly developed. This thesis aims to collect both overall opinions of employees and in-depth perspectives of managers on the topic in question. Hence, both quantitative and qualitative research methods were employed. This means that elements of quantitative and qualitative research approaches were combined to serve the final objectives of the thesis.

A combination of the two methods offers a possibility of complementarity, meaning that it helps counterbalance the shortcomings of both quantitative and qualitative research by harnessing strengths of each (Hesse-Biber 2010, 4; Creswell & Plano Clark 2017, 12).

1.6.1   Quantitative research

Quantitative research was chosen to gain students' perspectives as employees or future job seekers. A quantitative method could help the thesis provide a bigger picture and a more scientific view of the topics studied by an analysis of quantifiable data. According to Golafshani (2003, 597), quantitative research also allows the study investigator to be familiarised with the concept or problem under examination.

There are several types of quantitative research. The thesis focuses on descriptive research which is aimed at identifying current status of a variable and describing the characteristics of the studied phenomenon (QuestionPro 2021).

1.6.2 Qualitative research

Qualitative research was chosen to deepen the thesis from the managers' perspectives on the topic. A qualitative study is to gain insights into behavioural patterns, motivations, or attitudes as such instead of subjecting research findings to quantification or numerical data analysis (Wilson 2003, 9; Proctor 2005, 221).

The data collection process of qualitative research is less structured and more flexible and is independent from the predetermined question-and-answer format. Besides, a qualitative research method helps bring on more in-depth and penetrating insights into topics. (Wilson 2003, 93.) Furthermore, a qualitative research method allows uncovering the subtleties and nuances in responses and meanings as results, making itself suitable for such a complex topic as this thesis's (McGivern 2009, 612).

2 Theoretical framework

2.1 Corporate culture

It is believed that a successful organisation is capable of diagnosing its culture and adapting to different individuals. This is deemed a core feature which concerns the organisation's ability to apply organisational behaviours and recognise social processes. The importance and nature of organisational culture should be well understood by the manager in order to ensure successful management of diverse people.

2.1.1 Definition of corporate culture

Corporate culture, also referred to as organisational culture or workplace culture, is a general concept whose precise definition is hard to formulate. As a pioneer in the realm of organisational culture and development, Schein (1992, 12) refers to corporate culture as a pattern of basic assumptions a group learns from tackling the problems of internal integration and external adaptation, the pattern that has worked sufficiently effectively in order to be diffused to newcomers as the proper way of viewing, thinking, and feeling in connection with these problems.

In its broadest sense, Stewart (1999, 123) opines that workplace culture is a manifestation of an organisation's ethos and values displayed through its practices and mode of operation while Mullins (2016, 537) in a simplified way defines organisational culture as *how things are done around here*. Hence, it can be inferred that corporate culture provides employees with a joint frame based on which pace, style, and approach for dealing with work, addressing change, and maintaining relations are set. This common structure is likely to greatly affect organisational outcomes and success in time.

Organisational culture is volatile and dynamic. This means that change, a pervasive influence by nature, is an inevitable part of social and organisational life. Therefore, to grasp an organisation's culture, it should be seen as invariably evolving. In other words, corporate culture never comes to a standstill for a moment, thus associated with 'becoming' instead of 'being'. (Sentell 1998, 63; Mullins 2016, 551.)

2.1.2 The cultural web

Gaining a deeper insight into a culture of any kind entails identification of phenomena that are intangible but mighty in their impact (Schein 2010, 14). However, Browaeys and Price (2015, 208) claim that an investigation of concrete elements, structures, and processes

allows detecting what Paton and McCalman (2000, 41) call a *unique cultural blueprint* that determines the way it operates in its environment and communicates with its people. In this regard, the cultural web, introduced by Johnson et al. (2017, 175), is a useful tool that helps to analyse and grasp the culture of an organisation. The cultural web shows a culture's behavioural, physical, and symbolic demonstrations that influence or are influenced by an organisation's tacit assumptions or paradigm (Johnson et al. 2017, 175). The model is good for discovering complicated interrelationships between varying cultural features and cultural contexts (Brooks 2009, 268).

Figure 1 illustrates seven (7) components of the culture web. The elements can be briefly understood as follows:

- Paradigm is a set of common assumptions that are taken as given in an organisation. It is positioned at the crux of the web because it encapsulates and reinforces behaviours observed in the other elements.
- Rituals and routines concern the repetitive nature of corporate culture. Routines point to the ways organisational members normally behave towards insiders and outsiders of an organisation, and this constitutes how things are done and how things should take place to lubricate the working of an organisation. In comparison, rituals include formal and informal activities or events by means of which an organisation highlights what is important in the culture.
- Stories are passed down to and by employees, outsiders, or new recruits. They are about past events, successes, failures, heroes, villains, or mavericks, often disseminated to emphasise the essential importance of an organisation.
- Symbols are perceived as a shorthand representation of the nature of an organisation. They can be, for instance, titles, logos, cars, language or terminology usage, offices, and office layout.
- Power structures may reflect importance attached to management position and seniority, but power can also be lodged with other levels or functions such as length of service or expertise. The most influential or powerful individuals tend to be in close relation to the paradigm and entrenched ways of performing things.
- Organisational structures portray both formal and less formal hierarchies, which delineate important (power) relationships and activities within an organisation.
- Control systems emphasise what is viewed to be significant in an organisation. They are either formal or informal ways of overseeing and assisting people internally and externally such as how individuals are rewarded or how successes are measured. (Johnson et al. 2017, 175.)
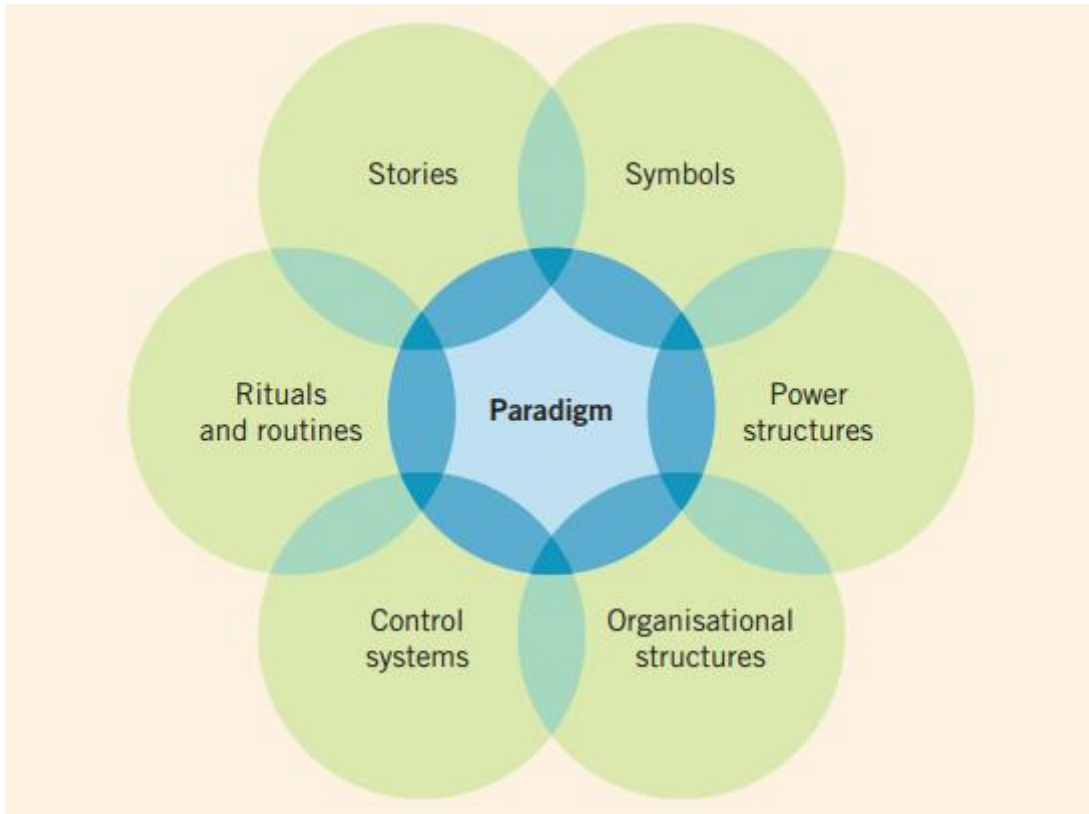
Figure 1 The cultural web (Johnson et al. 2017, 175)

2.1.3 The importance of organisational culture

The principles, ideologies, values, and beliefs of an organisation constitute its corporate culture. Every organisation has its own ways of doing things, but organisational culture is not merely about how things are done. Organisational culture informs numerous other tangible and intangible organisational aspects.

The culture of an organisation provides employees with a sense of direction at work. A key to strategic management is to ensure every employee makes sense of the values and direction of the organisation. In this regard, strategic decisions could be communicated effectively to subordinates for execution. This means that the culture decides the ways of interaction between employees and management. The approved values of management provide a foundation for organisational members to grasp both what the organisation stands for and how to do everyday tasks. Organisational culture is therefore accounted an adhesive that glues employees to a set of common values and given direction. When employees accomplish things in a manner similar to management, the culture is perceived as a healthy one. This helps produce positive interaction between management and employees, leading to constant motivation and loyalty. (Chandler 2017, 50-51.)

Organisational culture is part of the image of the organisation. Each organisation is different from others owing to its own organisational fingerprint which creates an organisational identity. Hence, organisational culture fosters employee awareness of why the organisation exists and what organisational values and norms are maintained. Additionally, organisational culture acts as an immune system. In other words, it protects the organisation itself. Anyone who is in breach of the values and norms is considered unsuitable. Many companies try to ensure that prospective employees show the 'proper' behaviours and values already at the interview stage, and the candidates who fail to show them are not offered the positions. (Chandler 2017, 51.)

Chandler (2017, 51) also sees organisational culture as something organic. Internal and external changes may alter organisational culture, resulting in adjustments to its behaviours and values. Organisational culture change takes place slowly. It is claimed that it takes two cultures at least seven years to consolidate after a merger. That being said, organisational culture keeps evolving regardless of environmental changes, be they internal or external. (Chandler 2017, 51.)

Organisational culture signifies the way of working that is favoured in a company. As an example, corporate culture may dictate if competition is preferred to collaboration, an internal focus is preferred to external affairs, or flexibility or leeway is preferred to stability or control. In either case, the top management should establish a strong culture by reinforcing the paradigms held in the organisation. (Chandler 2017, 51.)

Such a strong culture can attract the best employees since it creates motivation and engagement. This is even more important considering the industries where there is a talent shortage, and many organisations offer similar compensation packages. Workplace culture may well then be the determinant for competent individuals to apply to work in a specific company. Besides, a strong culture helps retain current employees by, as mentioned, making them feel motivated and engaged. When they believe in what the organisation is doing and understand core values of the organisation, they are less likely to find a job elsewhere. Because organisational culture is likened to a glue, the stronger the culture, the stronger the glue holding employees together. Organisations with a strong culture can also benefit from low absentee rates (such as sickness) and low staff turnover.

2.1.4 Recognition of individuality

An organisation is composed of individual members, and the individual is therefore a salient feature of a company. Individual differences are proven to stimulate creativity and increase occupational satisfaction. These differences encompass gender, sexual orientation, ethnic

origin, national culture, social and cultural factors, physique, early family experiences, motivation, intelligence and ability, personality traits and types, attitudes, and perception. Variable factors such as age and health may also affect personality and characteristics. (Norales 2006, 4; Mullins 2016, 117.)

However, differences among individuals may at the same time give rise to dispute at work. Managers should firstly be able to recognise, tolerate and respect individual differences. They also need to know themselves and discern their peculiarities as well as the impact of their personality on others. Secondly, managers should be capable of recruiting and developing those who can bring value to the organisation. Besides, it is important that they be cognizant of individuals who perform well, show potentials for growth, and work effectively with other people in the organisation at large. This management of people involves not only an understanding of individual employees but also awareness of the corporate culture. (Mullins 2016, 117.)

2.2   Diversity in the workplace

People no longer work in a homogenous and insular marketplace; everyone is now part of global economy in which business is conducted across continents. This requires organisations to become more creative and open to change. In this regard, optimising and capitalising on workforce diversity are an important management issue of today's organisations.

2.2.1   Definition of diversity in the workplace

Mazur (2010, 5-6) states that diversity is a reality created by individuals and groups that, based on their different social identities, categorise others as similar or dissimilar. In a professional context, diversity can be understood as an all-inclusive mixture featured by both differences and similarities that are employed to achieve organisational goals (Hubbard 2014, 27). Many people tend to associate diversity with attributes that are different. Therefore, when extending the concept of diversity to deal with inclusive strategic issues, people are more inclined to focus on differences. However, a holistic definition of diversity should include not only differences but also similarities. (Thomas 1996, 5-6.)

As diversity involves people from a wide spectrum of demographical and philosophical backgrounds, acceptance and deference are crucial part of diversity. It is necessary that individuals be protected from partiality and discrimination and that the equitable working climate be ensured. This stimulates a healthy, success-oriented and collaborative community where people can develop their potential to the fullest in order to produce innovative solutions. (Queensborough Community College 2020.)

Diversity could be organised into four interdependent groups as follows.

- Workforce diversity includes identities of organisational members such as age, gender, sexual orientation, physique, ethnicity, race, religion, family status, economic background, and geographical background.
- Behavioural diversity includes thinking styles, working styles, learning styles, communication styles, aspirations, beliefs and changes in the attitudes and expectation on the part of employees.
- Structural diversity includes interactions across functions, organisational levels, divisions, departments, between parent companies and subsidiaries, and across organisations involved in strategic alliances and cooperative ventures.
- Business diversity includes product and service diversification, customer market expansion, and the variety of organisational operating environments (namely legal context, business cultures and norms, communal expectations, or labour market realities). (Hubbard 2014, 27-28.)

2.2.2 Primary and secondary dimensions of diversity in the workplace

Many people count diversity to be synonymous with culture. They suppose that diversity focuses on "what Hispanics do in their culture" or "what women want". However, this kind of approach reinforces stereotypes, something that should not exist when it comes to diversity. Besides, individuals come in a variety of shapes, sizes, and colours, making them differentiate from others. Therefore, equating diversity with culture is such a misconception. People are different in terms of biological, physical and environmental aspects; hence dimensions of diversity must also comprise different human characteristics that affect individuals' opportunities, values, and perceptions of themselves as well as others in the workplace. (Hubbard 2014, 29.)

While diversity often encompass such observable dimensions as age, gender, race, and disability, it can also be conceptualised in terms of less visible dimensions, namely generation, gender identity, sexual orientation, education, life experience, family status, national origin, language, geographic background, organisational function and level, lifestyle, belief and spirituality, religion, and thinking patterns (Offermann & Basford 2014, 232).

Hubbard (2014, 29) divides diversity dimensions into two categories, that is primary dimensions and secondary dimensions as depicted in figure 2. Primary dimensions are located inside the small circle, and secondary ones are outside.
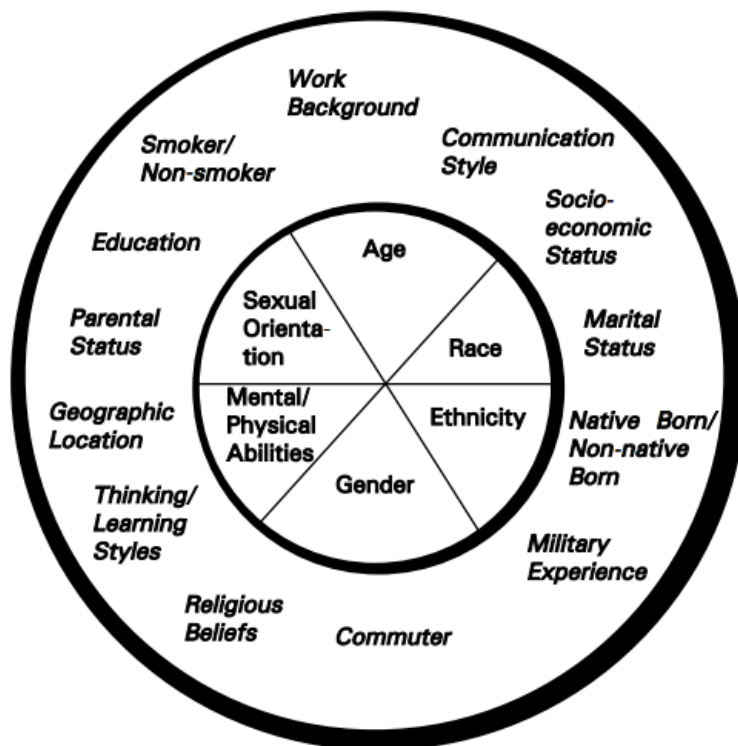
Figure 2 Primary and secondary dimensions of diversity (Hubbard 2014, 32)

The six primary dimensions are fundamental elements of workforce diversity. They impact early socialisation of human beings and continue to impact in a sustained fashion throughout every stage of life. These six dimensions represent qualities that constitute a person's identities. There is at least a minimum of these six dimensions of diversity through which a human experiences the world and by which a human is defined. The secondary dimensions are composed of many more factors that are less visible and more variable in the degree of impact they place on human life. These dimensions are instrumental in shaping a person's values, experiences, and expectations but are malleable. Therefore, their power is less constant and more individualised than that of primary dimensions. (Hubbard 2014, 30-31.)

To discuss it further, some researchers have touched upon the third categories of diversity dimensions called tertiary dimensions. As an example, Mazur (2010, 6-7) refers to tertiary dimensions as those lying deeper below the surface of individual identities. Tertiary dimensions such as assumptions, perceptions, beliefs, attitudes, feelings, values, and group norms are strongly believed to provide *the real essence of diversity to be tapped into* (Mazur 2010, 6-7).

Although classified into different levels, all the dimensions seem to interconnect with one another to constitute an exclusive formation of a human profile. The dimensions are not displayed in a set manner, but they intertwine and arise situationally. In other words, the

dominance and position of each dimension are, although predefined, not fixed but adaptable. This can be seen as one of the complexities of diversity issues. (Mazur 2010, 7.)

2.3 Inclusion in the workplace

Inclusion has evolved as a concept going coupled with diversity. While diversity is more about a management-related reaction to externally imposed conditions, inclusion refers to an internal perception of organisational members. This section deals with inclusion both as a separate concept and in relation to diversity. Furthermore, differences between these two concepts are pinpointed, and the benefits of inclusion relative to diversity are discussed. The section culminates in challenges of inclusion, meaning why organisations have made little headway with their inclusion efforts.

2.3.1 Definition of inclusion in the workplace

Inclusion at work is the extent to which employees belonging to an organisation feel involved and included in the organisation. Inclusion is, in this respect, viewed from the perspective of social identification and membership. Inclusion is an internalised sense of an organisational individual, the sense that is stronger than that of identification with external non-organisational groups and groupings. This sense works when people are currently working for the organisation or when they consider organisational membership to be salient. (Starr-Glass 2017, 100.)

In a more specific approach, Ferdman (2014, 12) states that inclusion relates to how organisations and organisational members recognise, appreciate and use diversity in a way that enables everyone representing multiple types of differences to take part, make contributions, have a say, and feel that they are connected. However, this feeling of belonging to the whole must not be at the expense of individual authenticity or uniqueness. The sense of valuable identities or aspects should be kept intact or retained. These members from diverse backgrounds are then able to co-work effectively without subsuming individual differences, and to leverage the differences for the common good. (Ferdman 2010, 37; Ferdman 2014, 12.) Westfall (2019) has also affirmed that inclusion is a fair chance and an issue of talent management, meaning what to do with a diverse array of employees to make sure they can equally contribute to business success.

2.3.2 Dissimilarities between diversity and inclusion

Roberson (2006, 219) has found out, through a survey carried out among human resource officers in 51 large public companies, that the core of diversity definitions is the organisation's differences and demographical makeup whereas that of inclusion definitions is organisational processes designed *to increase the participation of all employees and to leverage diversity effects on the organisation*. Survey participants have defined diversity as representation of people across *the spectrum of human similarities and differences*. At the same time, they have considered inclusion to be the configuration of organisational systems and structures to maximise the potential, and minimise the disadvantages, of differences. (Roberson 2006, 219-221.)

Many contemporary writers have simply described diversity as the 'what' – the composition of the workforce or as the 'who' – who is currently situated within the organisation, who is being inducted, who is gaining internal promotion or who is being tracked from inherent diversity characteristics that a person is born with. By comparison, inclusion is mentioned as the 'how'; it takes one step further towards implementation of procedures or creation of a work environment and culture that can integrate all members of the organisation, enabling their differences to coexist in a reciprocally advantageous fashion. In this way, inclusion helps everyone equally participate and flourish. (Arruda 2016; Verlinden 2020; Morgan 2020; Workable Technology Limited 2021.)

Tapia (2009, 12) supposes *diversity is the mix* while *inclusion is making the mix work*. This approach is a straightforward and intelligible yet eloquent and expressive way of conceptualising these two terms, therefore distinguishing diversity from inclusion seems to be much easier. *The mix* in this case refers to a group of organisational participants who are different in terms of primary diversity dimensions and/or secondary ones. *Making the mix work* means ensuring that these individuals are provided with ways that allow smooth and productive cooperation and collaboration interdepartmentally towards common goals in order to bring about positive outcomes.

Likewise, some other diversity and inclusion researchers and specialists have also made a distinction between the terms by considering diversity to be about *counting the heads* and inclusion to be about *making the heads count* (Winters 2014, 206). *The heads* can be understood in the same manner as *the mix*; *counting the heads* on the surface implies the number of employees, but in a broader view it alludes to the degree to which a particular company is diverse. For instance, it refers to how many nationalities there are in an organ-

isation, what beliefs are hold by organisational members, whether there are people belonging to the LGBTIQ+ community, which generations are working there, or how varied professional experiences/skills of the employees are, to name a few. *Making the heads count* is about letting the people show value or importance. This means that they are given opportunities to engage in, contribute to and be part of strategic decision-making so that they feel connected to the company by being valuable or important members.

In a similar but less formal manner, Myers (2020) has a figurative way of putting these two terms: *Diversity is being invited to the party. Inclusion is being asked to dance.* It can be deduced that *the party* is a metaphor for the organisation, and the former part of the mantra refers to the efforts of an organisation to hire people who represent different layers of diversity. *Being asked to dance* denotes to the fact that these people are given chances to act. Individual ways of dancing vary, and so do individual potentials, viewpoints, experiences, or approaches. Therefore, inclusion ensures that every person who has been invited to *the party* is asked and feels comfortable *to dance* with the unique dancing patterns.

Winters (2014, 206) also offers another way to differentiate the terms, that is to describe diversity as a noun that identifies a state and inclusion as a verb noun or action noun because 'to include' entails action. The definition of inclusion is extended into *creating an environment that acknowledges, welcomes, and accepts different approaches, styles, perspectives, and experiences, so as to allow all to reach their potential and result in enhanced organisational success*. The pronounced difference between diversity and inclusion may be that diversity can be legislated and mandated whereas inclusion arises from voluntary actions. (Winters 2014, 206.)

2.3.3   From diversity to inclusion: inclusion as key to diversity's benefits

Davidson (1999, 174) maintains that diversity initiatives are more likely to succeed if they can establish structural and psychological inclusivity for organisational members. Miller and Katz (2002, 17) even assert that *diversity without inclusion does not work*. This means that talented though organisational members may be, they are doomed to fail if not enabled to take part and contribute impartially (Miller & Katz 2002, 17).

Pless and Maak (2004, 129-133) opine that *mutual recognition* of humans for each other is the moral basis for inclusion, and inclusion is an ethical imperative for diversity management. This *mutual recognition* embraces *emotional recognition, solidarity and legal and political recognition*. These types of recognition are promoted through *reciprocal understanding, standpoint plurality and mutual enabling, trust, and integrity*. It is also pointed out that noticing and being open to differences do not suffice. What is necessitated is *standpoint*

plurality, which involves the fostering of proper dialogue that takes into consideration all postures, counting those that might be marginalised in less inclusive contexts. (Pless & Maak 2004, 129-133.)

Inclusion recognises the various ways individuals are different and allows multiple dimensions of diversity to be taken into account and addressed. Not only does concentrating on inclusion expedite diversity work that is aimed at eliminating unfavourable demeanours such as oppression, discrimination, or biases, but it also promotes a positive vision of what must be done to remove such negativity. In the context of equality and empowerment, an inclusion lens highlights multiplicity and integration of individuals rather than focus on one identity at a time. This encourages people to acknowledge and respect group-based differences whilst simultaneously treating every individual as unique and appreciating that every identity group incorporates plenty of diversity. Therefore, the concept of inclusion has evolved to delineate and communicate the way organisations and their people need to behave both individually and collectively to gain from diversity. Indeed, when people penetrate the concept of and work towards inclusion, either as a value or as a practice, they can become invigorated and more passionate about diversity and about eradication of any prejudice or discrimination. They can foster unprecedented connections with other people across multiple dimensions of diversity and do knowledge transfer that benefits them not only personally but also professionally. (Ferdman 2014, 11-12.)

From the customer's perspectives, an inclusive workforce could help make sure that the services and products provided by the organisation are mindful and respectful of their customers and perhaps their customer's clients in a broader sense. If the workplace is reflective of the organisation's customer segments and is willing to and can use that similarity to enhance offerings, the output is more likely to go aligned with endless customer needs. Customer satisfaction could then be increased. (O'Donovan 2017, 20.)

2.3.4   Challenges of inclusion

Inclusion is advantageous but not easy to implement. Plenty of efforts have been made, but progress has unfortunately not been made on inclusion in corporations. Several challenges of inclusion still exist today.

The first challenge of inclusion may be that inclusion itself is a sophisticated concept which involves personal and professional, economic and social, and organisational and political aspects. This complexity seems to stem from more diversity at multiple levels. Organisational diversity and the practice of inclusion require a cross- and interdisciplinary approach

to making a proposition that can make use of theories, models, and research with substantive foundations along with actionable tactics and behaviours. (Wheeler 2014, 557-558.)

One factor that makes this complexity even more complex is the fluidity of inclusion. Figure 3 pictures a dynamic and interrelated set of processes of inclusion, which is created afresh in different situations through interpersonal behaviours as well as the interrelationship between an individual and surrounding social systems (Ferdman 2014, 15). Inclusion is no one-time accomplishment but a transient or even fugitive creation which varies from person to person and case to case (Davidson & Ferdman 2002, 83-84, according to Ferdman 2014, 15).
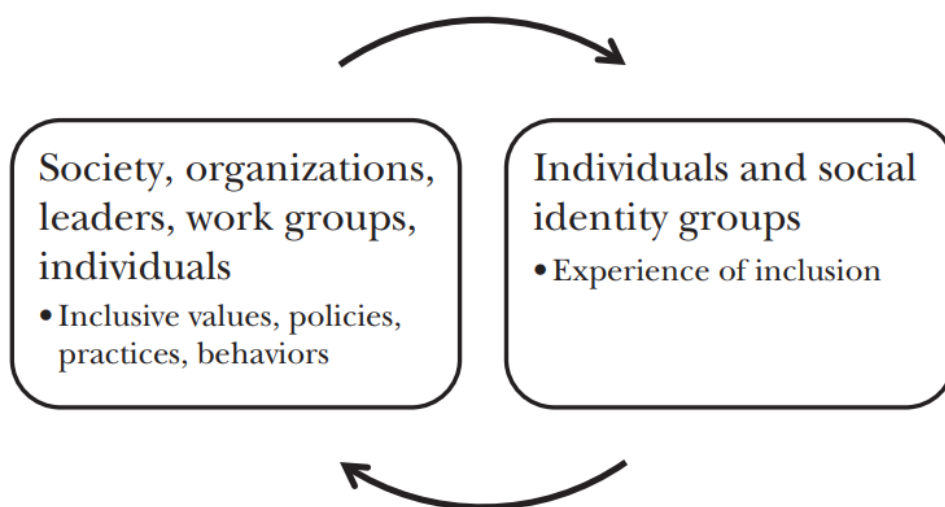
Figure 3 Inclusion as a dynamic and systemic process (Ferdman 2014, 15)

Another challenge arises from lack of history and credentialing for (diversity and) inclusion. This field has failed to gain similar extent of credence compared to other business areas. To put it simply, no one appears to wonder what the chief operations officer does, what the job of the chief marketing officer is, or what the chief legal officer is supposed to do; but many do inquire "What does the chief diversity officer do?" Additionally, a chief diversity officer may come from any discipline and background, and thus may travel with a deficient roadmap as opposed to other career paths considered better-established and institutionalised functions and roles. (Wheeler 2014, 558.)

Theories, models, and research in mainstream scholarly literature under the headings 'diversity' or 'diversity and inclusion' that can directly and instantaneously aid leaders are less common than those of other business fields namely strategy, operations, or human resource management. It is not that the information does not exist but that the resources are left untapped in numerous disciplines, such as sociology, psychology, and communication. One challenge, in this case, is access and accessibility. (Wheeler 2014, 558.)

2.4   A multilevel perspective on inclusion

Although individual experience is the basis for evaluating inclusion's existence and potency, this factor is not enough per se. A person may say that s/he has not undergone any discrimination in the workplace and that s/he feels very included. However, this does not mean that his/her colleagues have felt in the same manner. This non-discrimination or feeling of being included may not apply to other organisational members. Hence, when it comes to conceptualising and practising inclusion inclusively it is crucial to examine multiple levels of analysis. These multiple levels are demonstrated in figure 4.
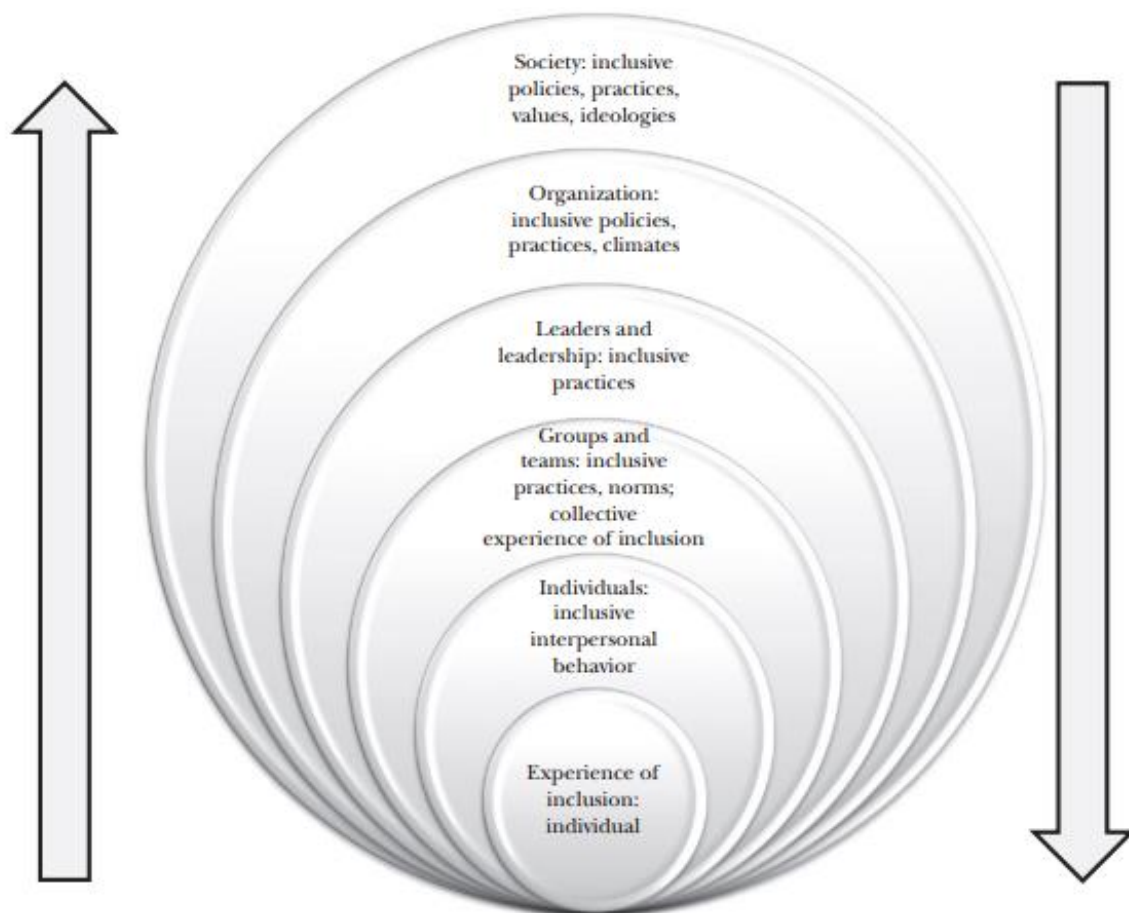
Figure 4 A multilevel analytic framework of inclusion (Ferdman 2014, 17)

2.4.1   Individual experience

Individual experience plays a role as the foundation for inclusion. One's experience of inclusion in the collective is a decisive factor of action and fortifies one's affective commitment to the organisation (Davidson 1999, 172). This is because inclusion at the individual level not only captures the extent to which an employee feels that s/he is an esteemed organisational member who is able to contribute productively to an organisation (Roberson 2006,

215; Shore et al. 2011, 1265) but also represents *the extent to which employees have informal social ties with others at work and feel as if they belong and are socially included by others in their workplace* (Pearce & Randel 2004, 84).

Ferdman (2014, 16) adds that when a person experiences inclusion, s/he believes that not only s/he is treated well as an individual but also other people who share his/her identities. These experiences are both the cause and the result of inclusion practices at other levels, especially the interpersonal and group levels (Ferdman 2014, 16).

2.4.2 Inclusive interpersonal behaviour

In order to generate this experience, individuals could participate in numerous inclusive behavioural patterns. They can be either creators by involving others around them or recipients of such behaviour. (Ferdman 2014, 16.) This helps form an interconnection as well as strengthen social ties among individuals at work. These ties do not have to be work-related; they can be informal exchanges among people.

For instance, to be inclusive, one can work with other members to reach collectively satisfying solutions instead of taking own personal approach. At the same time, the person can also ask for others' perspectives on current affairs that have no relation to their occupational tasks or be curious about who they are and what matters to them. Equally importantly, the person should treat other co-workers in a way that in their opinions signifies respect and value. (Ferdman 2014, 16.)

2.4.3 Group-level inclusion

Miller (1994, 39) believes that inclusive groups encourage disagreement which can lead to more successful discussion and decision-making together with more effective adaptation to a changing environment. Rather than excluding individual differences, inclusive groups ask each member to contribute to the full extent of their being, embrace and use these differences as opportunities for added values along with competitive advantages (Miller 1994, 39; Katz & Miller 1996, 105).

Ferdman et al. (2010, 16) define inclusion experienced by a group at large as collective experience of inclusion which is *the overall or additive sense of the extent to which people in a group feel accepted, engaged, safe, and valued – essentially the aggregated experience of inclusion across all individuals in a group*. All people in the group are treated as insider(s). They are not only allowed but also supported to retain their uniqueness within their workgroup (Shore et al. 2011, 1266).

2.4.4 Inclusive leaders and leadership

Leaders play a crucial part in growing inclusion. Leaders are under further obligations beyond the interpersonal behaviours that everyone can put into practice. The responsibilities include encouraging informal social interaction, sustaining solid organisational culture, holding others accountable for their behaviour, or making proper connections between organisational imperatives and inclusion (Davidson 1999, 172; Ferdman 2014, 18). In this vein, Nembhard and Edmondson (2006, 947) mention a term called 'leader inclusiveness' which refers to words and actions said and done by a leader that dictate an invitation and appreciation for others' contribution to include them in discussions and decisions in which there might be an absence of their voices.

In addition to the practices of individual leaders, the approach to leadership as well as leadership qualities is equally significant when it comes to the practice of inclusion. The essential skills are, among others, *flexibility, fluidity, self-awareness and mindfulness, courage, and the capacity to be vulnerable in a powerful way* (Wasserman et al. 2008, 180). In various ways, *inclusive leadership is the linchpin for inclusion at other levels of the multilevel framework* since it assists in interpreting and spreading inclusion across groups, organisations, and societies (Ferdman 2014, 18).

2.4.5 Inclusive organisations

A climate of inclusion cannot be cultivated in the absence of organisational policies and practices which present a setting for the display, fostering and interpretation of individual behaviour and leadership. This level of analysis is said to have become the subject of major attention by both scholars and diversity practitioners.

Ferdman and Brody (1996, 289) suppose that inclusion is about the efforts of an organization to make optimum use of all productivity capacity and potential, concerning no specific cohorts or categories but all individuals with their full uniqueness and complexity being sustained. In a culture of inclusion, people who hail from diverse backgrounds and who have different mindsets or styles of working are enabled and motivated to co-work productively, being able to perform to their highest potential. They are also heard and become part of decision-making processes and core activities, playing a role in stimulating creativity and innovation. In this regard, differences are not only recognised but also valued, and diverse opinions are not only heard but also engaged. (Pless & Maak 2004, 130-131.) This means that members of all groups are treated justly and gain equal chances at every organisational level and function (Holvino et al. 2004, 248). Miller and Katz (2002, 16) maintain that *people*

are sought because they are different and that possibly emerging disputes are accounted and actually become constructive debates.

The concept of an organisation with a culture of inclusion extends beyond the organisational norms and values that encourage equality, justice, and full participation. An inclusive organisation is the one whose strategic plans, management and operating systems, and norms and values are influenced and formed by organisational members themselves (Holvino et al. 2004, 249). To be exact, they are shaped by the diversity of knowledge, know-how, and standpoints that each employee has. On this account, it is individual differences that informs and affects organisational policies in order for the organisation to be inclusive. This entails organisational change and ability to adapt to change, especially the one related to inclusion for instance upon arrival of a new recruit.

2.4.6   Inclusive societies

Lastly, all the experiences, behaviours, policies, and practices aforementioned take place in a wider context and from the vantage point of policies, economics, practices, political science, ideologies, and sociology. Inclusion that happens in the context of these societal frameworks is termed 'social inclusion'.

As stated by Australian Social Inclusion Board (2012, 12), people are socially included when obtaining sufficient access to the resources, opportunities, and capabilities to gain education and training (Learn); participate in employment and voluntary work (Work); do networking, use local services, and take part in local, cultural, civic and recreational activities (Engage); and inform decisions that place direct impacts on them (Have a voice). Boushey et al. (2007, 2) believe that social inclusion consolidates numerous dimensions of well-beings, and that social inclusion is achieved *when the economy works for everyone*. This means that each individual is capable of faring better with no one being left or lagging well behind (Boushey et al. 2007, 2).

Inclusive societies and communities incorporate practices and values that encourage individuals and groups to sustain and foster their uniqueness and cultures whilst able to participate in and contribute to the larger community fully and equally (Ferdman 2014, 20).

2.5   Inclusion Equation

Although definitions and characteristics of inclusion discussed in previous chapters share something in common, inclusion itself is also open to broadly heterogeneous behavioural

interpretations. This means that certain behaviours and actions that are the epitome of inclusion are not always consistent and universally applied. On a frequent basis, the tendency is towards perpetuation of habitual exclusive deeds rather than adoption of new inclusive practices. Therefore, a more in-depth approach than what has conventionally been done in the name of diversity is to be taken as a way of transforming to an inclusive organisational culture that sustain over time. Inclusion firstly entails dealing with both macro systemic issues and micro behaviours which continuously affect experiences of individuals and secondly needs to be addressed not only by top-down leadership but also by bottom-up engagement (Winters 2014, 201).

Winters (2014, 210) fathers a framework called 'Inclusion Equation'. This model paints interwoven variables that play an essential role in the creation and sustenance of inclusive organisational culture. The Inclusion Equation is demonstrated in figure 5. There are two broad components in the model: macro and micro inclusion practices. At the macro level, the model identifies values-driven culture and effective systems, also known as organisational culture and organisational systems respectively whereas the micro level of the equation addresses individual cultural competence and emotional intelligence. All these elements are interrelated and function on a multilateral or synergistical basis. The dissipation or absence of any element hinders effective implementation of inclusion practices of an organisation.
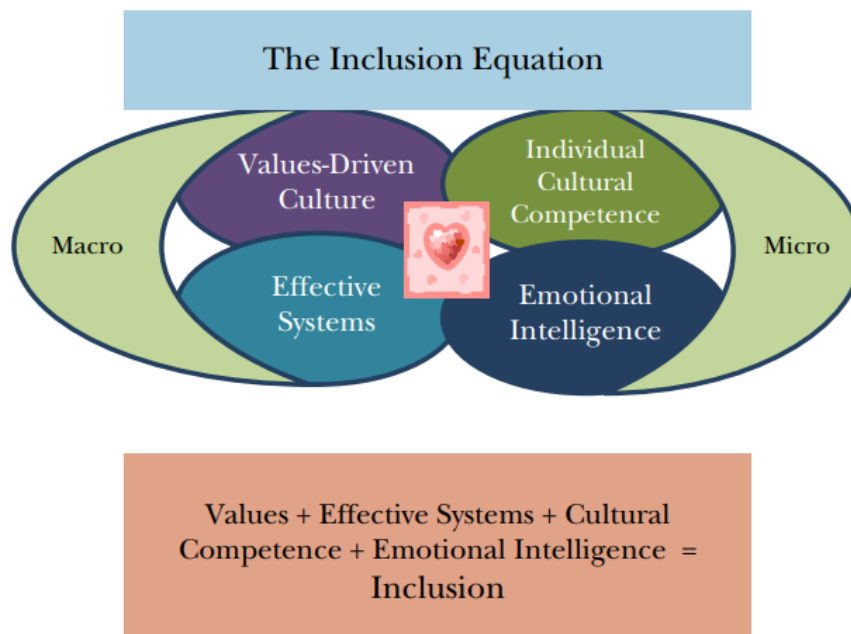

Figure 5 Inclusion Equation (Winters 2014, 210)

This section explains how the components of the equation are realised and applied. The analysis of Inclusion Equation is split up into four (4) parts as they are seen in the equation itself, including:

- macro element 1: values-driven culture,
- macro element 2: inclusive systems and programmes,
- micro element 1: cultural competence, and
- micro element 2: emotional intelligence.

2.5.1 Macro element 1: values-driven culture

Companies have started to tie diversity and inclusion to the organisational values. Some examples are as follows.

- The Walt Disney Company's commitment to diversity and inclusion: *At the core of our commitment are three beliefs: Inclusion is key to market relevance; We are a better company when our people at all levels reflect the life experiences of our audiences; We thrive when ideas and decisions from all people are valued and encouraged* (The Walt Disney Company 2019, 1).
- McDonald's diversity, equity, and inclusion – explicit and familiar as the Golden Arches (the symbol of McDonalds): *Our global aspiration is that no matter where you are in the world, when you interact with McDonald's – through the app, in a restaurant, by watching a commercial, working in an office setting or as a crew member – inclusion and equity are as evident and familiar as the Arches themselves. […] we commit to delivering equitable opportunity for all. […] We aim to identify and eliminate barriers to fair treatment for underrepresented groups.* (McDonald's 2019.)
- Booking Holdings' recognitions of diversity and inclusion efforts: *In 2019, Booking Holdings was ranked by Forbes as a Best Employer for Diversity, and Booking.com was ranked No. 1 on the Financial Times' workplace diversity and inclusion list for European employers. […] In 2019, Priceline provided inclusive leadership training to all people leaders in the organisation. Priceline also introduced behavioural-based interviews to ensure a more objective approach to selection.* (Booking Holdings 2020, 20-21.)
- TripAdvisor's philosophy: *We believe in championing the diverse identities, abilities, experiences, and voices of our employees, travellers, candidates, business partners, and industry peers. This inspires us to think bigger, act more fearlessly, improve constant, and always remember – we are better together.* (TripAdvisor 2020.)

Values are notions, philosophies and principles acting as ethical illuminators to direct organisational behaviour (Heinilä 2020). Hence, values constitute and are intrinsic to an organisation's culture. As inclusion is a value, it must contain a set of substantive behaviours that contribute to the makeup of an inclusive organisational culture. Hubbard (2014, 101-107) lists such behaviours which can be applied across different management functions, namely coaching, counselling, facilitating, interviewing, and conducting performance reviews. The list includes:

- modifying listening skills
- making necessary and proper questions
- altering frame of reference when needed
- handling conflict constructively
- recognising stereotypes and generalisations
- showing respect and interest in the other person
- being approachable
- setting the tone for valuing diversity

2.5.2 Macro element 2: inclusive systems and programmes

Inclusion happens at a systems level through human resource policies, performance systems, recruitment, leadership growth, work-life balance, perks, rewards and recognition, potential identification. Many companies' written policies have today paid attention to inclusion and support the goal of inclusion, such as those of Intercontinental Hotels Group and Starbucks.

Intercontinental Hotels Group has attempted to foster its culture of inclusion by rolling out its conscious inclusion programme to all corporate colleagues and general managers. The incorporation is holding more D&I events and communications and enacting more robust policies in an attempt to strengthen its colleagues' awareness. It is also helping colleagues expand their own employee networks within their region with the roll-out of a new toolkit. (Intercontinental Hotels Group 2020, 6.)

Starbucks has been trying to enhance a culture of equity and inclusion while investing in health, well-being, and overall success. This requires 1) management's commitment and answerability to D&I, 2) mutual understanding among all partners, 3) an inclusive workplace where partners feel a sense of belonging 4) a highly engaged, high-performing, and diverse workforce across all levels and 5) fair treatment, pay parity, and proactive workplace resolutions. (Starbucks Coffee Company 2020, 8.)

Many diversity and inclusion initiatives are inconsistently implemented. This means that there may be disparities between the policies and practices. For instance, when it comes to recruitment, a diversity strategy for recruiting may be available, but recruiters at times accidentally omit applicants due to their unconscious bias. Professor Marianne Bertrand from University of Chicago and professor Sendhil Mullainathan from Massachusetts Institute of Technology have founded out, through 5000 resumes sent to 1250 employers, that the response rate of White-sounding names doubles that of Black-sounding names (Bertrand & Mullainathan 2004, according to Winters 2014, 215). To eliminate this problem, education and training should be first and foremost provided for recruiters.

One avenue to measure the success of inclusive systems and programmes is to conduct employee engagement surveys now that employee engagement and inclusion are synergies. Most organisations have been using employee engagement surveys on a recurrent basis. The surveys are to be segmented on the basis of demographics and other aspects to effectively discover various attitudes and perceptions and to adjust policies and practices to be more inclusive.

2.5.3 Micro element 1: cultural competence

An individual mindset often requires individuals to transform the way they think and behave in the workforce. Inclusion cannot be maintained by leaders who regard diversity and inclusion initiatives as 'tick the box' exercises. Leaders are urged to ponder over their daily behaviours and how they might unconsciously commit microinequities and bias. Inclusion starts with the individual, and an inclusive environment can be fostered with (inter)cultural competence; therefore, self-reflection is vitally important prior to development of cultural competence.

Cultural competence is the linchpin to ensure inclusion, but it takes a great deal of time to become culturally intelligent. The initial step is to be aware of current level of cultural competence. Bennett (2014, 165) develops the Developmental Model of Intercultural Sensitivity as a tool to guess a pattern of responses to the experience of difference, that is for example how the baby boomer manager responds when confronting a millennial recruit or how the British marketing executive reacts upon the arrival of a customer service representative from Vietnam.

Figure 6 illustrates six (6) stages of intercultural development continuum, in which there are two separate phases with the first one being difference avoiding and the second one being difference seeking.

- Denial: The individual in this position is ignorant of the fact the differences exist or may just notice few differences on the surface and view them as irrelevant.
- Defence: This is a judgemental orientation taking place after the individual has realised the existence of differences but then acted defensively against the differences by belittling others or assuming a superior posture.
- Minimisation: As soon as the individual starts to feel cultural similarity and universal values, minimisation of differences occurs thanks to psychological or physiological commonality.
- Acceptance: Once the individual is able to recognise, accept and appreciate multiple cultural differences, s/he is in this position.
- Adaptation: This refers to the ability of the individual to alter cultural mindset and adjust personal behaviours in a culturally appropriate and genuine manner.
- Integration: The individual may reach this final position subsequent to consecutive years of intense acculturation while outside the domestic culture or continuous pressure to adapt to a dominant culture. The individual is then capable of being bi-culturally or multiculturally knowledgeable. (Bennett 2014, 165-170.)
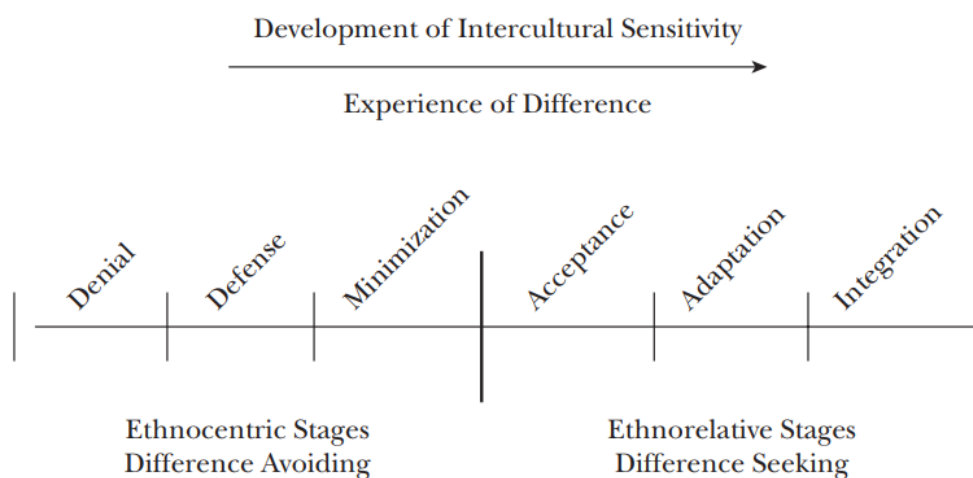
Figure 6 Developmental model of intercultural sensitivity (Bennett 2014, 165)

When individuals and organisations are cognizant of the stage they are in, suitable developmental tasks are to be created and done accordingly so that they can advance along the continuum as well as better their (inter)cultural competence.

2.5.4 Micro element 2: emotional intelligence

Goleman (1995) claims that emotional intelligence or EQ is of greater importance to success than IQ. Five (5) main areas of emotional intelligence, including awareness of personal

emotions, personal emotion management, self-motivation, recognition and understanding of others' emotions, and relationship management. (Winter 2014, 224.)

The Winters Group (2012) suggests a model which can be used as a reminder as well as checklist of the extent to which emotional commitment is necessitated to perform and sustain inclusive behaviours. The model, exhibited in figure 7, comprises eight (8) sections, each of which has navigating questions to be considered and addressed to carry out emotional introspection. (Winters 2014, 224-225.)

1. **Know self first:** Who am I? What do I stand for? What makes "me" me?
2. **Value self:** What are my unique gifts? What is my best self?
3. **Acknowledge your prejudices:** In what ways do I exclude? How do I contribute to intolerance? What are my blind spots?
4. **Open yourself to change:** What are my opportunities to grow? To be my best self?
5. **Learn about others:** How are other individuals/groups different from me? How are they the same?
6. **Value differences:** How do differences enhance who I am and can become? What can I learn from differences?
7. **Include others:** Expand your circle to optimize diversity.
8. **Embrace personal growth:** Constantly ask yourself, Where am I now? Am I growing in my journey to be more inclusive? What do I need to change?

Figure 7 Steps in the personal diversity journey (The Winters Group 2012, according to Winters 2014, 225)

3 Research methodologies

3.1 Quantitative research

3.1.1 Data collection method: Survey

Among the quantitative data collection methods, survey was chosen. Survey is *a systematic method for gathering from a sample of entities for the purpose of constructing quantitative descriptors of the attributes of the larger population of which the entities are members* (Groves et al. 2009, 2). In most cases, although not exclusively, surveys of whatever form and purpose, use questionnaires as the main conduit in which every participant is asked to answer a group of questions in a predefined order (Lancaster 2005, 146; Saunders et al. 2009, 360).

In this thesis, an online questionnaire was used as a vehicle to carry out the survey. Questionnaires, especially online ones, remain one of the most popularly used and beneficial means of data collection (Lancaster 2005, 137). The distribution of online questionnaires is a straightforward and fast process. Given the prosperity of online communities in the modern age, hundreds or even thousands of discussions about any perceivable issue, topic, or interest take place frequently on the Internet. In this respect, a great advantage is that the ability of the Internet can be used to the fullest to provide access to groups and individuals who are not easy to approach via other channels. Another positive aspect of online questionnaires is a possibility of wide geographical area coverage. Respondents are free to complete a questionnaire at their own place, time, and pace. (Sekaran & Bougie 2016, 143.)

3.1.2 Population and sampling

Population, also known as universe, is any complete group of entities that have certain characteristics in common (Zikmund et al. 2009, 387). The target population is defined as the group of elements about which a survey investigator would like to draw conclusions by means of sample statistics. Target populations should be finite in size, exist within a specified timeframe, and be accessible within geographical boundaries. (Groves et al. 2009, 69.) The target population of the survey is all the students who have studied at Finnish higher institutions and are working at the same time in the tourism and hospitality industry in Finland in 2021.

A subset, or some part, of a larger population is called sample (Zikmund et al. 2009, 387). Sampling is the technique or process of choosing an appropriate sample with the aim of determining features of the entire population (Adams et al. 2007, 87). Among the available

sampling methods, snowball sampling was used. Snowball sampling, also known as chain or network sampling, is a special type of non-probability sampling employed when it is hard to identify respondents who to ask for and what criteria they should meet in order to participate in the survey. This method enables identifying respondents who are best located through referral networks. (Adams et al. 2007, 91.)

3.1.3   Surveying process

The survey was conducted between 7 September 2021 and 31 September 2021. A questionnaire was created with the help of Webropol to undertake the survey. A link to the questionnaire was activated on 7 September 2021 and closed on 31 September 2021. The questionnaire consisted of 21 questions, 20 of which were compulsory and the other was a feedback question and thus optional. The mandatory questions were multiple-choice, tick-the-box and scaling questions. A couple of jumps-and-rules were set in a way that some questions would be hidden or shown if the rules were not met. The survey was distributed via email as well as social media platforms such as Facebook, LinkedIn, and Instagram.

3.1.4   Data analysis method

Exploratory data analysis approach was used to analyse the data collected in the survey. Exploratory data analysis turns data into descriptive statistics which can be represented graphically (Adams et al. 2007, 171). Exploratory data analysis is useful because of its possibility of figuring out *previously unplanned analyses to respond to new findings* (Saunders et al. 2009, 420).

Collected data were presented in pie and bar charts based on data type. Pie and bar charts were chosen to visualise the collected data based on the classifications of data presentation by data type suggested by Saunders et al. (2009, 422). The main visualisation purposes, among others, include:

- displaying the frequency of occurrences of categories or values for one variable to highlight the highest and the lowest
- displaying the proportion of occurrences of categories or values for one variable
- comparing the frequency of occurrences of categories or values for two or more variables to highlight the highest and the lowest (Saunders et al. 2009, 422).

Additionally, descriptive statistics approach allows averages to be analysed as well (Blaxter et al. 2001, 216, according to Lancaster 2005, 160).

The tool used for data analysis was also the one used for data collection – Webropol. The tool enables calculation of averages. It also helps summarise the total selected options in each question both in a tabular form and graphically. However, all the graphs automatically created by Webropol were just single simple bar charts, some of which were not suitable for analysis considering the analysis purpose as well as thesis objectives. Therefore, the data summarised in a tabular form were mainly used to create tailored graphs, not only single bar charts.

3.2 Qualitative research

3.2.1 Data collection method: Interview

Among the qualitative data collection methods, interview was chosen. Interview is a likely pre-planned event and a research genre commonly used across disciplines. Interview methods use conversation as a learning tool. Since individuals are conversational naturally, interview methods capitalise on something people are used to taking part in. (Leavy 2017, 139.) Bochner and Riggs (2014, 202) also say that narrative approaches have gained popularity recently and regard storytelling as a communicative activity that allows people to attribute meanings to their experiences.

Semi-structured interviews were chosen. Semi-structured interviews involve a list of questions to be covered, but the order of questions needs not be strictly followed. A few questions may also be omitted depending on the flow of the conversations, and at the same time extra arising questions may be needed. Besides, the purpose of semi-structured interviews is to gain detailed responses that the interviewees build on during the interviews. (Saunders et al. 2009, 312.)

An interview is modelled after a conversation rather than a formal question-and-answer exchange. Questions do not have a predefined set of options such as true/false or A/B/C/D. Participants are given leeway to use their own words to elaborate on their answers. Far from being an impersonal data collector, the interviewer, and not an interview schedule or protocol, is the research tool. This role entails learning what questions to ask and how to ask them in lieu of solely receiving answers. (Taylor et al. 2016, 102; Leavy 2017, 139.)

3.2.2 Population and sampling

Population, also known as universe, is any complete group of entities that have certain characteristics in common (Zikmund et al. 2009, 387). In a narrower sense, population refers to the entire group of people, things, events, or phenomena about which a researcher

wants to draw conclusions to make inferences (Sekaran & Bougie 2016, 236). Groves et al. (2009, 69) term this definition in a more specific way: target population. The population is to be defined in terms of time, elements, and geographical boundaries (Sekaran & Bougie 2016, 236). The population of the interview is all the people working in a management position in Tourism and Hospitality in Metropolitan Areas in Finland in 2021.

Sampling is the technique or process of choosing an appropriate sample with the aim of determining features of the entire population (Adams et al. 2007, 87). Among the available sampling methods, judgement sampling was used. Judgement sampling is a sampling technique in which the sample is selected based on personal judgement about certain characteristics appropriate for the research (Zikmund et al. 2009, 396). The purpose of qualitative research is to collect viewpoints of the managers working in the tourism and hospitality industry. Judgement sampling is suitable in this regard because it involves the choice of the subjects or individuals who are in the best position to provide the information the researcher is looking for (Sekaran & Bougie 2016, 248).

3.2.3   Interviewing process

Four (4) interviews were conducted. Interviewees are currently in a management position in tourism and hospitality companies. One (1) interview took place via real-life face-to-face communication while the rest were done online via Zoom. All the interviews lasted more than 30 minutes and less than one (1) hour. All the interviews were recorded with the consent of every interviewee.

3.2.4   Data analysis method

Conceptual analysis was used to analyse the data. This is part of content analysis which is a suitable means of analysing recordings of interviews. Conceptual analysis enables analysing and interpreting text by coding the text into different manageable themes. (Sekaran & Bougie 2016, 350.)

Conceptual analysis is also known as thematic analysis, a method for analysing qualitative data to identify, examine, and report repeated patterns (Braun & Clarke 2006, according to Kiger & Varpio 2020, 847). Thematic analysis is a relevant and potent qualitative analysis method when it comes to understanding a set of experiences, thoughts, and behaviours across a data set (Braun & Clarke 2012, according to Kiger & Varpio 2020, 847).

4   Research results

4.1   Quantitative research results

The number of people who started responding was 3312, and the number of submitted responses was 2786, representing 84% of the response rate. All the respondents are studying or have studied in Finnish higher educational institutions. Figure 8 shows various fields of studies the respondents are pursuing or have pursued in Finnish higher educational institutions. Most respondents are doing or holds a degree in Business (32%), followed by the percentage of Engineering (18%) and Tourism and Hospitality (12%) students.
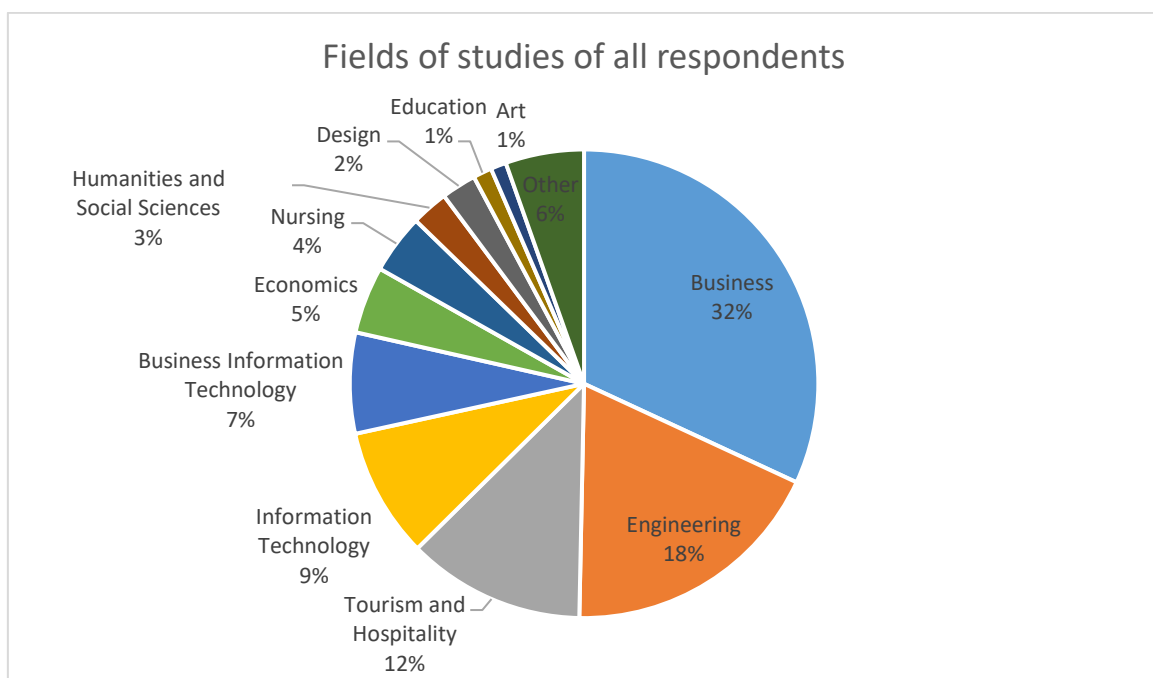
Figure 8 Fields of studies of all respondents

Due to the thesis delimitations, analyses were only done within the filters of question 6 – options 'I am working or doing my placement/internship.' and 'I am a student, and I am also working or doing my placement/internship.', question 7 – option 'Yes' and question 9 – option 'Tourism and Hospitality' (see appendix 1).

The filters help single out 201 responses for analysis. This can be referred to as distillation – the process of distilling a large amount of data into forms that are more readily handled and absorbed and discarding data not suitable within the research setting (Lancaster 2005, 155). Even though the whole the survey was not scrutinised, some analyses also referred

to responses of all respondents to compare the tourism and hospitality results with the overall results from all respondents. These 201 respondents are hereafter referred to as filtered respondents or filtered participants in order not to confuse with all respondents.

4.1.1 Participant background

All background questions are multiple-choice questions. The questions were about gender identities, age groups, countries of origin, places of study, fields of studies, and years of work experience.

Figure 9 demonstrates an unequal distribution of genders of the filtered respondents. All have chosen to reveal their gender identity, meaning that no one has selected the option 'Prefer not to say' among 201 respondents. As can be seen, the hospitality industry within the context of this survey is female dominated with 79% while 20% are male workers. The minority (2%) consider themselves to belong to other gender identities. In comparison, these numbers are in relative correlation with statistics discovered by Statistics Finland. According to the labour force survey 2020, women make up for roughly 68% of the total hospitality industry workers (Statistics Finland 2021).
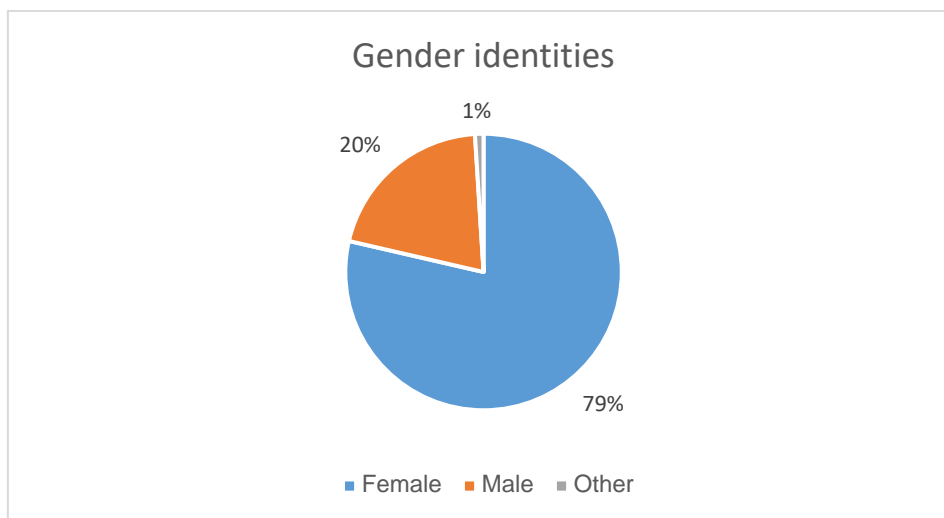
Figure 9 Gender identities

Figure 10 displays uneven distribution of age cohorts of the filtered participants. At first glance, the proportion of those aged between 18-30 years old tops the chart with approximately 73%. It is understandable that the majority of employees in such a dynamic and fast-changing industry as hospitality are young adults. At the same time, it is quite interesting and surprising to see that quite many middle-aged and old adults are working in the hospitality industry (about 27%).
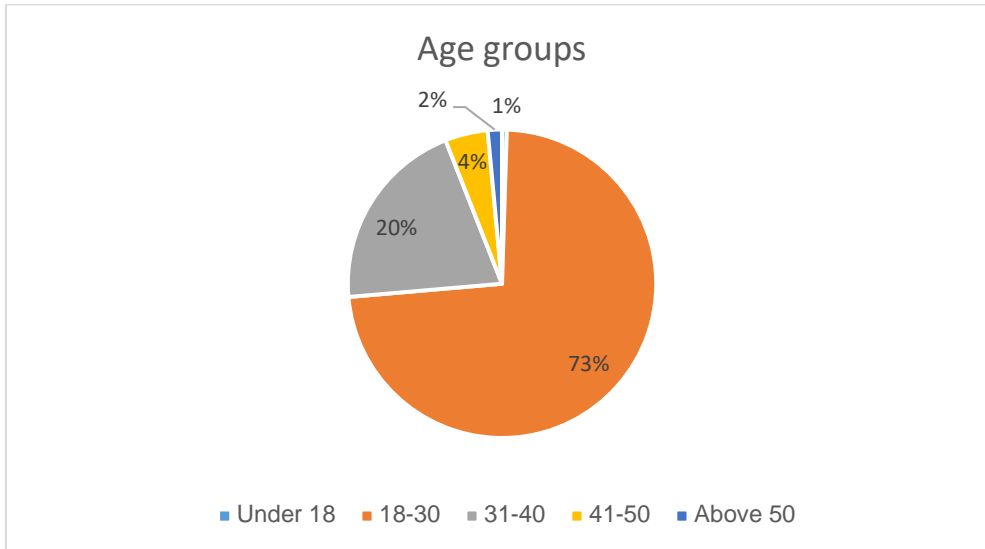
Figure 10 Age groups

Figure 11 shows the countries of origin of the filtered participants. In the actual questionnaire, all the countries in the world were listed. The list was retrieved from the website worldometers.info (see appendix 1). The filtered participants are from different countries. Most of them are Finnish (approximately 73%). Some participants are from Vietnam, Russia, China, the Netherlands, the Philippines, and Spain. The rest are from other 18 nations.
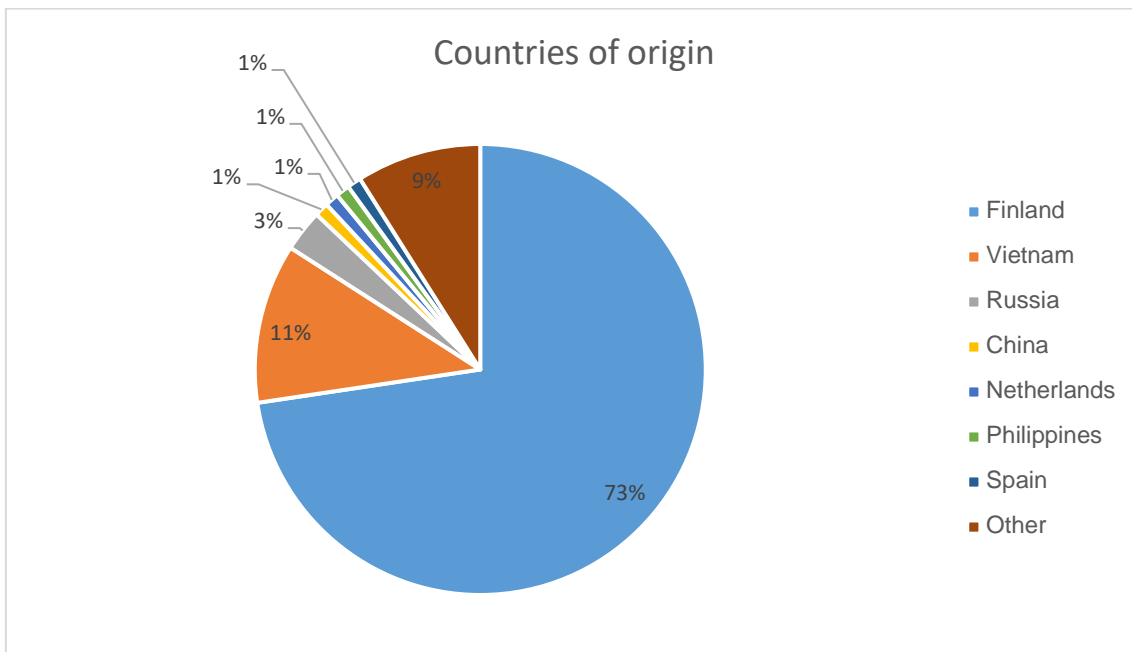
Figure 11 Countries of origin

Figure 12 shows the educational institutions where the filtered respondents studied or are studying. In the actual questionnaire, all the Finnish higher educational institutions were listed. The list was retrieved from the website studyfinland.fi (see appendix 1). More than

half of the filtered respondents are students or graduates at Haaga-Helia University of Applied Sciences. A considerable percentage of the filtered respondents (around 32%) are studying or have studied at two institutions belonging to the LUT Group, including LUT University and LAB University of Applied Sciences. A few filtered respondents are from other universities or universities of applied sciences.
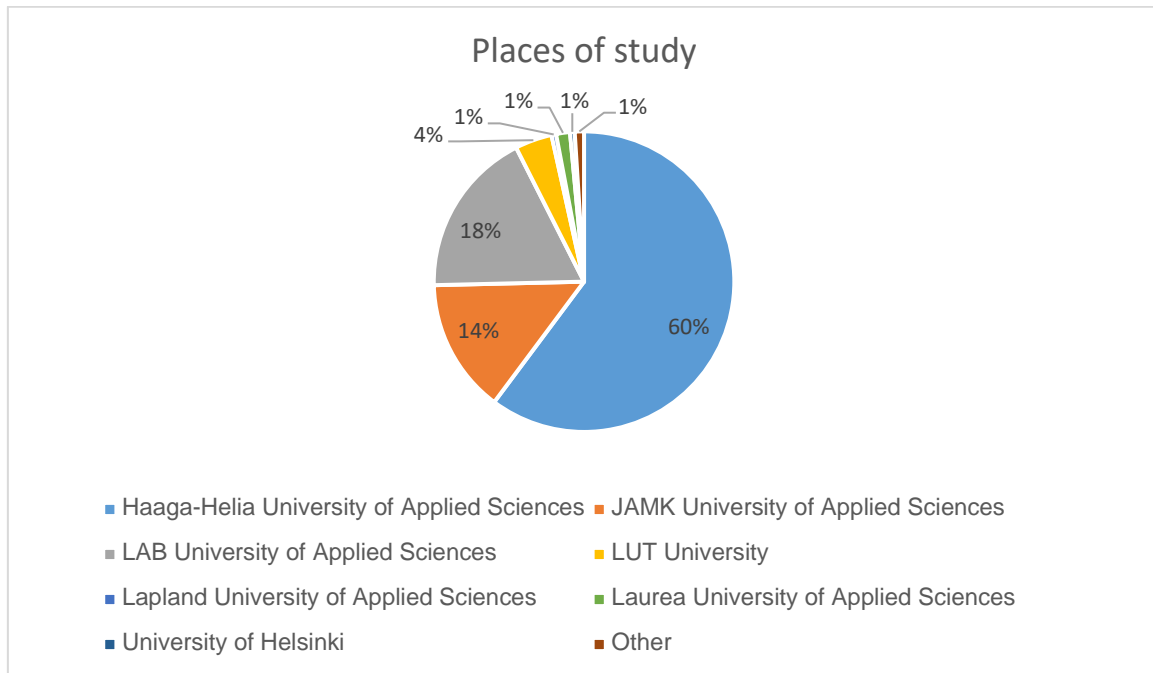
Figure 12 Places of study

Figure 13 illustrates various fields of studies of the filtered participants. It is evident that tourism and hospitality represents the largest portion of the fields of studies with 62%. This is self-explanatory because all the filtered respondents are working in the tourism and hospitality industry. Besides, nearly one fourth of the participants are in pursuit of a business degree. It is also notable that quite many students majoring in other fields such as nursing, information technology, or engineering, to name a few are employed in tourism and hospitality industry.
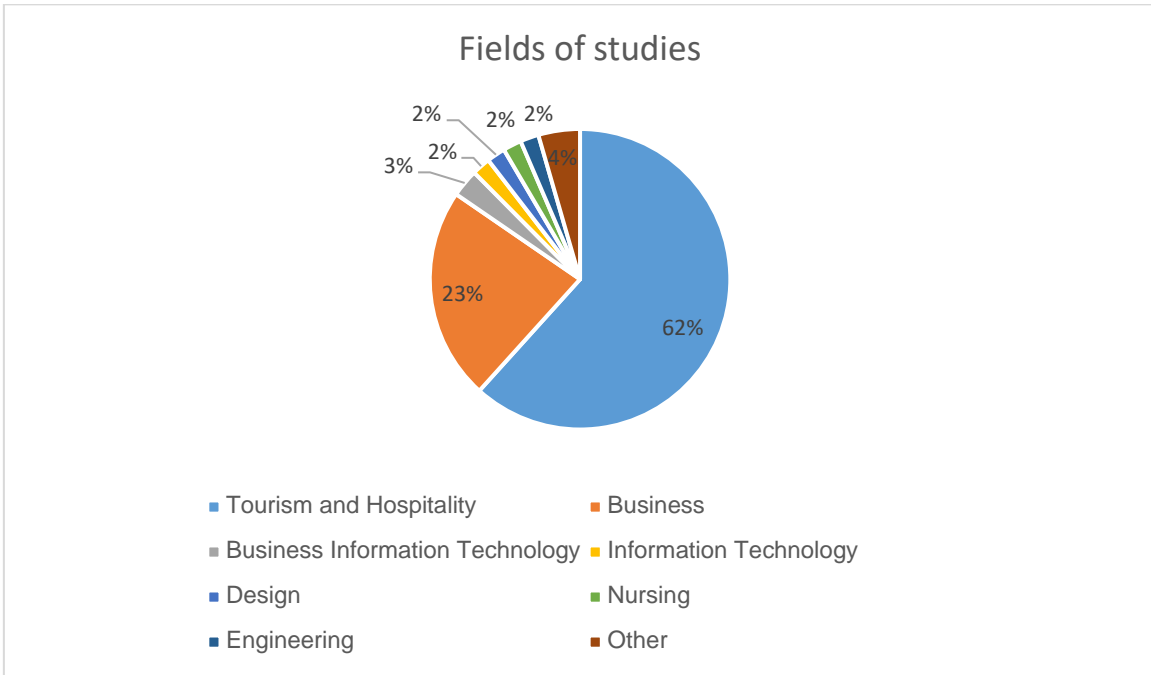
Figure 13 Fields of studies

Figure 14 shows various levels of work experience of the filtered respondents. Most of them are currently at entry, junior and immediate levels with less than 10 years of work experience while over 25% are very experienced with more than 10 years of work experience. This corresponds closely with the age groups variable because most of the filtered respondents fall under the age group 18-30 as aforementioned.
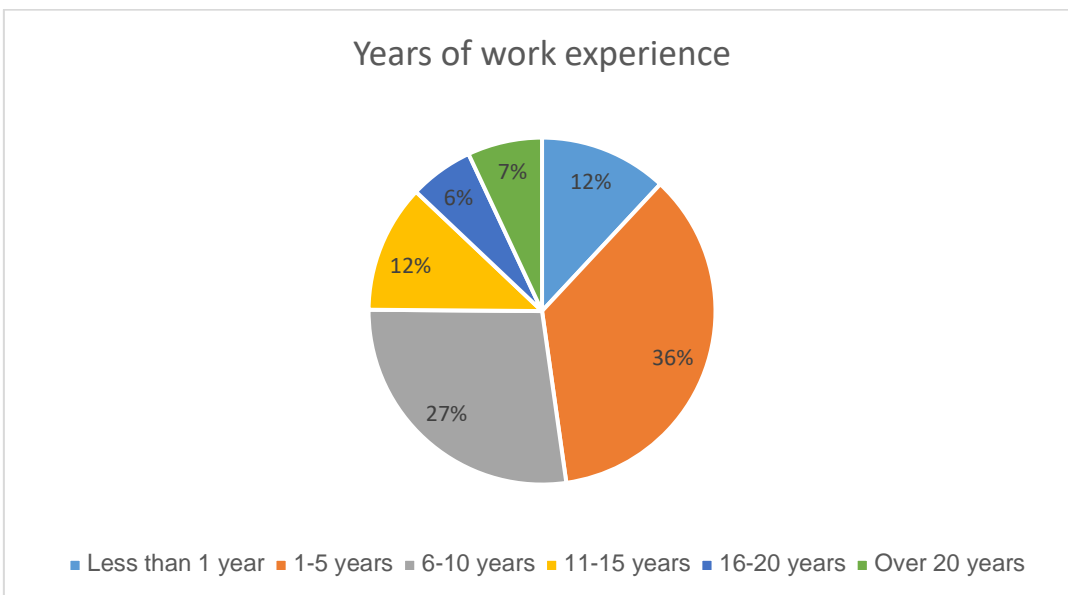
Figure 14 Years of work experience

4.1.2   Interest in working in a diverse workplace

A yes-no question was designed to see if the participants like working for a diverse work-place. Besides, reasons for choosing 'Yes' or 'No' are asked from them. Participants are able to choose all the options that apply and explain further if needed.

Figure 15 displays the number of people who want to work in a diverse workplace. At first glance, almost all the filtered respondents want to work for a diverse workplace (nearly 99%). Only 1% of the filtered respondents are not interested in working for a diverse work-place. The statistics echo when put in a big picture where the majority of all the respondents like working in a diverse workplace with around 95%, and the remaining 5% represent those who do not want to work in a diverse workplace among all the respondents.
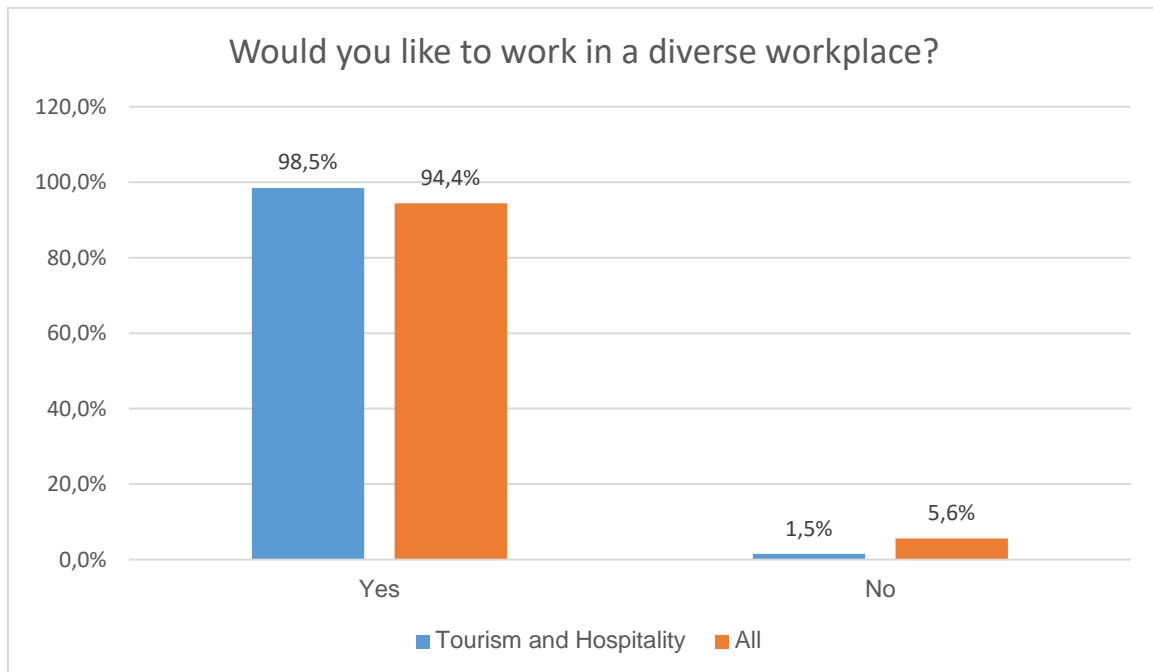
Figure 15 Interest in working in a diverse workplace

The respondents have been asked to state the reasons why they want to work for a diverse workplace. They can choose all the options that apply, and the number of selected answers is 630 among the filtered respondents. On average, each filtered respondent has chosen three (3) options. The number of selected answers among all respondents is 8463, and similarly each respondent has also chosen three (3) options.

Figure 16 delineates the reasons for an interest in working in a diverse workplace. The most common reasons include potential learnings that one can gain, representativeness of vari-ous types of clients, and creativity and innovation; all of which apply to both filtered respond-ents and all respondents.

Of the filtered respondents, around 83% like working in a diverse workplace as they are able to meet different individuals from whom they may well learn different skills, perspectives, and knowledge. In addition, about 78% indicates that a diverse workforce is essential on account of its better representativeness of different types of clients, which means the handling of customer issues is done more effectively. Likewise, approximately 75% think working for a diverse workplace increases creativity and innovation thanks to various levels of expertise and competence.

The reasons regarding enhanced productivity and better company reputation are not selected by an impressive number of filtered respondents, with 44% and 37% respectively. Some respondents have given other interesting reasons by filling out the 'Other' field such as 'diversity is an important value for myself', 'I feel more supported and encouraged to be my true self, which makes it more comfortable to work and create better performance and creativity', or 'I think it's important to be involved and educated by diversity'.
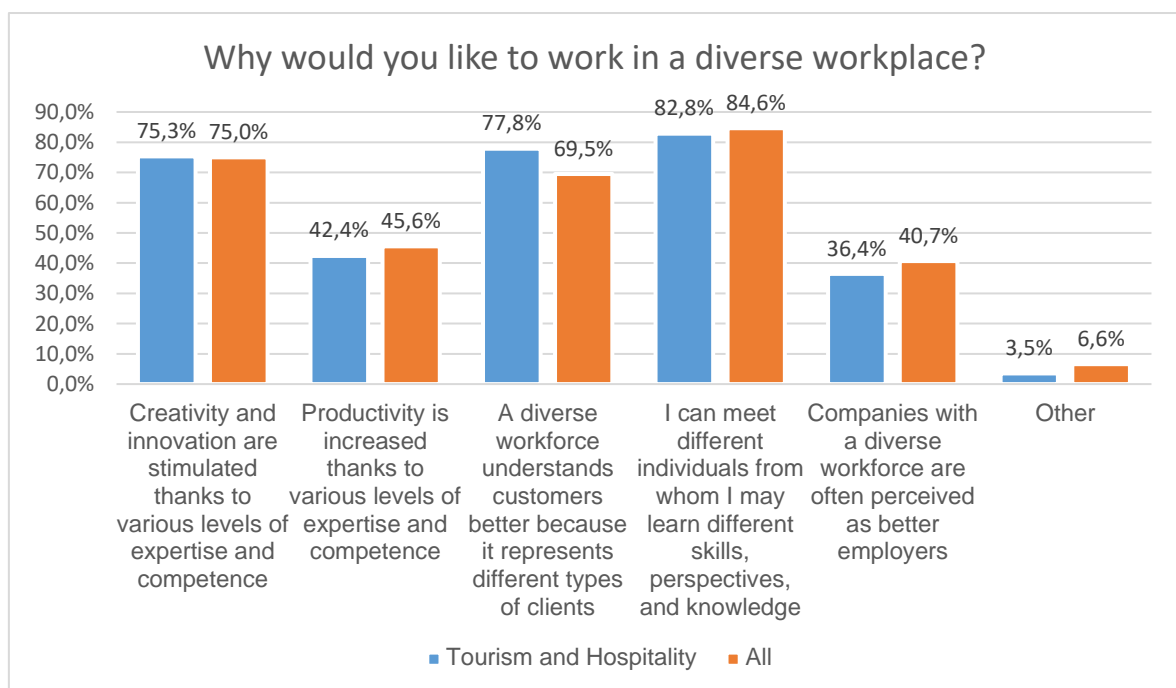
Figure 16 Reasons for an interest in working in a diverse workplace

4.1.3 Individual experience with inclusion

In order to assess individual experience with inclusion in the workplace, two questions were designed and asked. The first is a multiple-choice question which asks the respondents to evaluate how included they are in their workplace. The second is a tick-the-box question which asks the respondents to choose all the reasons.

Figure 17 demonstrates five (5) levels of inclusion in the workplace. Three fourths of the filtered participants experience inclusion in the workplace positively. More than half of the filtered participants feel included in their current workplace in addition to 24% feeling very included. By contrast, neutral and exclusion feelings share relatively equal ratios with around 11%, and the percentage of these feelings is much smaller than that of inclusion feelings. As can be seen from the chart, the extent to which all participants experience different levels of inclusion is relatively similar to the extent to which the filtered participants do. The participants have been asked to explain their level of inclusion in the workplace by selecting the available reasons and/or optionally giving further details.
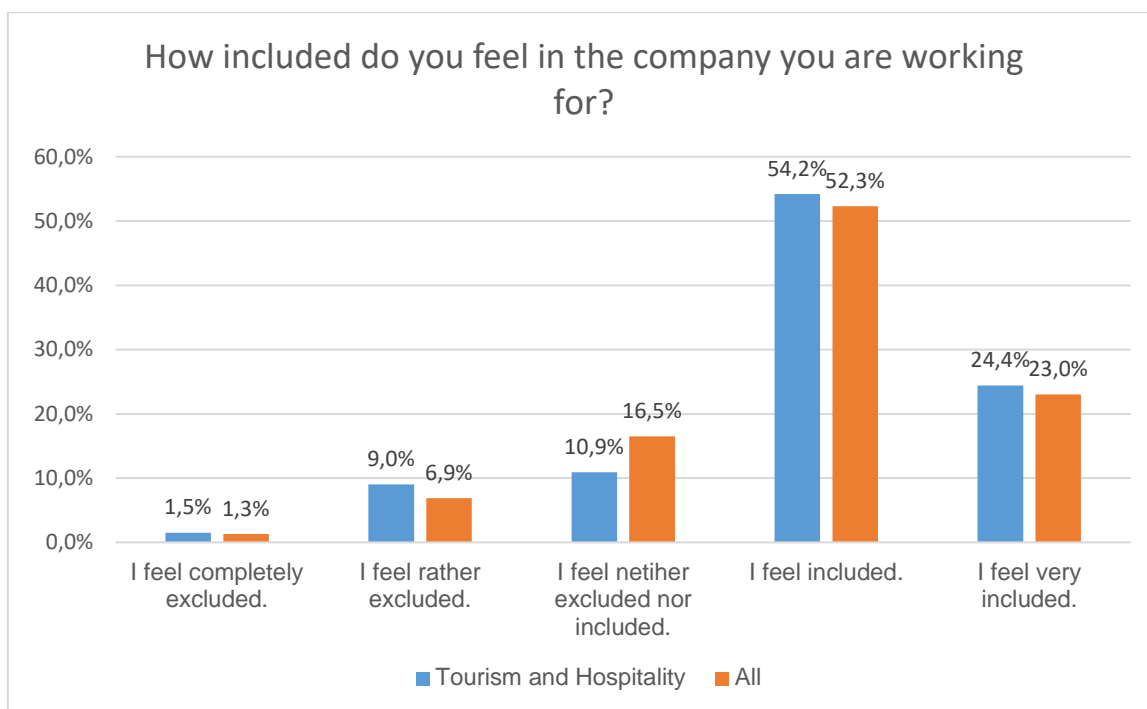
Figure 17 Levels of inclusion in the workplace

Figure 18 gives information on the reasons for each level of inclusion. All the reasons, although worded differently, fall under five (5) following categories: 1) individual treatment, 2) interpersonal behaviour, 3) voice in a workgroup, 4) management and leadership, and 5) organisational cultures, policies, or practices.
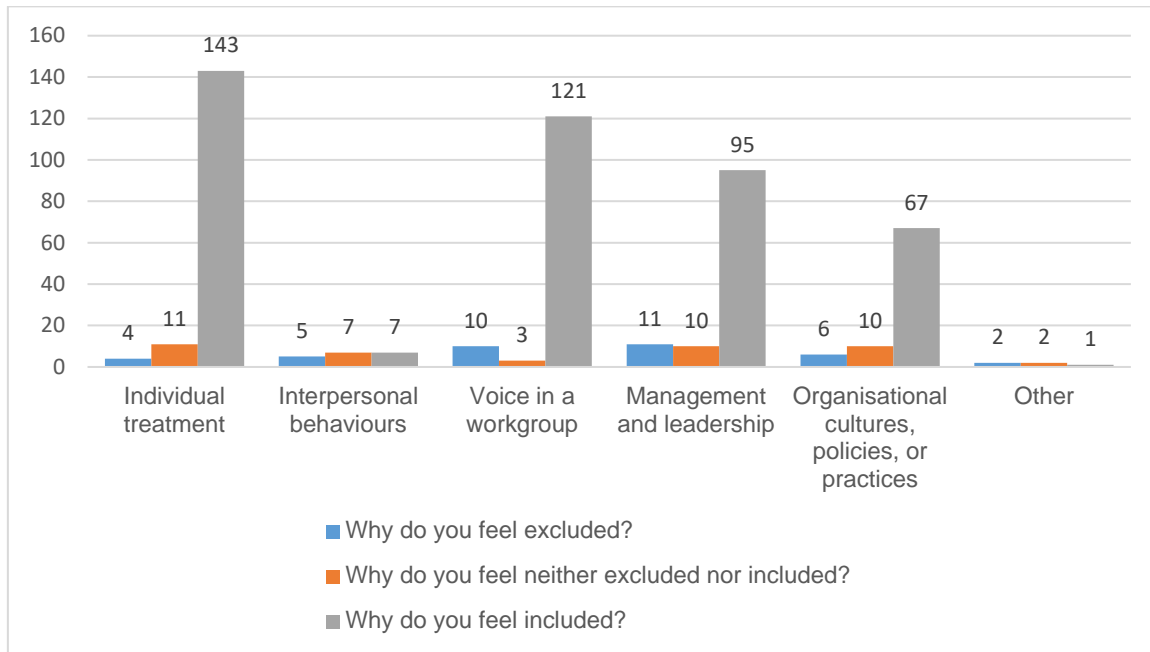
Figure 18 Reasons for each level of inclusion

Each level of inclusion is further explained and demonstrated graphically individually below.

Excluded or completely excluded

The number of people who have experienced exclusion or complete exclusion is 21 with the total selected answers being 38. On average, a respondent has chosen 1,81 ≈ 2 reasons.

According to figure 19, the most remarkable reasons for feeling exclusion or complete exclusion in the workplace are 1) management and leadership and 2) voice in the workgroup. Both reasons are chosen by around half of the filtered respondents. Specifically, managerial deeds cause 52% of the filtered respondents to feel excluded or completely excluded while having no voice in a workgroup makes 48% of the filtered respondents feel excluded or completely excluded.

The other three (3) reasons are minor, holding a relatively similar proportion of the filtered respondents. Two (2) respondents have also given further reasons in the 'Other' field, including company size and long layoffs. A respondent claims that it is hard to be heard individually in a big company with more than 5000 employees. The other blames extended furloughs for exclusion feeling in the workplace. This has brought up a new insight, implying that besides workplace-related elements Corona virus may have so far affected inclusion in the workplace to certain extent.
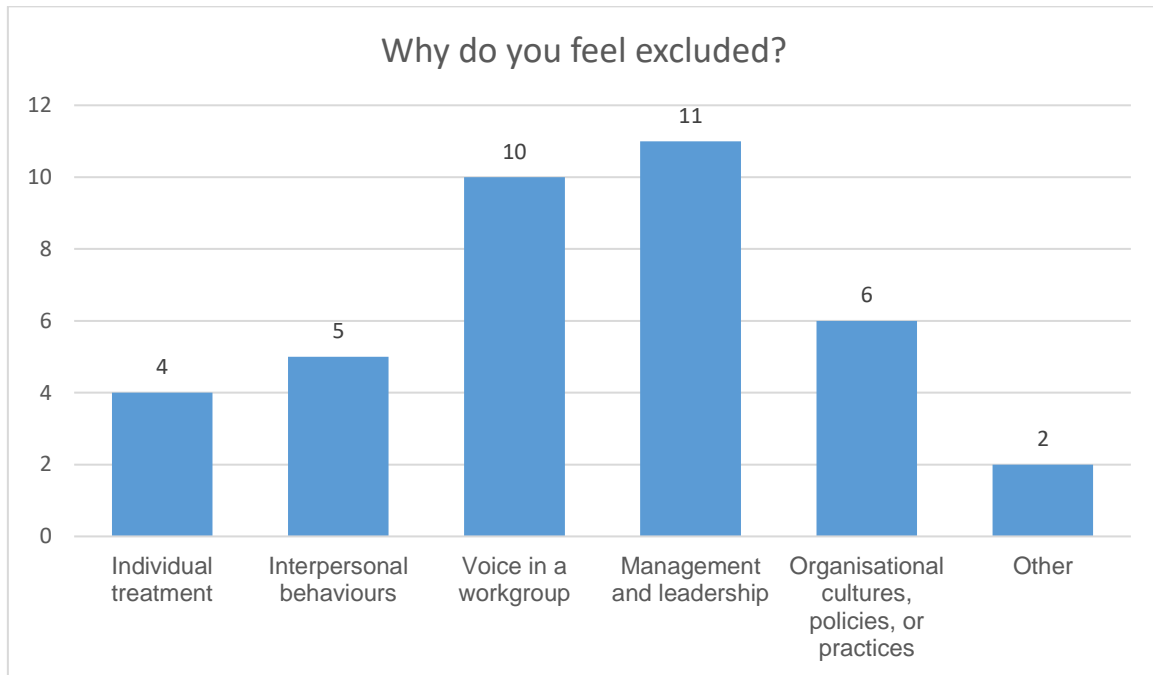
Figure 19 Reasons for feeling excluded or completely excluded

Neutral

The number of people who feel neutral is 22 with the total selected answers being 43. On average, a respondent has selected 1,95 ≈ 2 reasons.

Figure 20 indicates that the two most common reasons why people feel neither excluded nor included in their current workplace are 1) individual treatment, and 2) management and leadership, or 2) organisational cultures, policies, or practices. Likewise, the most noticeable reasons for this neutral feeling hold the same pattern as those for exclusion feelings, which means that the proportions of the most important reasons are nearly equal with around 50%. One interesting point achieved from the reason concerning organisational cultures, policies, or practices is that may Finnish businesses are aiming at international practices but are not ready for cultural differences, as stated by one respondent.

The minor reasons are interpersonal behaviours and voice in a work group. Interpersonal behaviours mean the way people behave and show attitudes towards others does not always make the respondents feel included. Voice in a work group implies that the respondents may have a voice in their work group, but their voice is not always heard. A point raised here is that a respondent feels included in the work group but not that much included in the company's bigger picture because there are so many employees that they cannot possibly all feel included.
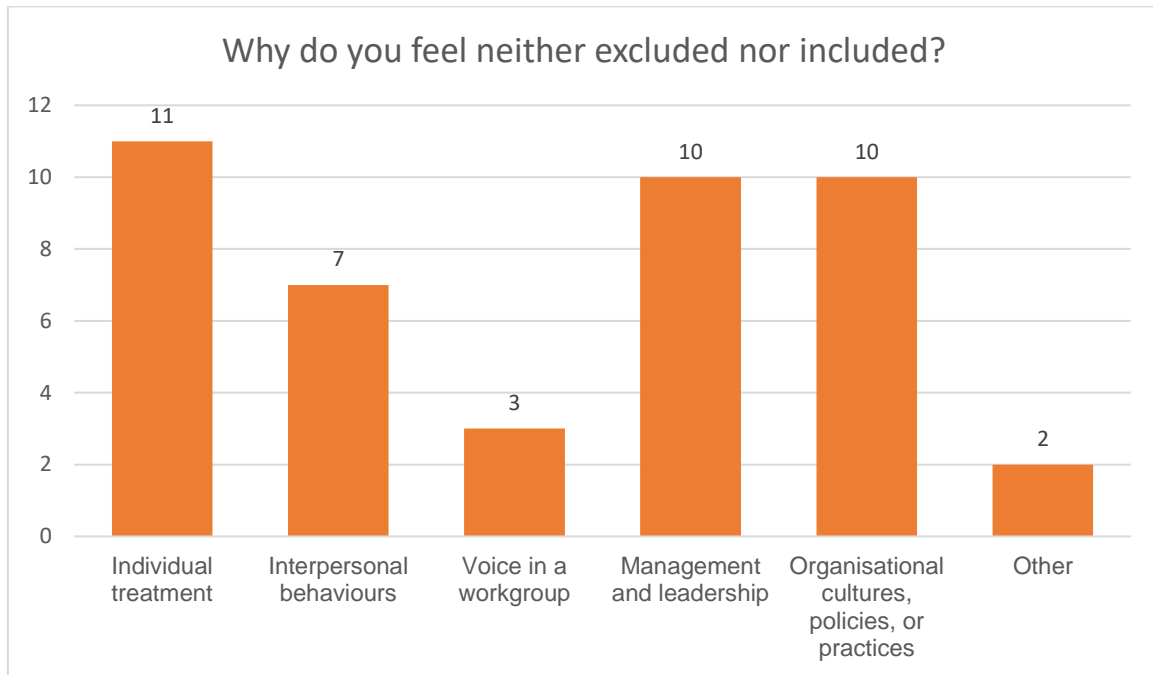
Figure 20 Reasons for feeling neither excluded nor included

Included or very included

The number of people who feel included or very included in the workplace is 158 with the total selected answers being 500. On average, a respondent has chosen 3,16 ≈ 3 reasons.

Figure 21 indicates a clear divergence of opinions on reasons for the inclusion feeling compared to the ones for exclusion and neutral feelings Three most picked reasons comprise 1) individual treatment, 2) voice in a workgroup, and 3) management and leadership. Although receiving the highest votes, the reasons regarding individual treatment and voice in a workgroup have received no further notable explanations. This might be because it seems quite obvious in the statements – 'I am treated fairly as an individual' and 'I feel heard, accepted, engaged, safe, or valued in a workgroup'.

In comparison, quite many respondents have elaborated on their choice for management and leadership. They have mentioned, among others, low hierarchy, closeness between managers and subordinates, or attempts to retain employees. Someone has also explained that s/he has mixed feelings coming from top management and middle management. Top management treats all the employees equally, making the respondent feel included. Middle management, however, gives him/her a feeling that they are always condescending and focusing on trivial things. At the same time, the respondent understands that those com-

ments and criticisms only concern work experience rather than other factors such as nationality or age. This raises a thought-provoking question: How could managers give constructive criticisms without making their subordinates feel excluded?
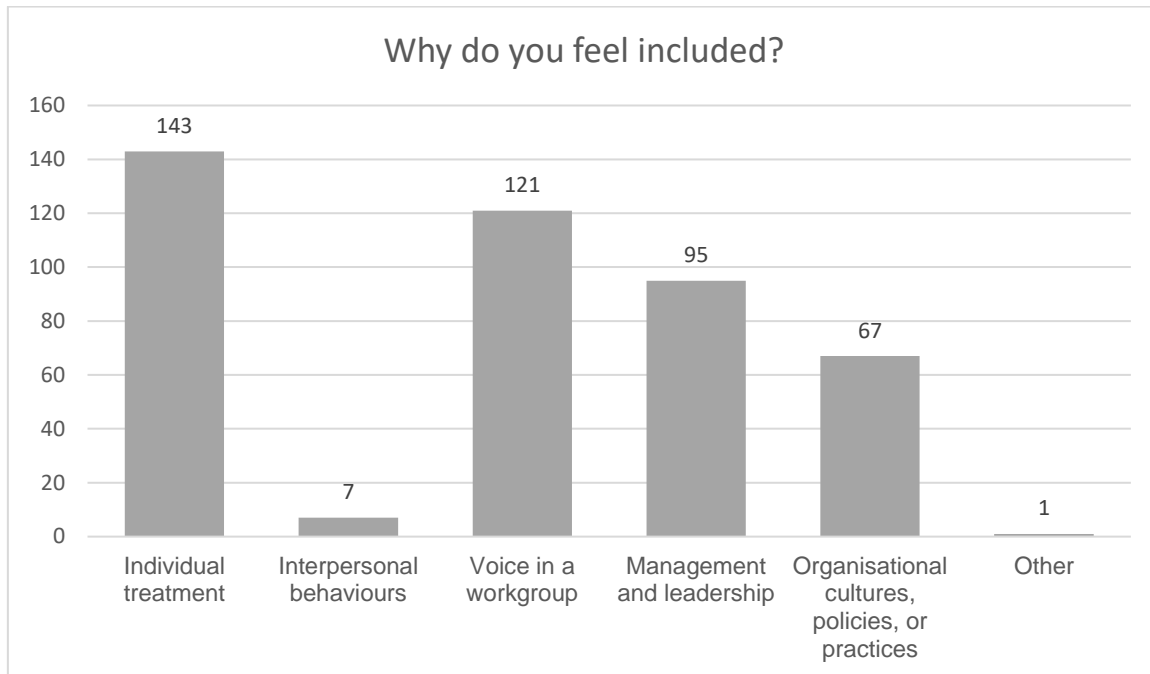
Figure 21 Reasons for feeling included or very included

4.1.4 Recognised importance of inclusion to organisational culture

Two (2) questions were designed to measure the importance of inclusion in the workplace in general and in development of a positive organisational culture. Both are scale questions, and the range is from 0 to 10, with 0 being not important at all and 10 being extremely important. The questions are:

- How important is inclusion in the workplace?
- How important is the role of inclusion in developing a positive organisational culture?

The average value of the first question is 9.2. Similarly, the average value of the second question is 9.1. The actual average value of both questions is discernibly higher than the default average value (which is 5) and is close to the maximum value. This means that most of the filtered respondents believe that inclusion is of underlying importance not only in the workplace in general but also in development of a positive organisational culture.

In comparison, the average value of the first question among all respondents is 9.1, and that of the second question is 8.9. This implies that all respondents hold the same opinion as tourism and hospitality respondents do in this regard.

These results are in very close correlation with many points in the theoretical framework where benefits of inclusion are highlighted. Additionally, almost identical average values of the questions bespeak a possible connection between inclusion in the workplace in general and inclusion in development of a positive organisational culture. In other words, those who think inclusion in the workplace is important also think inclusion is important in developing a positive organisational culture, and good implementation of inclusion in the workplace could lead to a positive organisational culture and vice versa.

4.1.5 Organisations' efforts to cultivate inclusion

One question was designed to discover the current state of hospitality companies' inclusion efforts. The question is in essence a scale question, and the range is 1 to 7, with 1 being the worst and 7 being the best. However, the range has been worded so that the participants can have a better outlook. The descriptive options could possibly help the participants reflect on their organisation's efforts more properly.

Figure 22 summarises different current situations companies' attempts put into inclusion from a perspective of employees. The actual average value of the question among all respondents is 4, thus equal to the default average value (which is 4). In comparison, the actual average value of the question among the filtered respondents is 3.8. This means that tourism and hospitality companies are not doing as well as companies of many other industries in general. Besides, the actual average value of the question among the filtered respondents is slightly lower than the default average value (which is 4). Therefore, tourism and hospitality companies in general are not putting enough good efforts into inclusion.

Approximately 14% of the filtered respondents think that their organisations have discouraging inclusion systems, programmes, policies, or practices. These systems, programmes, policies, or practices seem to partly serve as a catalyst for exclusion feelings of roughly 11% of the respondents as analysed in a previous section (4.1.3).

Around 34% have been ill-informed of these inclusion systems, programmes, policies, or practices. Although the systems, programmes, policies, or practices may encourage inclusion, these organisations have not made sure that all employees are aware, which also means that they are not doing their best. About 20% claim that their organisations' inclusion systems, programmes, policies, or practices have just been formed or implemented ineffectively. This means that the organisations where 20% of the respondents are working start to recognise the necessity of inclusion and therefore begin doing something about it. Nonetheless, the start is paved with adversity, making implementation of inclusion not as effective as expected.

Lastly, more than 30% think that their companies are doing well or very well. This also means that 30% of the respondents are likely to feel included thanks to their organisations' efforts. Nevertheless, 30% is much less than the total percentage of included individuals (over 75%) analysed in a previous section (4.1.3). Hence, much as many respondents feel included in the workplace, the organisation does not contribute greatly to their inclusion feelings. This result correlates directly with the results analysed in a previous section (4.1.3) where it is indicated that the primary reasons for inclusion feelings are individual treatment, voice in a workgroup, and management and leadership but not organisational cultures.
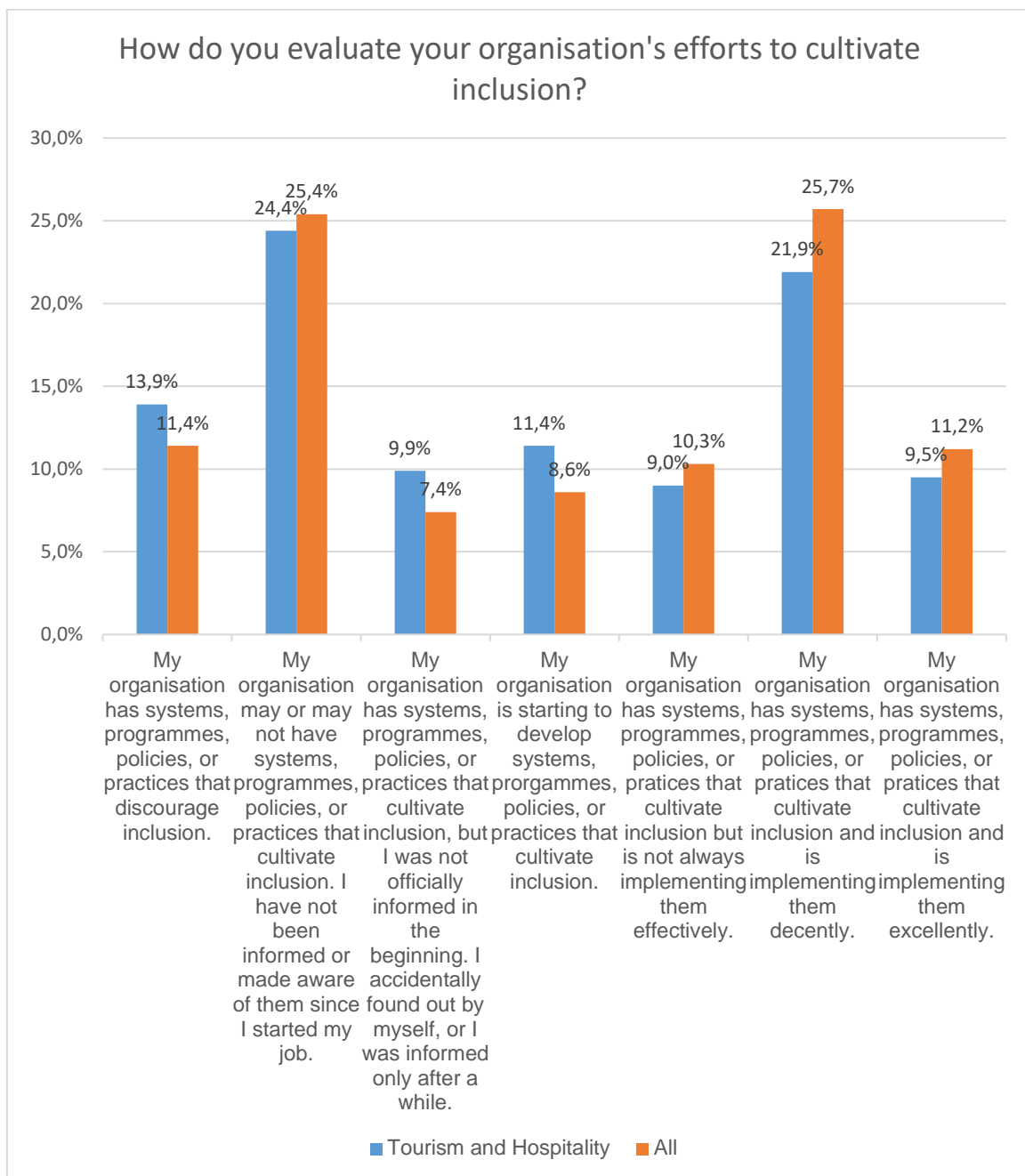
Figure 22 Organisations' efforts to cultivate inclusion

4.1.6   Significant components of an inclusive organisational culture

One question was designed to find out what constitutes an inclusive organisational culture. The question is a tick-the-box question where respondents could choose all the options that apply. Each component is presented in each option. The components are extracted from the Inclusion Equation (figure 5) in the theoretical part. The aim is also to test this model in practice.

Figure 23 shows that most of the respondents assume that an inclusive organisational culture is made up of all the factors mentioned. This means that the Inclusion Equation is very useful for execution of inclusion practices that are aimed at improving organisational culture or creating an inclusive organisational culture. There is no big gap among individual factors, implying that importance should be equally attached to all of them.
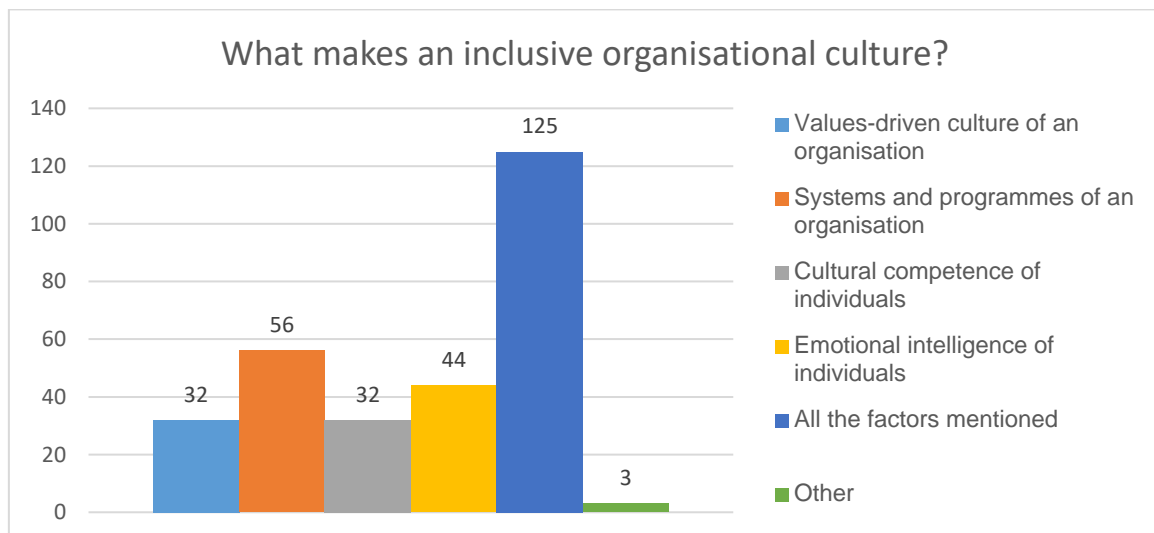
Figure 23 Components of an inclusive organisational culture

4.2   Qualitative research results

The data were collected from four (4) interviews with four (4) people who are working in a management position in four (4) different tourism and hospitality companies in Metropolitan Areas. All the interviews were recorded with all the interviewees' permission. During the interviews, notes were jotted down and documented. The gathered data were then transcribed and categorised into themes. The themes are as follows:

- Theme 1: Introduction
- Theme 2: Recognised importance of inclusion relative to diversity
- Theme 3: Challenges of inclusion and the raised needs
- Theme 4: Implementation of inclusion

4.2.1 Interviewee background

The first interviewee, hereafter person A, is a supervisor in a fast casual restaurant which provides both lunch and a la carte. The restaurant belongs to a chain, and there are different locations in the metropolitan areas. Person A is from Vietnam. Person A holds a bachelor's degree in Tourism and Hospitality Management from LAB University of Applied Sciences. Person A has been working there for over two years and has just been promoted to a junior supervisor. Person A is responsible for the overall restaurant operation and communication with the managers as well as employees. Person A is managing a team of 10 people in two different locations.

The second interviewee, hereafter person B, is a restaurant manager in a café located in the hub of Helsinki. Person B is from America. Person B holds a bachelor's degree in Hospitality Management from Haaga-Helia University of Applied Sciences. Starting as a housekeeper in a hotel, person B stepped all the way up to a restaurant manager. Person B has been working in the hospitality industry for six years and has held a management position for four to five years. Person B is in charge of a 15-person group.

The third interviewee, hereafter person C, is an F&B manager in a hotel restaurant. The hotel belongs to one of the biggest hotel chains in Finland as well as in the Nordics. Person C holds a bachelor's degree in Hospitality Management from Haaga-Helia University of Applied Sciences and a master's degree in Business Administration. Person C has been working as a manager for over 10 years. Person C is Finnish-Canadian. Person C is managing a group of 20-25 members.

The fourth interviewee, hereafter person D, is a meeting and events supervisor in a hotel belonging to a Finnish hotel chain. The hotel defines itself as a modern boutique hotel. The brand values and embraces differences and welcomes new challenges with an open mind. Person D has been in the position for a couple of years. Person D holds a bachelor's degree in Hotel, Restaurant and Tourism Management from Haaga-Helia University of Applied Sciences. Person D is Vietnamese. Person D is managing a group of 15 people.

4.2.2 Recognised importance of inclusion relative to diversity

Person A

Person A contends that inclusion is apparently better than diversity. Person A asserts that in the workplaces where inclusion is done properly, they tend to embrace the diversity to improve inclusion as a way of developing organisational culture, but the reverse may not be the case. An organisation may represent different aspects of diversity, the most common

one being various nationalities, but the employees who belong to this diverse workforce may not feel the inclusion if the organisation has failed to nurture inclusion.

Person A also highlights that if everyone who is part of the diverse workforce is discriminated or does not have a voice in a workgroup, the work environment is likely to become toxic and suffocating. This, subsequently engenders a rise in employee stress level, leading to constant resignations and a serious lack of workers.

Therefore, person A asserts that *inclusion is a decisive factor for diversity to work. Inclusion helps create a healthy and sustainable work environment when everyone feels understood and recognised.*

Person B

Person B says that *when a person is already in the organisation, inclusion should be prioritised.*

This is because people have talked a great deal about diversity, which may lead to dividing people into groups. It is not rare to see that those who are, for instance from the same country or of the same age, tend to subconsciously form a social group even though the company they are working in may represent different levels of diversity. In this respect, diversity appears to become meaningless.

Inclusion, is on the other hand, is about connecting people and making them feel united, respected, trusted, and equally treated. When people know and feel that they belong to the same team and work towards the same goal, this creates a very strong commitment to the work and the organisation.

This commitment also means that employees can commit themselves to the company for a long time instead of switching jobs constantly – a very saddening state of tourism and hospitality industry these days. – says person B.

Person C

Person C is very straightforward when asked about diversity and inclusion: *Diversity goes to waste in the absence of inclusion.*

If an organisation solely focuses on diversity, it simply means that the organisation has a diverse workforce; it does not mean that the organisation is a good workplace.

Inclusion, in comparison, helps the organisation to build a reputation as a perfect work environment. Inclusion work could eliminate discriminatory behaviours and bridge possible gaps that diversity may bring on. When employees do not feel included, they start to leave

the place. This implies that the diverse workforce will in the long run become no longer diverse on account of gradual resignations. Hence, inclusion is a sustainable way of maintaining a healthy organisational culture.

Person D

Person trusts that diversity is an inevitable characteristic of most company cultures, especially in the hospitality industry. The fact that people come from different cultures, educational backgrounds, age groups, ethnicities, and other social categories is the way the society has evolved to be – diverse and constantly diversified, and it is endlessly evolving. Person D, therefore, believes that modern companies should adopt diversity as a reflection of the society it is in.

Person D does not state that inclusion is more important than diversity but claims that *inclusion is the next step that the organisation needs to take subsequent to diversity.*

Inclusion is something that the company should achieve to bring everyone of diverse backgrounds together in the workplace so that they can work in harmony. Inclusion can help retain employees' commitment to the organisation and keep them motivated. To obtain inclusion, maintaining equality by providing every employee with equal resources, support, and chances to contribute and make a difference in the workplace. From customer and stakeholder point of view, a sustainable culture that values inclusion is also seen as a more desired brand.

4.2.3 Challenges of inclusion and the raised needs

Person A

Person A claims that the challenge is how to retain employees by means of inclusion. Person A says that a radical difficulty that the company has been facing is a serious shortage of staff. Person A also admits that this problem has remained unsolvable due to insufficient inclusion efforts which have resulted in unideal organisational culture. Many employees who have worked there for a long time feel exhausted because of overworking, and some managers feel disheartened because of receiving no help and understanding from seniors as well as subordinates. No proper response to employee problems and feedback has been given, causing mass and sudden resignation at some point.

Therefore, as a way of overcoming this challenge, communication needs to be handled properly. Person A suggests using a common working language, giving and receiving feedback constructively, offering generous employee perks, and co-solving problems collectively.

This then requires top management, or the organisation itself, to be trained appropriately and to provide trainings accordingly.

Person A emphasises the importance of inclusion trainings more than once as these kinds of trainings are very much underestimated especially in the context of tourism and hospitality industry in general and in restaurants in particular.

Person B

Person B considers the fact that the company is divided into different departments to be one of the challenges related to inclusion. Person B understands that this division is good for productivity and efficiency purposes, meaning that people work better when they know their own tasks. However, in a big corporate where people belong to different teams, it could be more difficult for everyone to be included and involved. It is a challenge for the team leaders of the departments and for the company itself on a bigger scale.

Person B emphasises the importance of communication and policy as a solution to this challenge. This means that everyone should know why they are working in the company, how they are valued, and what the common goals are. After that, the company should create a policy to make sure that everyone has the right and opportunity to talk about their problems. Action needs to be taken to address any arising issues to ensure that employees feel safe and taken care of.

Person B sees a need of allocating money on inclusion:

The company should devise a budget plan to reinvest in its people. Doing wise revenue distribution requires efforts from the whole organisation or at least concerted efforts from different department such as human resources, finance, and operations. When enough money is expended on including organisational members, organisational culture is likely to improve.

Person C

Person C maintains that inclusion is a complicated concept. The complication stems from the fact that inclusion is fluid, fast-changing, and adaptive. One inclusion practice that is of use to a workgroup may not work for other groups, meaning that there is no 'one-size-fits-

all'. This is not to mention various layers of diversity, which makes it even more complex to do inclusion effectively, consistently, and comprehensively. Because of that complication, it is challenging for people to fully grasp what it truly means, how it truly works, why it truly matters, and who is in charge of it.

Person C adds that tourism and hospitality companies are generally not experts in delivering inclusion messages, which simply means that regardless of whether they have a clear inclusion policy or not they do not make sure that all employees are completely aware of it. It is unfortunate that many companies do not see the necessity of conveying inclusion messages to employees to help them understand the concept itself and its importance as well as the things the organisation has done about it. A detailed plan on how to deliver inclusion values should be made and performed accordingly to overcome this challenge.

Additionally, creating a well-thought-out plan along with executing the plan well entails proper inclusion trainings. Advanced or profound inclusion trainings are in need beyond superficial 'one-size-fits-all' workshops or trainings that are universally applied and that bring about insignificant results.

Person D

Person D thinks that the hotel with its values of embracing differences sees inclusion as an essential goal in operation. As a supervisor, person D aims to make sure that she/he provides everyone in the team with sufficient and equal support. As long as everyone feels they are treated in the same way, and their input is valued in the same way as other team members irrespective of ethnicity, gender, or skillset, everyone would feel a strong sense of belonging to the team and could therefore work towards the same goal. Person D also feels the same from his/her supervisor, other department leaders and general managers. The sense of value is quite strong in the whole organisation, but the challenge is to communicate this value to new members so that they can feel included at this level of awareness. This is because if they are not encouraged, they can easily fall out of tune in a strong bonded team.

This challenge can be managed already in early stages of recruitment. Person D was very informed of how the hotel was as an organisation when seeing the job advertisement and coming to the job interview. Person D could already comprehend how the employees were as a team (open communication), what they were strongly against (racism, homophobia, or any other forms of discrimination), and what they expected person D to act in the organisation (to have an open mind, and to do encouraging and straightforward communication as a supervisor). Person D suggests that new members should be well aware of the organisation's diversity and inclusion value when joining the organisation as person D was.

Person D perceives internal marketing as an essential tool to communicate with members of the organisation and to promote inclusion. Thus, a need raised by the challenge is how to do effective internal marketing. Internal marketing is about the organisation trying to align employees with its missions, visions and values a view to enhancing staff engagement.

4.2.4   Implementation of inclusion

Person A

In person A's company, the management has enacted policies to engage employees. They have created a platform where employees can give feedback both anonymously and publicly. They have also provided monthly incentives for employees such as coffee or drink vouchers. Team building is organised three times annually among all employees in the entire chain besides regular team meetings among staff. However, there are no concrete systems or practices that are known by everyone in the company. They are not done officially in writing or verbally in any channels of the company.

Person A as a supervisor finds it of absolute necessity. It is one of the keys to organisational culture development. Additionally, it is also important that managers spend time listening to employee problems and finding out solutions. When employees are heard, they can feel more sympathised, which affects hugely their emotion and motivation at work.

Person B

In person B's café, inclusion is more about him/her as a manger making sure that everyone feels equal and comfortable at work. This café is a small place, and there is no concrete system or programme at all. They do have, but it is not something that is visible and done consistently.

Person B, at the same time, admits that this is one of the imperative duties of the company. People often think that no concrete policy is needed in such a small place, which belittles the importance of inclusion and inclusion-related work. An organisational culture, regardless of size of the organisation, is composed of single individuals, and if the organisation wants to be further developed it must take a proper step to include employees. Intangible vague practices which are usually verbally communicated do not bring any significant results when it comes to long-term organisational culture development.

Learning to embrace diversity of the workforce is also helpful. If all the members are made aware that their individual differences contribute to the group's or the organisation's uniqueness, they can feel that they are valued by being indispensable components of a well-oiled

machine. Therefore, the company value, or why the company exists, must be clarified together with letting all the members know about this value and their important role in contributing to the value.

Person C

Person C says that the restaurant has a diversity and inclusion policy that is done and developed throughout the whole hotel chain. The policy belongs to the hotel's Code of Conduct and has been adopted by the Board of Directors. As an F&B manager, person C is in charge of communicating the content of the policy to the team members and making sure that they understand, follow, and act in accordance with the policy. The hotel conducts employee surveys on a regular basis, including questions on diversity, inclusion, and the work environment to measure how well the organisation has fared in the field as well as to know which areas are in further need for improvement.

Person C says that the restaurant (or the hotel in general) is doing quite well to cultivate diversity and inclusion work to achieve an inclusive working environment where all team members have conditions to reach their full potential professionally and grow personally. Any act of discrimination or harassment is given zero tolerance, and all employees know that they can and have the right to voice their opinions.

Besides, person C thinks that it is also necessary to look beyond broad categories of race, gender, sexual orientation, and as such to examine what truly shapes the employees' experiences at work. Person C deems it to be advanced diversity and inclusion work which is challenging but rewarding if executed effectively.

Person D

Inclusion has always been an essential aspect of management in person D's hotel as well as the hotel chain. The hotel chain has a People and Culture manager who assumes the responsibility for inclusion. Person D states that all employees are notified of policies and practices of inclusion on a regular basis and through various channels such as newsletters, info sessions, and internal marketing materials.

Person D is satisfied with the efforts the organisation has put into inclusion. The hotel chain organises many different trainings in which employees are encouraged to take part. These trainings are available for every hotel in the chain. Person D says that not many companies are aware of the need for these kinds of trainings and feels lucky that they as employees are trained carefully.

Besides receiving these trainings, we as employees are strongly urged to and explicitly instructed to educate other members in the team. Not only can we form a sense of collaboration and a cooperating organisational culture, but we can also be better aware of what we have learnt. – person D adds.

During the Covid19 pandemic, there are frequent online meetings for all staff members of the group from all levels and positions to keep everyone constantly informed of and connected to the values of the organisation.

4.3   Matching quantitative against qualitative research results

In this section, quantitative research results are matched against qualitative research results to see how they complement each other. The survey collected 201 responses related to the field of tourism and hospitality, or in other words there were 201 participants who are working in the tourism and hospitality industry. The number of responses is big enough to draw general trends and relevant perspectives from students as employees and/or future job seekers. On the other hand, four (4) interviews were done with the managers working in the field of tourism and hospitality to look into current state of the topic in question more profoundly to see what needs to be done. The managers differ in terms of age, nationality, work experience, gender, and educational background. These differences have helped bring about different interesting viewpoints, but at the same time all of them share many common opinions on diversity and inclusion in the tourism and hospitality industry.

Firstly, most tourism and hospitality workers are young adults, but there is also a considerable number of workers who are middle-aged and older. This may raise a question of generation gap. Additionally, the number of female workers in the tourism and hospitality field predominates that of male counterparts, creating a gender imbalance in the industry (not to mention gender minorities such as non-binary, agender, transgender, or other types of gender identities). In comparison, the number of interviewees is limited; therefore, even though the backgrounds of all interviewees vary, it is hard to conclude demographic trends from the qualitative research.

Secondly, the majority of tourism and hospitality workers are interested in working for a company with diverse workforce. This means that a diverse workplace is a preferred work environment and may well have an impact on a choice of employers made by employees. Among other tangible and intangible reasons, increased creativity, better understandings of customers and potential personal growth are key. They believe that creativity and innovation could be stimulated and ignited thanks to various levels of expertise. This is perfectly un-

derstandable since it has been substantiated by a great deal of research. Better under-standings of customers stem from the fact that a diverse workforce represents different types of clients; and potential personal growth is promoted because of various degrees of know-how, viewpoints, and ideas brought about by different individuals.

Besides, tourism and hospitality workers acknowledge the fundamental importance of in-clusion in the workplace as well as the crucial role of inclusion in organisational culture development. Those who believe that inclusion in the workplace is vital also maintain that inclusion in the workplace could lead to a positive organisational culture development. At the same time, they contend that a positive organisational culture could contribute to inclu-sion feelings of employees in the workplace. Therefore, it can be said that tourism and hospitality workers are interested in working for a workplace that is not only diverse but also inclusive.

In this respect, all the interviewees hold the same opinion that diversity is good but not enough alone; inclusion is to be done after diversity. Diversity offers many potential benefits such as creativity, productivity, and representativity, but these potential benefits can only become real benefits by virtue of inclusion. One of the marked benefits that inclusion can provide is employee retention and talent acquisition. An urgent problem that tourism and hospitality industry has been encountering is a shortage of workers, and inclusion is per-ceived to be a neat solution to this problem. This is because inclusion inspires employees and makes them feel that they are invaluable parts of the team and the organisation at large.

Fourthly, considering the significance of inclusive organisational culture, it is not the main reason why workers feel included in the workplace. Even though most workers feel included in the workplace, only a quarter of them attribute their inclusion feelings to organisational cultures. Many tourism and hospitality companies may have encouraging inclusion systems, programmes, policies, or practices but are inept at disseminating information or implement-ing them. This explains why many tourism and hospitality workers, although feeling included in the workplace, do not have a strong connection with their organisational cultures, policies, or practices. Their inclusion feelings are chiefly ascribed to fair individual treatment, group-level inclusion, and inclusive management and leadership.

This weak sense of connection between employees and organisations may be induced by some existing challenges of inclusion stated by the interviewed managers. Challenges as-sociated with inclusion vary widely such as how to retain employees by means of inclusion, how to do comprehensive inclusion in a big corporate, how to simplify and totally understand the concept itself, or how to make sure that inclusion values are delivered well throughout

the organisation. All the interviewed supervisors and managers have noticed different challenges pertaining to inclusion in their own company and in the tourism and hospitality industry, but they all believe in one common solution which is communication. Communication helps to understand and address employee problems and emotions; communication enables a sense of connection interdepartmentally; communication clarifies what inclusion is all about; and communication allows delivering inclusion values to all members in the organisation.

Furthermore, all the interviewees have referred to trainings on diversity and inclusion. They have acknowledged that the importance of trainings has been highly underappreciated. Whereas many big organisations have adopted different kinds of diversity and inclusion trainings, medium-sized and small companies have not taken any actions or have not been aware of the necessity. Advanced trainings are perceived to be in need to gain a deeper insight into employee experiences at work, but even basic trainings have not been performed in many organisations.

Finally, the majority of tourism and hospitality workers believe that an inclusive organisational culture is composed of four (4) factors that are also the elements of the Inclusion Equation referred to in the theoretical part, including values-driven cultures of an organisation, systems and programmes of an organisation, cultural competence of individuals, and emotional intelligence of individuals. These factors are of equal necessity, but it is assumed that many tourism and hospitality companies have not paid close attention to the first two or have not had adequate skills or resources to spend on them because most employees evaluate their organisations' efforts as indecent.

From the managers' perspectives, there is a difference in implementation of inclusion between small-to-medium-sized companies and big companies. There seems to be no concrete policy or practice of inclusion in small- and medium-sized tourism and hospitality companies while big tourism and hospitality organisations are evaluated to do a good job in adoption and implementation of inclusion policies and practices. In small- and medium-sized companies, there exist such policies or practices but nominally only. In other words, they do not have written or visible policies or practices that are known and followed by everyone. On the other hand, big organisations have structured and clear systems, programmes, policies, and practices that are binding on all organisational members to ensure employees' rights and responsibilities regarding inclusion.

4.4 Reliability and validity

4.4.1 Reliability

Reliability is the extent to which data collection methods and analysis yield consistent re-sults (Saunders et al. 2009, 149). Cooper and Schindler (2014, 257) associate reliability with the accuracy and precision of measurement procedures. Greener (2008, 37) claims that reliability of a research paper is the extent to which the research is transparent and clear enough to instil confidence in the reader that the results are not fudged in any way. Easterby-Smith et al. (2002, 53) suggest three (3) factors to assess the reliability, including whether the measures produce the same results on other occasions, whether similar ob-servations are reached by other observers, and whether there is transparency in how sense was made from the raw data.

Firstly, the research results of the thesis refer to very current issues that deserve greater attention, and therefore the measures are highly likely to produce the same results on other occasions within six (6) months – an interval recommended by Cooper and Schindler (2014, 260). Secondly, the research results are in close correspondence with many articles and literature sources, indicating similar trends and directions of the topic studied. Thirdly, anal-ysis of both quantitative and qualitative data was transparent through presentation of charts, specific reference to actual numbers and statistics as well as direct quotations from inter-viewees. Therefore, it can be said that the research results of the thesis are reliable.

4.4.2 Validity

Validity is understood as the strengths of the conclusions, implications, or propositions, in-volving the degree to which what is supposed to be measured is actually measured (Adams et al. 2007, 237). In other words, validity is concerning whether the findings are genuinely about what they appear to be about (Saunders et al. 2009, 150).

There are different ways to evaluate validity of a research paper. The quantitative research of the thesis ensures content validity – the degree to which a measure covers the breadth of the domain of interest – through enough survey questions relevant to the thesis topic as well as the concepts discussed in the theoretical part (Zikmund et al. 2009, 307). Thanks to a vast number of survey responses, external validity (sometimes known as generalisability) – the data's ability to be generalised to the whole – is guaranteed (Saunders et al. 2009, 150; Cooper & Schindler 2014, 257). In qualitative research, face validity – a scale's content logically appears to reflect what was intended to be measured – is ensured by selection of suitable interviewees (Zikmund et al. 2009, 307).

5   Organisational implications

In this section, important implications for organisations are drawn from the theoretical part as well as research results. The quantitative research has collected enough responses for generalisation, but the qualitative research has collected data from only four (4) companies, which is quite a small number. Therefore, some of the following implications cannot be generalised to the whole tourism and hospitality industry. However, they do give right directions and suggest overall trends about current diversity and inclusion issues which all organisations should bear in mind in order to improve their organisational cultures.

5.1   Inclusion as a way of embracing diversity

Considering a high interest in working for a diverse workplace, tourism and hospitality companies that want to attract competent professionals or talented individuals should focus on developing or maintaining a diverse workforce that in turn makes up a diverse work environment. Companies are advised to focus on certain areas that can help increase their competitiveness. They should pay attention to the creating of an environment where employees could be given leeway to try new things and innovate, the comprehensive understanding of customers, and the learnings that employees can gain. As these factors are accounted important to employees, companies could start building their reputation as ideal employers.

However, concentrating on diversity will not do since it is just initiation of the whole process. Diversity starts to yield benefits only after the company invests in inclusion. Inclusion offers a wide range of proven benefits, and its importance is recognised by employees and managers. A good sign in this regard is that the majority of employees feel included in the workplace, but at the same time many of them claim that their companies have not made proper efforts to cultivate inclusion. It seems that big tourism and hospitality companies in Finland such as hotel chains have excelled at cultivating inclusion while small- and medium- sized ones such as privately owned restaurants have been struggling. Given a constant shortage of skilled staff in the tourism and hospitality industry field, companies are urged to invest adequate resources to develop inclusion as it is believed to play a role in retaining employees as well as attracting potential talents.

5.2   Inclusion trainings as a need arising from inclusion challenges

Tourism and hospitality companies, regardless of their size, are facing certain challenges associated with inclusion. Small companies have had difficulty in doing proper inclusion to

retain employees while big companies are trying to handle inclusion matters in a clearer and more efficient fashion to all employees. Effective communication is claimed to be very helpful in sorting out all the issues. Besides, delegating diversity and inclusion to human resources department does not suffice; instead, companies should lead by example by being proactive diversity and inclusion advocates. It is advisable that closer heed should be paid to transparent processes and measurable tailored goals rather than universally applied models. This means that once models are used, they should be specified in detail how, when, what, why, and by whom.

In this regard, a need that emerges is carrying out inclusion trainings. The fact that many small tourism and hospitality companies are struggling with how to do inclusion practices properly to keep employees is likely to stem from insufficient trainings. This involves concerted efforts from the top management downwards. When key decision makers in these small companies do not realise the vitality of inclusion trainings, they will probably continue facing sudden and constant resignations. On the other hand, big tourism and hospitality organisations seem to do better seeing that the top management has received trainings besides the trainings that have been given to employees. Considering the complexity of inclusion and its everchanging nature, advanced inclusion trainings may also be needed to discover more in depth how to include employees in an individualised way.

5.3   Applications of Inclusion Equation to development of organisational culture

The Inclusion Equation is composed of four (4) factors, including values-driven culture, systems and programmes, cultural competence, and emotional intelligence. All the factors are described in the theoretical part. All the components are believed to create an inclusive organisational culture by employees. Organisations could take into consideration all these factors when they attempt to include a diverse workforce as a way to revolutionise organisational culture development.

After looking into the survey results and the interview results as well as the theoretical part, I as the writer of this thesis have devised a framework which I name as Inclusion Assessment Grid. The framework has been formulated based on the Inclusion Equation with each factor being given detailed descriptions and categorised into different levels of competence. This is expected to help organisations evaluate their own inclusion efforts according to each factor in the Inclusion Equation. Organisations could also determine how proficient (or in which stage) they are and what to be done in order to reach the next level.

The Inclusion Assessment Grid is depicted in figure 24. The assessment grid is divided into four (levels) of proficiency, including novice, intermediate, advanced, and proficient, which

are demonstrated horizontally. The four (4) factors of the Inclusion Equation are symbolised vertically by numbers from 1 to 4 as follows:

- Number 1 represents values-driven culture.
- Number 2 represents systems and programmes.
- Number 3 represents cultural competence.
- Number 4 represents emotional intelligence.

#	Novice	Intermediate	Advanced	Proficient
1	The organisation has perceived a need to indicate its commitment to diversity and inclusion.	The organisation is committed to diversity and inclusion on a general basis.	The organisation communicates about diversity and inclusion frequently. The organisation has attached diversity and inclusion to focus areas of business.	The organisation communicates about diversity and inclusion internally and externally throughout all the levels of the organisation. The organisation has tied diversity and inclusion to its values. The organisation shows that they are leading by example by attaching the values to any areas of business.
2	The organisation has indicated a need to design explicit systems and programmes in diversity and inclusion work.	The organisation has determined general systems and programmes in diversity and inclusion work as well as indicators to monitor the progress.	The organisation has set specific systems and programmes in diversity and inclusion as well as clear indicators to measure the progress.	The organisation has developed explicit systems and programmes in diversity and inclusion work. The organisation shows that they are leading by example. The organisation

				has defined clear processes, goals, indicators, and metrics to measure the success of the systems and programmes in diversity and inclusion work. The organisation has taken instant solutions to improve its systems and programmes.
3	The organisation has indicated a need to improve employees' cultural competence in diversity and inclusion work.	The organisation has developed general practices for improving employees' cultural competence.	The organisation has identified detailed practices for strengthening employees' cultural competence as well as awareness of their own stage of the intercultural sensitivity model.	The organisation shows that they are leading by example by embracing different cultures and learning to tolerate and respect differences. The organisation has identified profound methods of strengthening employees' cultural competence and has provided employees with constant opportunities to reach the final stage of the intercultural sensitivity model.

| 4 | The organisation has indicated a need to strengthen employees' emotional intelligence. | The organisation has developed ways of strengthening employees' emotional intelligence. | The organisation has specified detailed practices for strengthening employees' emotional intelligence and initiatives are in regular use. | The organisation has identified diverse opportunities for strengthening employees' emotional intelligence. The organisation shows that they are leading by example by emphasising the necessity of employees' emotional intelligence and talking about it openly, regularly, and publicly throughout all the levels of the organisation. |

Figure 24 Inclusion Assessment Grid

6 Conclusions

6.1 Summary

Finland is becoming internationalised and diverse because of immigration during the past few years. As a result, the workforce in all industries is becoming more diverse. In the tourism and hospitality industry specifically, a serious lack of skilled workers has been a challenge. Tourism and hospitality companies have realised that a diverse workforce could lead to business profitability as well as attraction of competent workers. However, a gap between recognising the organisational culture that appeals to potential talents and performing it in practice still persists. The problem is partly ascribable to the fact that diversity and inclusion are often lumped and assumed to be the same. As stated by Sherbin and Rashid (2017), diversity without inclusion is referred to as a story of missed opportunities as employees no longer share insights because of being disregarded in different ways; but diversity with inclusion provokes talent engagement and retention.

The thesis, anchored to literature review, has contributed to the academic discipline of diversity and inclusion – one of the major topics of concern currently, especially in the tourism and hospitality industry in Finland where diversity and inclusion are just at its inception. Different literature sources referred to in the theoretical part have also helped the thesis with clarification of the fundamental differences between diversity and inclusion. The thesis has also theoretically signified that companies should prioritise inclusion over diversity when it comes to corporate culture development. Finally, the thesis suggests ways by means of which companies could succeed in their bid to develop their organisational culture by referring to the Inclusion Equation.

Both quantitative and qualitative research approaches were utilised in the form of survey and interview respectively. On the one hand, the survey helped gain students' points of view on diversity and inclusion as employees or future job seekers in the tourism and hospitality industry. The survey, carried out through an online questionnaire, brought on noticeable results statistically about how students as employees or future job seekers recognise and value different diversity- and inclusion-related elements. On the other hand, the interview gathered managerial perspectives on current states, challenges, and implementation of diversity and inclusion more profoundly. Quantitative research results showed the opinions and general trends in a statistical way while qualitative research results validated and supported the quantitative research results very strongly and in many different manners through thorough investigation of the phenomena via WH-questions. To be specific, quantitative research allowed generalising the results to the whole tourism and hospitality industry in

Finland whereas qualitative research enabled detailed explanations of the situations alongside actions to be taken to tackle emerging issues.

Based on the theory as well as the results from both quantitative and qualitative research, all the research questions including the main question and the sub-questions are answered. The answers to the research questions are as follows.

Firstly, challenges of inclusion vary, but the main one is how to communicate inclusion values effectively within an organisation. People do not understand the vitality of inclusion until they have experienced racism, biases, and exclusion themselves or have heard stories from their colleagues or loved ones (such as friends and family members). Communication in this regard becomes even harder to be handled in a way that everyone is totally aware of the inclusion issues. Furthermore, many organisations are slightly overconfident about their inclusion work. In other words, they tend to think that they have done good enough inclusion practices, but organisational members are not of the same opinion. One of the needs brought up is to do proper inclusion trainings. Proper inclusion trainings could facilitate communication as well as implementation of inclusion practices.

Secondly, diversity does not stick or even becomes useless without inclusion, which emphasises the indispensability of inclusion in developing organisational culture now that many companies are merely focusing more on becoming diverse but less on becoming inclusive. It is advisable that inclusion should be the starting point which will then followed by diversity (Seppo 2021). Once organisations focus on establishing an inclusive work culture, they are more inclined to diversify their workforce to make the organisational culture more inclusive by having people of diverse backgrounds (such as international talent or marginalised groups) as part of the company. Diverse representation helps organisations with inclusion since it can create a greater sense of belonging especially for those who are from an underrepresented population.

Finally, in response to the main research question, it is suggested that companies rely on the Inclusion Equation to develop organisational cultures. In order to closely navigate and measure the success of the implementation, companies could use the Inclusion Assessment Grid developed upon completion of the thesis. It is also noteworthy that inclusion is no one-time project but entails long-term effort (Halkosaari 2021). Therefore, after the use of Inclusion Equation and Inclusion Assessment Grid, organisations should also take concrete action accordingly.

6.2   Limitations

Although the thesis has found out an answer to the main research question, there are still several inevitable shortcomings which mainly lie in the empirical research.

The first limitation is about the quantitative research method. The survey was designed and analysed as descriptive research which aims to identify current status and general trends. Collected data were analysed to look into a big picture instead of investigating correlations between variables or testing hypotheses. Additionally, some questions and options in the questionnaire used to conduct the survey were marginally long according to some survey respondents.

The second limitation is concerning the qualitative research method. The interviewees were only from restaurant and hotel sectors. The results could be applied to the food and accommodation sectors but may not represent the current state of the whole tourism and hospitality industry. Besides, due to the small number of interviewees (4 altogether), the extent to which the results are representative is relatively weak.

6.3   Recommendations

Many issues have been raised upon completion of the thesis. The issues stem from a range of factors namely examination of the theoretical framework, interpretations of the empirical research, and the limitations of the thesis itself. Therefore, further studies on this topic per se and/or any matter closely related to or associated with this topic are highly encouraged to be done in Finland as a way of helping Finnish companies making headway with diversity and inclusion work.

The first recommendation is to find out ways to address the limitations of this thesis. Future thesis workers could develop the questionnaire and fully focus on the quantitative research method. They could come up with hypotheses and use SPSS software to figure out the correlation between variables. For instance, one thing to test is level of inclusion and evaluation of the organisation's inclusion efforts. Another could be the applicability of the Inclusion Equation in a case company. In this way, analysed data can yield numerically proven results. Besides, more interviews could be done in terms of range (more types of tourism and hospitality companies) and number (greater quantity) in order to find out the results that can be generalised to the whole tourism and hospitality industry.

The second recommendation is to find out why employees are changing job very fast or why companies cannot retain employees. The thesis indicates that the level of inclusion in the workplace is high among tourism and hospitality workers, but constant job shifting is a

current situation in most tourism and hospitality companies. Future studies can be done on why this is the case and how to drive a change with the help of diversity and inclusion.

The third recommendation is to find out the level of racism international professionals have encountered in Finland. Considering the difficulty that international talents have had in securing a job in Finland and the salary disparity, many international employees may have experienced discrimination of several forms. As also said by one of the interviewees, even though Finland is known for transparency and equality, racism is still somewhere in the background and many recruitments are being done through networks. Hence, future studies can be done on how racism is hidden in Finnish companies especially among professionals from abroad.

The fourth recommendation is to find out diversity and inclusion from the perspectives of the marginalised groups or underrepresented population. It is claimed that many people who belong to LGBTIQ+ community have to hide their gender identity or sexual orientation in the workplace, and this suppression is likely to adversely affect people's potential and productivity in their work. Future studies could explore the opinions of the marginalised on this issue and come up with solutions as to how to help them be themselves while at work. The marginalised groups vary, from LGBTIQ+ people to those who belong to the ethnic minorities. Hence, there are various approaches in this regard.

Finally, because inclusion trainings are very much underestimated, it is recommended that future thesis workers draw up an inclusion training plan or a financial plan for inclusion trainings for a case company that has not started or has had difficulty in doing these trainings.

7   Discussions

Besides an answer to the main question and sub-questions alongside organisational implications, many interesting insights have been indicated upon completion of the thesis. This section deals with the most noticeable findings as well as touches upon thought-provoking points brought up by the findings.

The most noticeable findings are:

- People have manifestly shown an interest in working for a diverse and inclusive workplace.
- Most tourism and hospitality employees feel included in the workplace, but organisational culture is not the main reason for that.
- Small- and medium- sized tourism and hospitality companies have not done inclusion policies and practices properly or have not even started doing anything about it. In comparison, big tourism and hospitality organisations have done very well or excellently.

The world has so far witnessed an alarming degree of political unrest due to the movements that people have launched in defence of equality and human rights. Those who belong to the minority and underprivileged groups have been suffering. Therefore, diversity and inclusion would still need greater attention. In Finland, although there is an increasing number of aroused companies that are better aware of diversity and inclusion issues, a gap between strengthened consciousness, current attitude and actual taken actions exists and must be bridged, especially in the context of tourism and hospitality industry. The fear, either conscious or unconscious, of change is a great hindrance to diversity and inclusion in Finnish organisations currently. An example of this is the fear of altering company culture and how the company works internally when starting to recruit international talent. This stops the companies (especially small- and medium-sized ones) from growing diversely and inclusively because they are only focusing on one target group – Finnish people or those who have a native level of Finnish language. They are doing the practice so-called hiring for cultural fits, which should be instead hiring for cultural adds. Therefore, Finnish companies in general and tourism and hospitality ones in particular should not be afraid and need to adopt an instant change in attitude towards diversity and inclusion.

Additionally, many companies have just seen diversity and inclusion as an act of organisational responsibility or have done diversity and inclusion merely in compliance with the national Non-discrimination Act. However, diversity and inclusion are real business assets. They should embrace this fact in a way that acknowledges diversity and inclusion as a

strategic priority to improve the whole organisation at large. No one seems to question why marketing or finance is of value to the business, but many may be wondering why diversity and inclusion merit further attention or how diversity and inclusion associate with business profitability. This traditional approach may explain why tourism and hospitality employees have not overall been satisfied with their companies' efforts put into diversity and inclusion. A number of companies are rather forcibly executing diversity and inclusion because of their duty not because of their willingness to diversify and include their workforce. Hence, companies, either those that are just at an early stage of diversity and inclusion journey or those that have been implementing diversity and inclusion, should bear this in mind and take an integrated approach to diversity and inclusion if an orthodox approach is used. An integrated approach to diversity and inclusion is a holistic approach in which companies view diversity and inclusion as key business benefits beyond their responsibility and duty. Moreover, as stated by Sultanova (2019), diversity and inclusion should become a passion for business growth in the context of Finnish work life.

These changes in attitude can offer tourism and hospitality companies in Finland (as well as many Finnish organisations of other fields) a great deal. The business benefits provided by diversity and inclusion are palpable and have been highlighted more than once. These benefits have even been substantiated scientifically. Diversity is proven to stimulate creativity and innovation, and diversity enables deeper and wider understanding of different customer segments. Inclusion, on the other hand, is the next step after diversity, playing a fundamental role in a positive company culture which hugely affects job satisfaction, talent attraction, and employee commitment. These offer long-term benefits for tourism and hospitality companies in Finland where talent is in short supply and where job shifting is taking place on a regular basis. Besides, Banerjee (2020) also suggests that diversity and inclusion could make great contributions to corporate social responsibility in addition to corporate culture development.

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Appendix 1. Survey questions

All the questions are mandatory (except the last one); however, it is NOT required to write any text unless you would like to. Please choose only ONE option if not otherwise specified.

1. Which age group do you belong to?

- o Under 18
- o 18-30
- o 31-40
- o 41-50
- o Above 50

2. You identify you gender as…

- o Male
- o Female
- o Other
- o Prefer not to say

3. Where are you from?

[A list of countries]

(Retrieved from https://www.worldometers.info/geography/alphabetical-list-of-countries/)

4. Where are you studying? (Please select the last institution if you have graduated.)

[A list of Finnish higher educational institutions]

(Retrieved from https://www.studyinfinland.fi/universities-list-view)

5. What is your field of studies?

- o Tourism and Hospitality
- o Business
- o Economics
- o Business Information Technology
- o Information Technology
- o Art
- o Design
- o Education
- o Nursing
- o Engineering
- o Other

6. What is your current employment status?

- o I am working or doing my placement/internship.
- o I am self-employed.
- o I am unemployed.
- o I am a student, and I am not working or doing my placement/internship.
- o I am a student, and I am also working or doing my placement/internship.
- o I am retired.

7. Are you working in Finland?

- o Yes
- o No

8. How many years of work experience have you had in Finland?

- o Less than 1 year
- o 1-5 years
- o 6-10 years
- o 11-15 years
- o 16-20 years
- o Over 20 years

9. In what industry are you currently working?

- o Tourism and Hospitality
- o Business
- o IT
- o Art
- o Design
- o Education
- o Nursing
- o Engineering
- o Other

10. Would you like to work in a diverse workplace? (A diverse workplace is a work environment where identities of organisational members vary in terms of – but not limited to – age, gender, ethnicity, religion, sexual orientation, and physical ability.)

- o Yes
- o No

11. Why would you like to work in a diverse workplace? (Please select all that apply. You can also explain your choice(s) further if needed.)

- ☐ Creativity and innovation are stimulated thanks to various levels of expertise and competence.
- ☐ Productivity is increased thanks to various levels of expertise and competence.
- ☐ A diverse workforce understands customers better because it represents different types of clients.
- ☐ I can meet different individuals from whom I may learn different skills, perspectives, and knowledge.
- ☐ Companies with a diverse workforce are often perceived as better employers.
- ☐ Other

12. Why would you NOT like to work in a diverse workplace? (Please select all that apply. You can also explain your choice(s) further if needed.)

- ☐ A diverse workforce is hard to manage.
- ☐ It is easier to work with individuals who share similar characteristics with me.
- ☐ Differences lead to inconvenience.

☐ There may be too many opinions during the decision-making process.
☐ Miscommunication is likely to occur.
☐ I see no difference between a diverse work environment and a homogeneous one.
☐ Other

13. How included do you feel in the company you are working for?

o I feel completely excluded.
o I feel rather excluded.
o I feel neither excluded nor included.
o I feel included.
o I feel very included.

14. Why do you feel excluded? (Please select all that apply. You can also explain your choice(s) further if needed.)

☐ I am treated badly as an individual.
☐ Interpersonal behaviours make me feel excluded.
☐ I do not have a voice in my work group.
☐ My managers' and leaders' actions (management and leadership) make me feel excluded.
☐ Organisational cultures, policies, or practices discourage inclusion.
☐ Other

15. Why do you feel neither excluded nor included? (Please select all that apply. You can also explain your choice(s) further if needed.)

☐ I may not be treated badly but not always fairly as an individual.
☐ Interpersonal behaviours do not always make me feel so included.
☐ I may have a voice in my work group, but my voice is not always heard.
☐ My managers' and leaders' actions (management and leadership) do not show inclusiveness.
☐ My organisation lacks organisational cultures, policies, or practices that cultivate inclusion.
☐ Other

16. Why do you feel included? (Please select all that apply. You can also explain your choice(s) further if needed.)

☐ I am treated fairly as an individual.
☐ Interpersonal behaviours make me feel included.
☐ I feel heard, accepted, engaged, safe, or valued in a work group.
☐ My managers' and leaders' actions (management and leadership) show inclusiveness.
☐ Organisational cultures, policies, or practices encourage inclusion.
☐ Other

17. How important is inclusion in the workplace? (How important is it that every member is and feels included, engaged, and valued in the workplace?)

0 (not important) _____ 10 (very important)

18. How important is the role of inclusion in developing a positive organisational culture?

0 (not important) _____ 10 (very important)

19. What makes an inclusive organisational culture? (Please select all that apply.)

- ☐ Values-driven culture of an organisation: the way an organisation ties inclusion to organisational values.
- ☐ Systems and programmes of an organisation: human resource policies, recruitment, leadership growth, work-life balance, perks, rewards and recognition, potential identification, and performance systems.
- ☐ Cultural competence of individuals: a pattern of responses to the experience of difference (for example, how a baby boomer manager responds when confronting a millennial recruit, or how a British marketing executive reacts upon the arrival of a Vietnamese associate).
- ☐ Emotional intelligence of individuals: personal emotions, personal emotion management, self-motivation, recognition and understanding of others' emotions, and relationship management.
- ☐ All of the above
- ☐ Other

20. How do you evaluate your organisation's efforts to cultivate inclusion?

- o My organisation has systems, programmes, policies, or practices that discourage inclusion.
- o My organisation may or may not have systems, programmes, policies, or practices that cultivate inclusion. I have not been informed or made aware of them since I started my job.
- o My organisation has systems, programmes, policies, or practices that cultivate inclusion, but I was not officially informed in the beginning. I accidentally found out by myself, or I was informed only after a while.
- o My organisation is starting to develop systems, programmes, policies, or practices that cultivate inclusion.
- o My organisation has systems, programmes, policies, or practices that cultivate inclusion but is not always implementing them effectively.
- o My organisation has systems, programmes, policies, or practices that cultivate inclusion and is implementing them decently.
- o My organisation has systems, programmes, policies, or practices that cultivate inclusion and is implementing them excellently.

21. Other opinions, feedback, or comments on the matters in question or the survey itself? (not mandatory)

Appendix 2. Interview questions

1. Could you briefly tell me about yourself and your current role?

2. Could you shortly introduce your company?

3. How do you define inclusion?

4. Do you think inclusion is better than diversity in developing corporate culture?

5. What kinds of challenges do you see in inclusion?

6. How could these challenges be managed?

7. What kinds of needs are brought up by these challenges?

8. How current/important is implementation of inclusion in your company right now?

9. Are there any concrete systems, programmes, policies, or practices that cultivate inclusion in your company? Could you tell me about them if there are?

10. How do you think your company can transform diversity into inclusion to improve corporate culture (besides the systems, programmes, policies, or practices)?

11. What else that inclusion can help in corporate culture development?