

Exploring and Explaining Attitudes and
Experiences on Workplace Inclusion at the
Ministry of Justice and Safety

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Abstract

Managing the diversification of the workforce and establishing an inclusive workplace has presented many challenges and tensions for many organisations in contemporary societies, also within the Netherlands. A lack of inclusion is known to be harmful for individuals or groups that are targeted, resulting in consequences for organisations as well. As a response, the Ministry of Justice and Safety made it their objective to promote and maintain inclusion at the workplace.

This preliminary qualitative study at the Ministry explored and explained the attitudes and experiences of employees on workplace inclusion, and potential factors that promote and inhibit workplace inclusion from an employee perspective. For this purpose, 20 semi-structured interviews were conducted among the Ministry's employees.

First, the results suggest that the term inclusion is still relatively unfamiliar and obscure at the Ministry. Besides, inclusion is not yet receiving the attention it is supposed to deserve, despite its functionality, social justice and welfare values. Based on the experiences of employees, this study found indications that the Ministry seems to have different types of culture, in which some appear to be more inclusive than others. Hierarchical structures and the management of diversity may help explaining the status quo on inclusion. Finally, a theme running through the results is the importance of managerial commitment and certain leadership styles in promoting (or inhibiting) workplace inclusion.

This study was distinctive from previous research by being one of the first to explore and explain employees' attitudes and experiences regarding workplace inclusion specifically for the Ministry of Justice and Safety, although a lot more theoretically grounded research is needed.

Keywords: workplace inclusion, inclusive culture and processes, leadership, human resource management

Introduction

The Dutch society is characterised by a diverse population and the expectation is that diversity of all kinds will only increase over the next few decades (Centraal Bureau voor de Statistiek, 2017), also at the workforce. Managing the diversification of the workforce and establishing an inclusive workplace has presented many challenges and tensions for many organisations in contemporary societies (Mor Barak, 2011). And as Bell (2007) argues, “After more than two decades of diversity research, four decades of antidiscrimination legislation, and extraordinary media attention to diversity, discrimination and exclusion in organisations persist” (p. 3), also within the Netherlands (Sociaal en Cultureel Planbureau, 2014).

Whilst the context and the characteristics of diversity may vary from one place to another, the actual experiences associated with a lack of inclusion and its consequences are found to be rather similar (Findler, Wind & Mor Barak, 2007). A lack of inclusion is a harmful experience for the person or group that is targeted, because social acceptance and belonging to a social group – in this case at work - is known to be a fundamental human desire (Baumeister & Leary, 1995). This may in turn have an impact on a person’s job performance, job satisfaction, job commitment, career advancement, and psychological well-being (Findler, et al., 2007), resulting in negative consequences for the organisation. In this manner, the enhancement of inclusion is of utmost importance for organisations .

As a response to this trend, the Ministry of Justice and Safety made it their objective to promote and maintain an inclusive workplace in which individual talents are continuously recognised, honoured and advanced (Binnenlandse Zaken en Koninkrijksrelaties, 2017). In this preliminary study, attitudes and experiences on workplace inclusion among employees of the Ministry were explored and explained, to enhance both theory and practice related to workplace inclusion. The desired outcome of this study is to promote workplace inclusion, so that people can thoroughly contribute to, and benefit from, their involvement at the workplace (Shore, Cleveland & Sanchez, 2018).

Theoretical Framework

In order to understand what workplace inclusion is and how this can be generated, explanations are given on the underlying dynamics of inclusion by three theories. Subsequently, theoretical accounts on workplace inclusion are discussed, leading up to the research questions.

Social Identity Theory. The Social Identity Theory (SIT) emerged in the early 1970s explaining the psychology of group processes and intergroup relations. SIT posits that group

belonging gives individuals both a sense of fitting in the social world, and a source of positive self-image. To achieve this, people tend to make distinctions between the “in-group” and the “out-group” more salient. Generally, people emphasise similarities within the in-group, while differences are accentuated for the out-group (Hornsey, 2008). Therefore, an increase of heterogeneous groups in organisations may pose a challenge, as inclusion is generally more easily ensured when other group members are perceived to be similar (Kristof-Brown, 2005).

When evaluating the in-group and the out-group, there are three mental processes individuals tend to rely on. The first process is social categorisation, in which people assign themselves and others to categories to move the complexity of the social world into more manageable and understandable structures. The second process is social identification, in which people adopt the social identity of the category they assigned themselves to. In this stage, people become emotionally connected to the group and its central norms and values. One’s inclusionary status depends on the cues or signals that people receive from the group they aim to identify with (see figure 1). The final process is social comparison, in which a positive self-image is maintained through comparing one’s own group with other groups (Tajfel, Turner, Austin & Worchel, 1979).

Figure. 1. Social identification – inclusion relationship. Jansen, et al., 2014

Taken together, SIT describes that perceptions of inclusion depend on the match that can be made between individuals and other group members. More specifically, inclusion can be viewed as the willingness of the group to include an individual, therefore making the individual the target of inclusion and the group the source (Ellemers & Jetten, 2013). This directional relation emphasises the influence and responsibility that groups and organisations have in creating evaluations of inclusion (Jansen, Otten, van der Zee, and Jans, 2014). In this study, these findings were compared to the attitudes of employees with regard to workplace inclusion, such as on its responsibility.

Optimal Distinctiveness Theory. In order to extend evidence initiated by SIT, the Optimal Distinctiveness Theory (ODT) was developed. A basic premise of ODT is that it does

only account for the human need of belongingness, which was solely emphasised by SIT, but also for the opponent's need of uniqueness. These two cohesive, but competing human needs influence the relationship between the self-concept and membership in social groups (Brewer, 1991). Human beings naturally search for similarities with others as an attempt to create a sense of belonging to a social group, while at the same time trying to balance with the ability to retain a unique identity. Even though a sense of belonging is important, individuals will not experience inclusion if this means that they must give up their true and unique identity (Shore, et al., 2011). Both components are known to be associated with positive outcomes such as work performance and psychological well-being (Deci & Ryan, 2000).

In the literature, it is however argued that the component of uniqueness is not just about allowing someone to be their unique self (identity related), but also about allowing someone to perform differently (task related). As the concept of authenticity does include on identity- and task related features, it replaced the concept of uniqueness in this research. Furthermore, it is generally argued that inclusion is merely of relevance for group members who are different from each other, however, results suggest that this is equally important for homogenous groups (Jansen, et al., 2014).

Classification of Inclusion. Based on these two theoretical accounts, perceptions of inclusion derive from two fundamental components: *belongingness* and *authenticity*. In order to classify inclusion, a 2×2 framework was developed (figure 2) (Shore, et al., 2011). First, the classification states that when both levels of belongingness and the value authenticity are high, perceptions of *inclusion* are achieved. On the contrary, *exclusion* is the state in which both levels of belongingness and the value of authenticity are low. Another possible classification is *assimilation*, which refers to high levels of belongingness, but low levels of authenticity. Thus, in order to be treated as an insider, individuals have to assimilate their identity and task related features in such way that it confirms with dominant features. Finally, the classification also categorises *differentiation*, referring to low levels of belongingness and high value of authenticity. In this case, individuals are not identified as insiders, however, sticking to one's true self is generally valued and appreciated. In this study, this classification framework was compared to the experiences of employees on workplace inclusion, to determine how the Ministry can be classified in terms of inclusion.

	Low belongingness	High belongingness
Low Value Authenticity	Exclusion	Assimilation
High Value Authenticity	Differentiation	Inclusion

Figure. 2. Classification of inclusion. Shore, et al., 2011.

Workplace Inclusion

In this section, the sub-discipline of workplace inclusion is introduced. Relatively similar to inclusion, workplace inclusion is defined as the individual-level perception on whether the organisation aims to involve all employees in its missions and operations, regarding to all their individual talents (Avery, McKay, Wilson and Volpone, 2008).

The Value of Workplace Inclusion. In today's literature, the value of workplace inclusion is generally associated with better-performing and successful outcomes for organisations, such as the increase of job satisfaction, job performance, turnover intentions, well-being, creativity and pro-organisational commitment among employees (Shore, et al., 2011; Sabharwal, 2014). The notion that individuals feel a sense of belonging, while feeling valued for their authentic features, is however not only acclaimed important because of *functional* and *economy principles*, but also because of *ethical* and *social justice principles*. Social justice as a social construction can be described as an act to “advance inherent human rights of equity, equality, and fairness in social, economic, educational and personal dimensions.” (Goldfarb & Grinberg, 2002, p. 162). This latter value orientation has remained largely underemphasised in scholars on inclusion in comparison to the first value orientation on functionality (Mor Barak, 2011).

Factors of Workplace Inclusion. As seen in previous paragraphs, achieving inclusion is often a complex process, as we unconsciously tend to rely on mechanisms that move towards assimilation, differentiation and exclusion. Despite these mechanisms, studies have found several (contextual) factors that are capable of contributing to perceptions of workplace inclusion among employees.

To begin with, Shore, et al. (2011) developed a theoretical framework, in which three main antecedents are presented which provide stimuli towards an inclusive perception among individuals. The first antecedent that is stated is *climate* or *culture*, which relates to both artefacts, values and underlying assumptions of an organisation. The second antecedent that is

presented is *leadership*, which relates to the impact of top management philosophy and values pertaining diversity and inclusion. The final antecedent in their model focusses on *inclusive practices*, which are the practices and processes that enhance inclusion, for example, participation in decision-making processes.

As Shore's, et al. (2011) research suggests that especially more work is needed on the last antecedent in their model, this research particularly paid close attention to potential practices and processes on workplace inclusion. The systematic review by Shore and colleagues (2018) summarises six main inclusive practices and processes in the inclusion literature. In short, the six constructs are: 1) *participation in and the ability to influence decision-making*, 2) the *encouragement of authenticity*, and the integration of 3) *work group involvement*, 4) *psychological safety*, 5) *diversity management*, and 6) *respectful treatment*. Some of these constructs are also directed related to culture, such as the ability to participate in decision-making and psychological safety. Based on Shore's, et al., (2011) and (2018) research, a conceptual model was developed in which the relationship between the antecedents and workplace inclusion is portrayed (see figure 3), which were used to find possible causalities for the level on workplace inclusion at the Ministry. The three antecedents and the six processes and factors are namely argued to correlate with the level of workplace inclusion.

Besides the antecedents on workplace inclusion, this research also aimed to explore and explain attitudes employees have regarding workplace inclusion. In order to interpret the attitudes of employees, four related concepts have been integrated in the conceptual model (see figure 3): the understanding, value, responsibility on workplace inclusion from an employee perspective, and their used interpretative repertoires. Interpretative repertoires can be defined as one or more coherent sets of ideas, norms, values or categories through the analysis of (language) discourses (Wetherell & Potter, 1988). For the understanding of employees on workplace inclusion, figure 2 was used for comparison. Then, the attitudes on the value and responsibility on workplace inclusion were compared to previous presented literature (Jansen, et al., 2014; Shore, et al., 2011; Mor Barak, 2011).

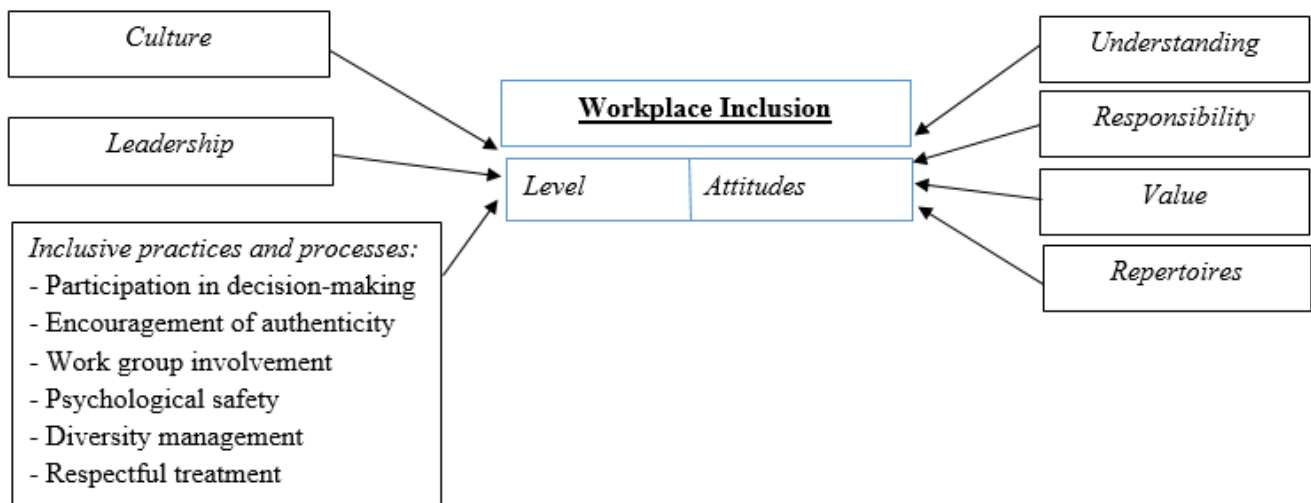


Figure 3. Conceptual model on the level and attitudes of workplace inclusion (Shore, et al., 2011; 2018).

Conclusion. In previous paragraphs, a theoretical introduction on inclusion was presented. First, from these theoretical accounts, the group-individual relationship, influence and responsibility were derived from SIT (Jansen, et al., 2014). The 2×2 framework of ODT was adopted to classify the level of workplace inclusion at the Ministry based on the experiences of employees. Furthermore, the framework is used for comparison on employees' understanding on the social phenomenon. Research on the value of inclusion was adopted to compare it to the attitudes of employees (Mor Barak, 2011; Shore, et al., 2011). Finally, the studies on the antecedents of inclusion by Shore, et al., (2011) and Shore, et al., (2018) were used to comprehend possible causalities on workplace inclusion. In addition to existing studies on workplace inclusion – of which the main concepts are shown in the conceptual model (figure 3) – it is interesting to analyse how workplace inclusion is interpreted and experienced among employees of the Ministry.

The integration of the employee perspective with regard to workplace inclusion can be considered a gap in the literature (Farndale, Biron, Briscoe, & Raghuram, 2015). This research therefore distinguishes itself from previous studies through including a bottom-up perspective. In addition, this research also held the promise to yield findings which can be easily adopted in policies and interventions by HR-practitioners to manage the wide-spread challenges that contemporary organisations face on inclusion (Mor Barak, 2011).

Research Question(s)

In this section, the theoretical accounts described earlier are imbedded in a main question, which is defined as:

'What attitudes and experiences do employees have on workplace inclusion at the Ministry of Justice and Safety, how can this be explained, and what potential factors promote and inhibit workplace inclusion according to employees?'

In order to answer this research question, three research questions have been developed:

- 1. What are the experiences of employees on workplace inclusion at the Ministry of Justice and Safety, and how can this be explained?*
- 2. What are the attitudes of employees on workplace inclusion at the Ministry of Justice and Safety, and how can this be explained?*
- 3. What potential factors promote and inhibit workplace inclusion according to employees?*

Methods

In this section, the research methods of this preliminary study on workplace inclusion are addressed. First, the research design is discussed. Subsequently, descriptions on the research population, recruitment strategies, data management and data analyses are outlined.

Research Design

In this research the attitudes and experiences of employees regarding workplace inclusion were explored and explained by possible causalities. Qualitative research seeks to explore, explain and understand the meaning of phenomena in a certain context, including on its behaviours, experiences and perceptions among a certain research population. In addition, qualitative research provides room for an emic perspective on a certain phenomenon (Boeije, 2010). From this perspective, a qualitative research design was most suitable for this research.

To collect data regarding the attitudes and perceptions on workplace inclusion and its potential factors, semi-structured interviews were used as instrument. Semi-structured interviews comprise of an open but at the same time logically ordered way of questioning central research topics. Simultaneously, it allows the researcher to dig deeper into attitudes and perceptions (Bryman, 2012). As this research aimed to explore the attitudes and perceptions of employees, a certain openness among the researcher regarding the views and statements of the

participants was required to minimise influence on the answers of the participants. This is often referred to as ‘bracketing’ (Bryman, 2012).

In order to develop the topic-list used for interviewing, sensitising concepts were extracted from the concepts introduced in the theoretical framework, such *responsibility* from SIT (Jansen, et al., 2014), *value* from Mor Barak (2011) and Shore, et al., (2011), and *culture*, *leadership* and *inclusive processes and practices* from Shore, et al., (2011; 2018). These were in turn integrated in the topic-list, which led to three main directions: 1) the attitudes and 2) experiences on workplace inclusion among employees, and 3) the potential factors promoting and inhibiting workplace inclusion. This operationalisation (see figure 4), allowed the researcher to explore aspects discussed in the theoretical framework, especially when little input on the questions was given by the participants.

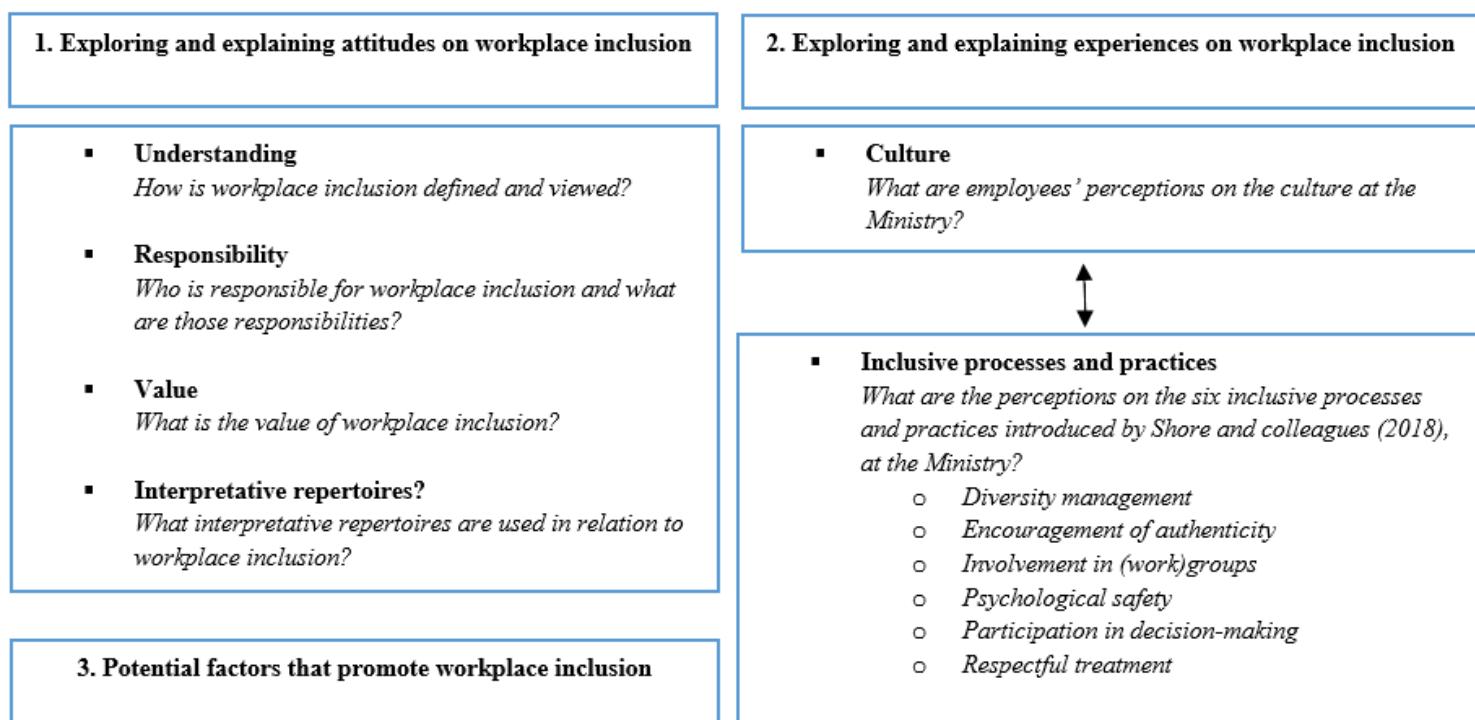


Figure 4. Operationalisation on workplace inclusion.

Population and Recruitment

The research population of this research comprised of employees of the Ministry. As a strategy to achieve variety and representativeness of the population sample, it was determined to include employees from three main “organisations” of the Ministry. Therefore, a selection was made from the judiciary, the governance department and executive agencies. Within each “organisation”, the aim was to also include employees from various “departments”,

“occupations”, age groups, locations, again to enlarge variety of the population. However, due to unfortunate circumstances this was not always possible (see results). Therefore, every employee that considered the subject to be relevant and decided to participate, was argued to be an appropriate research participant.

The recruitment of the potential participants is done according to the sampling method. The sampling method of this research was purposeful sampling, which is a type of non-random sampling in which criteria is pre-determined for who will be included or excluded in the sample. As previously stated, inclusion on participation depended on the type of “organisation”. In terms of occupation, there was searched for maximum variation, however, there was no specific in- or out-criterion. A relatively equal size on participants was aimed for all three “organisations”. In addition to these criteria, a variety within age group, gender and duration of employment was aimed for, however, again no specific strategy was used to include or exclude participants. Despite this, it seemed that still quite some variety based on gender, age groups and duration of employment was obtained.

The recruitment of participants was completed through the use of several strategies. For all three organisational types, different recruitment strategies were used, which may have affected the results. For the executive agencies, participants were recruited through HR- or managerial contacts. For the judiciary and governance department, participants were either recruited through HR- or managerial contacts, through distributed flyers, or through service messages on one of the online communication platforms. In all cases, potential participants received information on the nature and procedure of the research, including a request on participation. Based on this, potential participants had the option to opt in or out, as after all, research participation was entirely voluntary. When participants were located either by managers or by direct contact, dates for the interviews were searched for. This was for a total of 20 participants. All 20 interviews were conducted between 25th of March and 3rd of May and were located at a private setting to ensure anonymity. Finally, during the interviews a confirmed consent was documented, in which participants officially agreed on participation based on transparent information on the research (see Appendix 3). Further details on data collection are described in the Data Collection Report.

Data Management and Analysis

After the process of data collection, all data was processed, analysed and interpreted accurately. The raw data consisted of audio recordings from the interviews, which were carefully transcribed, directly anonymised and stored according to data management

regulations. Subsequently, transcripts were systematically coded with the use of a ‘Computer Assisted Qualitative Data Analysis Software’ called NVivo (Bryman, 2012). Coding is the process in which segments of data are identified as relating to a more general idea, instance, theme or category. In turn, these segments were assembled to be retrieved at a later moment (Bryman, 2012). In the process of data analysis, three separate stages of analysis emerge in which data is constantly and closely compared to gathered data or to what is known from previous literature (Boeije, 2010). The first stage of analysis was open coding, which started at the moment sensitising concepts from the literature were developed and continued all the way till all relevant fragments of the transcripts were selected and named after a comprehensible and suitable category. The second stage of analysis concerned axial coding, in which explicit connections between categories and sub-categories were made to comprehend the phenomenon. Finally, the final stage of analysis was selective coding. Selective coding is the process of selecting, identifying and integrating core categories. In this stage, the development of a code tree was completed (Appendix 2). In all stages, data was interpreted by the researcher.

Results

In this section, results of the interviews will be discussed, interpreted and supported by pertinent quotes. First, descriptions and analyses of the population sample are outlined. In the second and third paragraph, exploratory and explanatory results on attitudes and experiences on workplace inclusion are addressed. Finally, four potential factors which are argued to promote or inhibit workplace inclusion will be shown.

Population

The Ministry of Justice and Safety is a national governmental organisation that is situated throughout the Netherlands. The 20 employees of the Ministry that participated in this study (see table 1), all contribute individually to the Dutch rule of law by a variety of tasks. Employees work in executive agencies, of which securing the Netherlands’ safety and a fair migration system are examples. Other employees work at the governance department, in which the adoption and implementation of policies and the Ministry’s business model are central. Finally, employees of the judiciary contribute to a fair Dutch justice system. In order to reflect this Ministry’s variety in educational level, occupations and “departments/agencies”, this research selected employees from three “main organisations”: the judiciary, the governance department and executive agencies. However, due to unfortunate events, the population sample

was not as representative. Although variety in “departments” was achieved for the judiciary and governance department, the participant sample was relatively unidimensional on occupations and a level of education (middle-high), possibly affecting the representativeness of this sample. Furthermore, the participant sample of the executive agencies only consisted of one agency, which appeared due to reluctance of other agencies to participate. Therefore, this sample does not seem to represent other agencies, mainly on occupation and educational level (low-middle). Besides, most participants worked in the Dutch’ “Randstad”, which may have resulted in a certain bias. Nevertheless, the population sample did consist of 10 male and 10 female participants, younger- and older age groups, and of relatively “new” and “old” employees in terms of employment-duration, which appears to be represent the population of the Ministry. Details of participants on ethnicity and nationality were not addressed in the interviews and in the results, as recording this kind of data was considered unethical according the ethical guidelines of the Ministry as employer.

NR	AGE	GENDER	EDUCATION	ORGANISATION	OCCUPATION	DURATION
1	34	Male	Middle	Executive agency	Forensic therapeutic employee	1 year
2	55	Male	Low	Executive agency	Guard	24 years
3	26	Female		Executive agency		
4	50	Male	Low	Executive agency	Guard	4 years
5	28	Female	Middle	Executive agency	Pedagogic employee	2 years
6	57	Male	Low	Executive agency	Guard	22 years
7	41	Female	Middle	Executive agency	Senior pedagogic employee	12 years
8	48	Female	High	Judiciary	Policy advisor	3 years
9	42	Male	Middle	Governance department	Business management advisor	4 months
10	24	Female	High	Governance department	Intern	2 months
11	49	Female	High	Judiciary	Legal advisor	9 years
12	48	Male	High	Governance department	Senior policy advisor	3 years
13	45	Male	High	Judiciary	Policy advisor	1 year
14	34	Female	High	Governance department	Senior policy advisor	2 months
15	37	Female	High	Governance department	Senior policy advisor	5 years
16	28	Female	Middle	Judiciary	Business management advisor	4 years
17	51	Female	Middle	Judiciary	Business management advisor	15 years

18	28	Male	High	Governance department	Policy advisor	6 months
19	54	Male	High	Judiciary	Board member	11 years
20	45	Female	High	Governance department	Senior legal advisor	4 years

Table 1. Population Sample.

Experiences of workplace inclusion

In this paragraph, the results on the first sub-question are presented. First, the experiences on workplace inclusion are described and interpreted based on the interviews with employees. Then, possible explanations on the level of inclusion are outlined.

The results indicate that most participants experience the Ministry to be a unique and pleasant organisation to work for. Employees are charmed by specific cultural aspects of the Ministry, such as having lots of responsibilities, being able to “fully count on one another”, and being able to impact societal issues by their employment. A 34 years old female policy-advisor at the governance department describes it as follows:

“I feel highly connected to the Ministry, (...). I always compare it to people who come from Amsterdam, and who do not believe that there are also people who do not want to live in Amsterdam. I would not understand people who do not want to work for the Ministry of Justice.” (*participant 14*)

Many employees are satisfied about the work climate in which collegiality and pragmatism are highly acclaimed, and often go well together, as stated by a 45 years old female legal-advisor at the judiciary:

“Although everyone works independently, we are also collegial towards each other. Whenever needed, you can visit each other and everyone is willing to support each other.” (*participant 11*)

On the contrary, some participants - mainly at the governance department - state the opposite of previous experience. Instead, in order to belong to the group or organisation, or to progress career-technically, some employees described experiences in which they had to assimilate in such way that it confirms with the dominant culture. To illustrate, the following two fragments show situations in which employees experience that they are required to carefully analyse their behaviours and actions, in order to grow in an organisation or to prevent from work-related consequences.

A 45 years old male policy-advisor of the governance department states:

“There is only one style, only one way, and that way is to... (...), to assimilate to how the senior boss wants it, otherwise it is game-over. (...). It is his way or the high way. At this moment, his way.” (*participant 12*)

Or as a 42 years old male business-management advisor of the governance department says:

“It is a political game. If you want to progress career-wise or seize opportunities, (...), and especially when you are ambitious, it requires from you that you act a certain way in this organisation.”

(*participant 9*)

These quotes show two situations in which employees feel that they or others had to assimilate to the desires, styles and behaviours of people placed “above” them in the hierarchy. Applied to the model of Shore, et al. (2011), these experiences may relate to assimilation, as the employees strike situations in which they experience that they cannot always retain a unique identity, while also belonging to the Ministry. These experiences were not as regularly described among employees of the judiciary and the executive agency.

Besides, from the perspective of a few employees from all three “organisations”, it was argued that appearance sometimes seems to affect how an individual is approached or treated, as described by a 26 years old female employee of the executive agency:

P: It is obvious I have a different background [ethnicity], (...). Nevertheless, I do feel Dutch, because I am Dutch. At the same time, I do not experience this at the workplace.

I: (...). Could you elaborate that?

P: For example, imagine when you make a spelling-error, (...) or when you make a slip of the tongue, you are dealt with a lot harsher under the guise of a joke [than someone who is ethnically Western].” –

(*participant 3*).

Or as a male 45 years old business-management advisor at the governance department argues:

“My experience is, although this is not always the case, (...), that appearance tends to determine a lot [for an employee], in comparison to a person’s capacities or skills. I have witnessed that before.”

(*participant 9*).

These two quotes show two situations in which employees feel prejudiced based on visual characteristics. Although Shore, et al.’s classification (2011) might state that these experiences would cohere with exclusion, these experiences of employees do not necessarily imply that the Ministry’s culture *is* exclusive.

Explanations. As theoretically described, culture is one of the antecedents of an inclusive workplace (Shore, et al., 2011). In this paragraph, cultural aspects are discussed which may explain previous experiences on inclusion.

“Hierarchy” or “top-down” are the most frequently mentioned cultural aspects of the Ministry. In hierarchal organisations, there is one particular group at the top of the organisation with power, while groups beneath them have subsequent lower levels of power. These structures

might be a potential barrier for inclusion because of its tendency to differentiate between superiors and subordinates (Diefenbach & Sillince, 2011), and its tendency to suppress participation in and transparency of decision-making (Conrad, et al., 2010).

This is also implicitly felt in the organisation, as stated by a 28 years old male policy-maker at the governance department:

“There is absolutely no equality between the policy- and operational field, from my perspective, (...).”,
“Once a colleague left to work for an operational department [of the Ministry], then the senior of the department said: ‘oh what a shame, there was so much more potential.’” (*participant 18*)

According to this employee, the “operational department” is seen as less “valued” than other parts of the Ministry, such as the governance department. Simultaneously, employees at the executive agency did regularly state that they did not feel “heard” or “taken seriously” by management or others departments of the Ministry, which in turn may lead to employees feeling less “valued” or “involved” in the organisation. A 28 years old female pedagogic employee describes:

“Decisions are made by people who find themselves at the organisational top, (...). I would appreciate it if people in the actual workplace are being involved in some of those decisions.”
(*participant 5*)

Instead of only consulting a small privileged group, it seems that many employees at the executive agency would rather be an active participant in decision-making processes, especially those that directly affect them, so “it feels like you got some say in the matter”.

Although literature suggests that hierarchy can be a bottleneck for inclusion, it is also seen that this institutional barrier can be reduced by managerial commitment and leadership styles (Conrad, et al., 2010; Gotsis & Grimani, 2016). Thus, hierarchy and inclusion could work together as long as its properly managed. Despite this, in some organisations, hierarchal structures are simply required for the job that needs to be done (Diefenbach & Sillince, 2011).

Besides, the culture of the Ministry is also regularly stated to be “macho”, “technocratic” or “result-oriented”, in which social or personal matters such as internal cooperation and showing emotions and vulnerabilities appear to be subordinate. In combination with a culture at the judiciary and the governance department in which people tend to “mind their own businesses”, it may have led to an organisation in which negative experiences are not easily reported or discussed. This is seen in a fragment of a 37 years old female policy-maker at the governance department:

“Overall, I find it [the governance department] a relative harsh environment in which people are largely

result-oriented, (...). In such way that there is not a lot of space to reflect on the things that go wrong.”
(*participant 14*)

On the contrary, employees at the executive agency experience strong “team feelings”, in which an ability to “stand up” when things get “tough” is rather helpful for the job. A 26 years old pedagogic employee says:

“Talking about the macho culture, people can act laconically when someone, a colleague, is taken care of by the aftercare team. Then you are not tough enough. (...). Emotions can be easily waved aside.”
(*participant 3*).

A norm is that employees should be able to handle and tolerate these sort of mentalities, “otherwise the Ministry might not be the right kind of place for you”. In addition, when people’s personalities or other characteristics do not resonate with a “result-oriented” or “macho” style, it may inhibit individuals to be themselves, as argued by a 48 years old policy-maker of the governance department:

“It feels very inhibiting. A little bit like when you are driving a car, being allowed to drive 120km/h, but you have to switch back to its second or even its first gear.” (*participant 12*).

The Ministry was not merely described “homogeneous” in terms of personalities, workstyles and behaviours, but also to visible characteristics, particularly related to social-economic and ethnic backgrounds. The Ministry is perceived to be disproportionately white, especially when you climb the organisational ladder. This was mainly witnessed at the governance department and judiciary, possibly because they are placed higher in the organisation ranks. A 45 years old male policy-advisor of the judiciary argues:

“I have never witnessed such a homogeneous organisation before. It is ridiculously white. And then also a certain type of white.” (*participant 13*).

With this last sentence, the participant refers to other similar characteristics within that group, leading to a secured “enclave”, which is often referred to as “living in a bubble”. Some reasons were given by employees on the low levels of diversity at the Ministry. Some employee argued that it may not always be feasible to become diverse, as stated by a 49 years old legal-advisor at the judiciary:

“It is also due to who wants to do this job, (...). I know a lot of people who would never consider studying law.” (*participant 11*).

This indicates a certain self-selection. Meanwhile, other employees argued that they “cannot be fooled” that there are just no suitable individuals for the job with a certain minority status . This suggests that the lack of diversity is not only a cause of self-selection, but also one of the policies and practices of the Ministry itself.

In addition, when experiences of employees were applied to the model of Shore, et al. (2018), four “processes and practices” appeared to explain the status quo on inclusion at the Ministry. The first factor seems the lack of *ability to participate in decision-making* among employees at the executive agency. The second factor appears to be insufficient *management of diversity* among the Ministry’s top. The final two factors might be a certain lack of *(psycho)social safety* and the *non-encouragement of authenticity* at the governance department. No negative statements were made about *respectful treatment and belongingness to a group*.

Conclusion. In summary, many employees have positive experiences working for the Ministry, especially with direct colleagues. Nonetheless, it was also shown that some of the Ministry’s employees experience difficulties maintaining unique identity- and task-related features, in order to be seen and treated as an insider. Also some employees experience that belonging to an actual or perceived group could sometimes determine how an individual is seen or treated by others at the Ministry. Besides, although the evidence suggests that hierarchy could be a bottleneck for inclusion, also the importance of managerial commitment and leadership styles on this outcome was shown. Finally, four possible factors were given based on the experiences of employees, that may have inhibited feelings of inclusion at the Ministry, such as its lack of diversity management.

Attitudes on workplace inclusion

In this paragraph, results on the second sub-question are presented, which is divided on the understanding, the responsibility and the value of workplace inclusion, and finally what interpretative repertoires are commonly used.

Understanding. Many participants were unfamiliar with the definition of inclusion, especially participants working at the executive agency. In addition, most participants predicted that many co-workers, managers or the organisation in general, are unfamiliar with the meaning of inclusion. Another notable, but closely related result is that many participants argued that inclusion is generally still perceived to be a non-issue at the Ministry.

A male 55 years old guard with a relative low educational degree, argues:

“I think when you use that word [inclusion], that nobody knows what you are talking about.”
(*participant 2*)

A high-educated female policy-advisor at the governance department also states:

“At this training I once had, everyone got asked about the meaning [of inclusion], and then you notice that a lot of people have never thought about it before. For those people, it apparently is no issue.”
(*participant 14*)

These results can be interpreted as a relatively low degree of awareness on the term inclusion, in addition to that inclusion is generally seen as a relatively low priority at the Ministry. Awareness and priority do however seem to depend on an individuals' previous experiences or on how much an individual is involvement on the topic of inclusion, as argued by a 45 years old male policy-advisor at the judiciary:

“This [inclusion] is not considered an important topic, no. Except from the colleagues that do have different backgrounds [from the majority].” (*participant 13*)

This quote indicates that people whom belong to a certain historically marginalised or stigmatised group, are more likely to pay close attention to the level of inclusion that appears to be existing at the workplace, which is also confirmed by Friedman and Davidson's (2011) research.

Besides, inclusion is seen as a controversial and sensitive topic, which may explain the alleged “passive” or “strained” attitude of the Ministry towards it. When a situation is controversial and difficult, a common approach is to explicitly or even implicitly avoid or dissociate from it (Quin, Faerman, Thompson & McGrath, 2010), thereby possibly impacting the degree of involvement an organisation or individuals have on inclusion. Another explanation for this perceived attitude, could be organisational culture. As seen previously, some parts of the Ministry seem largely “result-oriented”, which may lead to subordination of topics that are relatively ambiguous or more socially oriented. A female 51 years old business-management advisor at the judiciary says:

“There are just other things, you know, why this ends up at the bottom of the priority-list.”
(*participant 17*)

Finally, participants tended to associate inclusion with other concepts such as fairness or with antecedents of factors of inclusion, such as the integration of a diverse workforce or physical, social and professional possibilities. The fact that people do not know the term “inclusion”, does however not necessarily mean that people are unfamiliar with the phenomenon of inclusion. Thus, these findings do only show that participants' understanding on the term workplace inclusion was regularly incomplete or slightly different in comparison to the scientific definition on workplace inclusion of Shore, et al. (2011).

Responsibility. The results indicate that employees acknowledge workplace inclusion to be a responsibility for all who are employed at the Ministry, as argued by a 48 years old female policy-advisor at the judiciary:

“Every individual in an organisation is co-responsible for the culture that you create with one another.” (*participant 8*)

However, the shape and level of responsibility was argued to be different for managers and supervisors in comparison to employees. Whilst it was argued that employees have reasonable impact on fostering an inclusive workplace, managers were supposed to have a bigger facilitating role in fulfilling the same matter. A 45 male years old policy-advisor at the judiciary says:

“In general, it is of importance that all organisational layers embrace the intentions [of inclusion]. When you want to become diverse and inclusive, (...) you should start at top-management, but also at middle-management and operational management.” (*participant 13*)

This finding is relatively similar to previous results on the influence and responsibility of leaders (Gotsis & Grimani, 2016). Explanations on these attitudes given by employees are that individuals in managerial functions are in the position to initiate and facilitate workplace inclusion, as they are argued to have formal power to put issues on the agenda, as well as a bigger influence to propagate the importance of the inclusion portfolio. Not only can managers create more awareness with regard to *what* inclusion entails, they are also seen as ambassadors with regard to *why* inclusion is important, and *how* this is going to be implemented and monitored in the organisation. Another regularly mentioned form of responsibility of managers is taking on exemplary behaviour, such as through allowing and encouraging feedback and through maintaining an approachable and open attitude.

As mentioned before, the results also suggest that employees themselves have an impact on workplace inclusion, in which sometimes it was argued that employees should take “more responsibility” and should not always have an attitude in which it is “up to the manager”. This can be interpreted that responsibilities towards inclusion should not be casted aside, according to employees. However, as seen previously, this might be easier said than done considering the Ministry’s hierarchal structures. Employees were assumed to take responsibility through reviewing one’s own behaviours, through showing ‘correct behaviours’, through actively involving others in formal and informal (work)scenario’s, through attending others on their behaviours, and finally, through actively seeking to connect with significantly “different” people and groups than themselves.

At the same time, some descriptions of participations lacked detail or ideas on how to contribute to inclusion. In addition, while inclusion was seen as a responsibility of all, the impact that employees “could have” on inclusion was sometimes downplayed. As seen in a quote by a 26 years old female employee:

“I could do a lot, but I do not have the authorisations. (...), I am the eyes and ears of the supervisor, (...). The only thing I could do is to address it [exclusion].” (*participant 3*)

Possible causes for this paradox between favourable attitudes and actual behaviours vis-à-vis inclusion among employees, could be justifications mechanisms (Wicklund & Berhm, 1976), but also leadership and managerial styles or the Ministry’s hierarchal culture as seen in the previous chapter.

Besides, some participants also argued that the organisation or the HR-department has an important facilitating role with regard to inclusion, such as personnel and hiring policies, or the designation of inclusion into the organisation’s identity, strategies and objectives.

Value. The results point out two, and perhaps even three value orientations of workplace inclusion. The first value orientation relates to economy and functional principles. Participants express that workplace inclusion is important, because 1) plurality in views, backgrounds and working styles enriches the quality of labour, 2) therefore also leading to better team- and organisational outcomes. Closely related, inclusion is also argued to 3) help utilising human capital, and to 4) create more pro-organisational commitment. This value orientation could be interpreted as a form of *utilitarianism*, in which inclusion is justified based off the results of the undertaken actions (Freeman & Engels & Altekruise, 2004).

For example, a 28 years old female pedagogic employee at an executive agency describes:

“I think it is good to have different people in your team which do not have the exact same capacities, so you can utilise these differences. While one has more knowledge about this, the other has more knowledge about that.” (*participant 5*)

Or as a male 48 years old policy-advisor at the governance department states slightly different:

“The capital of an organisation are the people. Therefore it is extremely important that you well-maintain the people who are working for you, or one could say ‘that you water your plants sufficiently.’” (*participant 12*)

In addition, the results also indicate a value orientation that is focused on principles of social justice and ethics, although this was considerably less evident in the results in comparison to the first value orientation. This may again be explained by that some parts of the Ministry seem largely “result-oriented”. For this value orientation, two sub-codes were found: 1) legitimacy

and representation, and 2) an ethical relationship with society. As stated by a 28 years old male policy-advisor of the governance department:

“The slogan [of the government] is ‘working for the Netherlands’, which suggests that we work for the entire society. In that case we could reflect the Dutch society better than we do right now.”

(participant 18)

Upon closer scrutiny, a third value orientation based on welfare and satisfaction of employees appeared as an inductive result in this research. One could argue that the welfare orientation belongs to either the first or the second orientation. However, according to participants, there is also just a human aspect to inclusion.

Interpretative repertoires. Explicit attitudes towards workplace inclusion were discovered by the use of discourse analysis. Two interpretative repertoires in the arguments of participants were found. First, an often-used repertoire in relation to workplace inclusion was the word “should”. When something is discussed in terms of “should” or in other terms such as “just”, it explicitly emphasises that there are no optional actions. Therefore, when someone is using the term should, workplace inclusion is viewed as something obligatory or as something that is self-evident. This was seen in many fragments, as seen in a fragment of a 48 years old male policy-advisor at the governance department:

“It demands from this organisation to create a few organisational pillars, in which this [inclusion] should be one. And then it should, it should, and that sounds very directive, (...), but then you should manage it more directly now.” *(participant 12)*

Although to a lesser extent, another used repertoire in relation to workplace inclusion was the word “could”. In opposite of should, “could” explicitly underlines that there are optional actions. Therefore, this implies that workplace inclusion is not an obligation, but rather a possibility or something to consider. The following quote of a 28 years old male policy-advisor at the governance department shows this repertoire, as an alternative to should:

“The slogan [of the government] is ‘working for the Netherlands’, which suggests that we work for the entire society. In that case we could reflect the Dutch society better than we do right now.”

(participant 18)

Briefly, two interpretative repertoires with respect to workplace inclusion were found: workplace inclusion in terms of “could” and “should”. This finding could be interpreted as that inclusion appears to be seen as something that is both important and obligatory, and on the contrary also something that is yet to be considered.

Conclusion. In summary, a few patterns have been found in the results on what attitudes employees have regarding workplace inclusion. The first pattern that occurred was that inclusion appears to be a term that is largely unknown, ambiguous and obscure. In addition, the level of priority given to inclusion deemed relatively low. Awareness and priority, however, seem depended on factors such as individuals' previous experiences, minority status or an organisations' culture. Besides, this research showed that the shape and level of responsibility was argued to be different for managers in comparison to employees. Furthermore, a gap between behaviours and assumed responsibilities of employees occurred, which may potentially be explained by justifications mechanisms, leadership styles or hierarchal structures. Subsequently, three value orientations in relation to inclusion were found: value orientations on utilitarian, social justice and welfare principles, finalising it with interpretations on workplace inclusion: workplace inclusion in terms of could and should.

Promoting and inhibiting workplace inclusion

In this paragraph, potential factors which are assumed to promote or inhibit an inclusive workplace are highlighted. Four most emergent factors that were brought up by the participants are presented, relating to individual, group and organisational level.

A foundation of inclusion. Participants generally thought that a first step to promote and maintain inclusion at the workplace, would be through creating awareness and clarity on inclusion among employees, managers and/or the organisation, because as seen previously, the term inclusion occurred to be largely unknown. Workplace inclusion appears to be a concept that needs to be clarified, such as that people in the organisation know what it entails, why it is important, and finally, why and how this is facilitated by the organisation. People do not only need to know what workplace inclusion is, but also what its added values are and what expectations people can have towards implementations or actions. Complementary, it was assumed important to create a foundation for inclusion in the organisation by reviewing the Ministry's central objectives, strategies and identity, so it becomes a "significant part of the Ministry's DNA".

Exemplary behaviour. Another frequently mentioned factor is exemplary behaviour, mainly of managers. What is meant by exemplary behaviour, is that behaviours and norms are propagated that are argued to be important for inclusion. This can be more implicit forms of behaviour, such as flexibility, personal communication, openness and approachableness. This can also be more explicit forms of behaviour, such as propagating that inclusion is important and should be taken seriously. A female 28 years old business-management advisor at the

judiciary gives her perspective on this commitment by managers:

“It would be nice to witness that the management of the organisation takes this topic seriously, and dedicates themselves to it, so they become some sort of ambassador of this theme” (*participant 16*).

Furthermore, another described form of exemplary behaviour is the pro-active search on diverse contacts and relations inside and outside the workplace, to avoid from this alleged “bubble”. Exemplary behaviour is known to be a powerful method in strengthening and expanding positive behaviours in all sorts of settings (Carr, et al., 2002).

Hiring policies. Another regularly stated factor is the evaluation of hiring policies to increase diversity in the organisation, so “you do not continue fishing in the same pond”. In order for an organisation to be inclusive, it is argued that an organisation should strive towards the integration of differences, so differences can no longer be overshadowed. This focus is also disproportionately emphasised in today’s literature (Shore, et al., 2018; Sabharwal, 2014). As Shore and colleagues (2011) put it, “until recently, very little research has investigated the internal organisational processes that create inclusion rather than mere numerical representations of diversity”(p. 1277).

Integral collaboration. In order to maximise feelings of inclusion within an organisation, participants also expressed that integral collaboration needs to be stimulated, both “horizontally” and “vertically”. Horizontal collaboration refers to relations with other co-workers, whereas vertical collaboration relates to relations with the management or the organisation in general, such as through good communication and transparent decision-making, as argued by a 50 years old male guard at the executive agency:

“Listen for once [management] to the workforce, honestly. I know a lot of things that are said are not directly practicable, (...), but at least be transparent about that” (*participant 4*).

Shore, et al.’s (2011) research states the importance of the integration of a fair and transparent climate in organisations for an inclusive workplace (Shore, et al., 2011).

Conclusion. To sum up, four potential factors which are argued to promote or inhibit workplace inclusion from an employee-perspective have been outlined. These factors relate to: 1) a foundation of inclusion, 2) exemplary behaviour, 3) hiring policies, and 4) integral collaboration.

Discussion

The qualitative research attempted to explore and explain attitudes and experiences of employees regarding workplace inclusion at the Ministry of Justice and Safety, as well as potential factors that promote and inhibit workplace inclusion according to employees.

First, from the perspective of the employee, the Ministry was often perceived as a unique and pleasant organisation to work for. However, sometimes it was also seen that some employees at some parts of the Ministry experience it to be difficult to maintain identity- and task-related features, in order to be treated as an insider. Also, some employees experience that belonging to an actual or perceived group could sometimes determine how you are seen or treated by others. Besides, it seems that hierarchal structures of the Ministry might be a bottleneck for inclusion, because of its tendency to affect participation and transparency in decision-making. In order to “make” or “break” an inclusive culture in a hierarchal setting, the evidence suggests the importance of managerial commitment and certain leadership styles. Which styles can be considered effective for a hierarchal culture, might be an interesting approach for future research. Besides, when experiences of employees were applied to the model of Shore, et al. (2018), four factors seemed to provide possible explanations on the status quo on inclusion for some parts at the Ministry, which were a lack of: diversity management, the encouragement of authenticity, (psycho)social safety and again the ability to participate in decision-making.

Second, the results have also indicated that the term inclusion appears to be largely unknown, ambiguous and obscure within the Ministry. In addition, from the perspective of the employee, inclusion does not yet receive the attention it is supposed to deserve. These two findings, however, seem to depend on factors such as an individuals’ minority status or previous experiences with inclusion, or again organisational culture. This appears to contradict the findings of Jansen, et al. (2014), in which was argued that inclusion is equally important for individuals within homogenous groups. This incongruence in findings could be an interesting starting-point for future research.

Besides, employees’ attitudes on the responsibility were largely similar: the shape and level of responsibility is supposed to change on the basis of someone’s position in an organisation (e.g. managers). Leadership as an important influencer on inclusion was also found in the results on culture. A paradox between assumed responsibilities and actual behaviours vis-à-vis inclusion was discovered among employees, however, this finding could be explained by multiple reasons such as a denial of responsibility, or again the Ministry’s hierarchal culture and its leadership and managerial styles.

Furthermore, a third value orientation on inclusion based on welfare principles was found among employees' attitudes, therefore extending studies which only included two value orientations on utilitarian and social justice principles. Finally, through the use of discourse analysis, explicit attitudes towards workplace inclusion were discovered. It seems that explicit attitudes of employees on workplace inclusion tend to comprise between something that is "nice to have" (could be there) or something that is obligatory and self-evident (should be there).

Third, based on the views of participants, four potential factors were unravelled, which were not all theoretically described in Shore's, et al., (2018) research' on inclusive practices and processes. However, inclusion should, as also diversity management was given disproportionate attention by employees in this research, not "merely be a case of old wine in new bottles, relabelling of long-established diversity management practices." (Shore, et al., 2018. p. 186). Thus, while some of the aforementioned factors may provide meaningful contributions to the understanding of workplace inclusion, a lot more research is required.

This research had implications which may have affected the quality of the results. Although this study aimed to select a representative population sample from the Ministry, the sample was only from three "organisations", in which not always various occupations, locations, departments and educational levels could be included. As noted, this study had especially difficulties finding participants of other executive agencies. Besides, only 20 employees were interviewed out of thousands of employees at the Ministry. Therefore, this was by no means a representative or exhaustive population sample from which large-scale conclusions or generalisations can be generated.

In the first five interviews, the term inclusion appeared largely ambiguous and obscure. Therefore, indicators of inclusion were added to the conversation structure. This operationalisation increased the understanding of employees on inclusion. This limitation might have led to that this study's instrument may not always have measured what was attempted to measure, therefore affecting the internal validity of this research. Furthermore, the first five interviews lacked a few elements due to this limitation as well. Therefore, the questions on experiences were not similar for all participants, which may also have affected internal validity.

Despite these limitations, this research did yield interesting insights and starting-points that may be of relevance for future research. Besides, to maintain the quality of this research, all interviews were audio-recorded and carefully transcribed. To minimise subjectivity of the researcher, interviews were coded and analysed by the use of NVivo, so that it allowed to critically compare results and to recognise and change interpretative mistakes.

A first recommendation is that inclusion calls for a collaboration between researchers and practitioners, to build grounded knowledge that helps to instruct leaders in organisations to adopt and apply policies, practices and leadership styles that are known to maintain or promote an inclusive workplace. Especially the evaluation of combinations of policies and practices may be an interesting approach for future research, as it was seen that the focus has remained too much on diversity management on its own.

In addition, in this research the evidence suggests a certain relationship between environmental or cultural aspects, workplace inclusion and leadership styles. Therefore I advocate that future research should focus on various relationships between these three factors within an organisational context. A final recommendation to the Ministry is to formulate current findings on the experiences of inclusion in a hypothesis to be able to do large-scale conclusions.

To conclude, this study has shown that it is pivotal to facilitate an inclusive workplace by continuously investigating ways that could promote and maintain workplace inclusion, especially as organisations continue to diversify. In addition, this study was one of the first to explore and explain experiences and attitudes of employees in terms of workplace inclusion, therefore enacting a contribution to both science and practice in relation to workplace inclusion.

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Appendix 1: topic-list/conversation structure interview

- Introductie van het interview
- Voorstellen
- Aard en procedure onderzoek
- Vertrouwelijkheid: anonimiseren interviews
- Ondertekenen informed consent
- Audio-opname: bevestiging vragen!
- Moment voor vragen en opmerkingen

AANZETTEN AUDIO-OPNAME & BEDANKEN VOOR MEDEWERKING

- Introductie van de participant
- *Persoons/werkkenmerken*: leeftijd, huidige functie, opleidingsniveau, arbeidsduur

DEELVRAAG I & II

- De cultuur en rol leiding
- *Wat is de cultuur bij...?*
- Ruimte voor mensen die niet tot **de norm** behoren? Wat als je er niet naar gedraagt?
- Wanneer **schuurt** het wel eens tussen jou en je collega's? Wordt dat **toegelaten**?
- Welke rol heeft jouw **leidinggevende** hierin, hoe wordt opgetreden?

- Opvattingen van inclusie op de werkvloer

Kun je vertellen wat volgens jou inclusie op de werkvloer betekent?

- Deel kaartjes uit: operationalisatie (zes componenten)
- Komt dit overeen met wat jij ervan denkt? Wat herken je hierin? Hoe wordt hiermee omgegaan?
- Waar denk je het meeste/minste aan? Hoe, wanneer en bij wie? Concrete beelden?

Wie is verantwoordelijk voor het inclusieproces?

- In hoeverre zet je **jezelf/anderen** zich in voor een inclusieve werkomgeving? Wat kan je nog doen?

In hoeverre vind je inclusie op de werkvloer belangrijk en wenselijk?

- Voor jou, en de organisatie?
- Wat is de **meerwaarde**? Welke motieven? Op een schaal van 1 tot 10, welke **prioriteit** koppel jij hieraan?

- Ervaringen van inclusie op de werkvloer

- In hoeverre ervaar je de werkvloer als **veilig** (psychologische veiligheid)?
- In hoeverre ervaar je dat **authenticiteit** wordt aangemoedigd?
- In hoeverre voel je je **betrokken** bij de (dominante) groep op de werkvloer (verbondenheid)? Wat is het belang van de **groep**?
- In hoeverre voel je dat je **respectvol** behandeld wordt?
- In hoeverre ben je betrokken bij belangrijke **beslissingen**?
- Hoe wordt omgegaan met **verschillen** (diversiteit), wat vindt je daarvan? Speelt **identiteit** (geslacht/ethniciteit) rol bij werk of positie? Hoe? Wanneer? (**gelijkwaardigheid**)
- a) Ander gedrag? Andere opvattingen?
- b) Anders benaderd/bekeken? Verschillend van dominante groep (autochtonen/mannen)?
- c) Twijfel t.a.v. loyaliteit? Grappen? Uitsluiting?

DEELVRAAG II

- Ondersteunde en belemmerende factoren van inclusie op de werkvloer

Voor [naam], welke factoren bevorderen momenteel inclusie op de werkvloer?

Voor [naam], welke factoren belemmeren momenteel inclusie op de werkvloer?

- Waar zit de grootste mate van **invloed** op inclusie?
- Welke **veranderingen** zijn er geweest m.b.t. inclusie, en waar heeft dat precies aan gelegen?

DEELVRAAG III

- Behoeften met betrekking tot inclusie op de werkvloer

Welke behoeften heb jij momenteel ten aanzien van inclusie op de werkvloer voor [naam]?

- Aan welke knop zou jij draaien om te komen tot inclusie?
- Wat heb jij van de organisatie nodig om hier zelf meer mee te kunnen doen?
- Suggesties voor verbeteringen? Zo ja, welke?

- Afsluiting van het interview

- Samenvatting
- Nogmaals wijzen op het anonimiseren van de interviews
- Moment voor vragen of opmerkingen
- Contactgegevens

Appendix 2: Code tree per (sub)question

* = Emergent code

1a: the understanding of inclusion**Governance department:**

- Attitudes
 - Non-issue *
 - Unfamiliarity *
 - Extra:
 - Sensitive topic
 - Invisible & hard to measure
 - Basis for work
- Definition
 - Authenticity *
 - Belongingness *
 - Unite differences *
 - Total participation *
 - Physical and social possibilities
 - Capabilities matter, not your background

Judiciary:

- Attitudes
 - Non-issue *
 - Unfamiliarity *
 - Extra:
 - Basis for work
 - No core-business
 - Sensitive topic
 - Not always feasible
 - Self-evident
- Definition
 - Authenticity
 - Divers personnel file *
 - Professional possibilities
 - Total participation
 - Capabilities matter, not your background

Executive agency:

- Attitudes
 - Unfamiliarity *
 - Extra:
 - Sensitive topic
 - Basis for work
- Definition

- Capabilities matter, not your background

1b: the responsibility of workplace inclusion

Governance department:

- **Responsibility**

Who's responsibility → which responsibility?

- Responsibility of everyone *
- Responsibility of management & organisation *
 - Influence portfolio and norms
 - Hiring policies *
 - Manage (all sorts of) diversity *
 - Create clarity inclusion (definition, target & importance) *
 - Including inclusion in organisational strategy & identity
 - Exemplary behaviour *
- Responsibility of employees *
 - Attend others on behaviour
 - Create involvement & engagement
 - Extend world
 - Correct behaviour *
 - Introspection
 - Open and approachable behaviour
 - Support colleagues

Judiciary:

- **Responsibility**

Who's responsibility → which responsibility?

- Responsibility of everyone *
- Responsibility of management & organisation *
 - Hiring policies *
 - Influence portfolio and norms *
 - Create clarity inclusion (definition, target & importance) *
 - Stimulate integral cooperation
 - Exemplary behaviour *
- Responsibility of employees *
 - Shifting of responsibility
 - Attend others on behaviour
 - Create involvement & engagement
 - Extend world *
 - Correct behaviour *
 - Introspection *
 - Flexibility

Executive agency:

- **Responsibility**

Who's responsibility → which responsibility?

- Responsibility of everyone *
- Responsibility of management & organisation *
 - Coaching and conversations *
 - Create clarity inclusion (definition, target & importance) *
 - Evaluate policies
 - Stimulate integral cooperation *
 - Listening to the workforce
 - More regular staff *
 - Personal communication
 - Exemplary behaviour
- Responsibility of employees
 - Shifting of responsibility
 - Attending others on behaviour *
 - Create involvement & engagement *
 - Correct behaviour *
 - Active participation & development *
 - Support colleagues
 - Introspection & exemplary behaviour *
 - Allow disagreements

1c: the value of workplace inclusion

Governance department:

- **Value**
 - Economy and functional principles *
 - Contributions to quality and results *
 - Enrichment through plurality *
 - Organisational commitment *
 - Social justice and ethical principles
 - Legitimacy & representation
 - Ethical relationship with society *
 - Welfare and satisfaction principles *

Judiciary:

- **Value**
 - Economy and functional principles *
 - Increase understanding target group
 - Contributions to quality and results *
 - Enrichment through plurality *
 - Social justice and ethical principles
 - Sustainable society & labour market
 - Ethical relationship with society
 - Welfare and satisfaction principles *

Executive agency:

- **Value**
 - Economy and functional principles *
 - Contributions to results *
 - Increase understanding target group *
 - Learning from and complementing with one another *
 - Welfare and satisfaction principles *

1d: interpretative repertoires on workplace inclusion

Saved in query results

- **Inclusion = could**
- **Inclusion = should**

Experiences on culture

Only the most emergent codes on experiences have been added to the code tree, to show more well-arranged coding for the use of the results and discussion of this research. The original coding can be located in the NVivo file.

Governance department:

- **Culture**
 - Hierarchy **
 - Political-administrative & result-orientated focus **
 - Bubble *
 - Technocratic *
 - Lack of reflection & vulnerability *
 - Individualistic & independent *
 - Extra:
 - Open culture *
 - Change unsuspecting
 - Uncritical
 - No strong norms

Judiciary:

- **Culture**
 - Hierarchy
 - Individualistic & independent
 - Open & safe *
 - Cautious & alert
 - Bubble **
 - Same domain & study *
 - Same 'type of person' *
 - Independent & individualistic

Executive agency:

- **Culture**
 - Team-work & collegiality **
 - Macho **
 - Top-down **
 - Open & safe
 - Cautious & alert

Perceptions on inclusive processes & practices

Sub-codes are only added to emergent main codes.

Governance department:

- **Processes & practices**
 - Encouragement of authenticity *
 - Assimilations
 - Workstyle
 - Personality *
 - Behavior
 - Attitudes on what is important *
 - Involvement at decision-making processes
 - Involvement in (work)groups
 - Diversity management *
 - Lack equality
 - Hurtful jokes groups
 - Job hiring not transparent
 - Inhibit professional progress
 - Lack diversity *
 - Woman in top
 - Ethnicity *
 - Workstyles *
 - Type of 'human' *
 - Psychological safety *
 - Lack of reflection & vulnerability *
 - Cautiousness & alertness *

Judiciary:

- **Processes & practices**
 - Encouragement of authenticity
 - Involvement at decision-making processes
 - Involvement in (work)groups
 - Diversity management *
 - Lack diversity *
 - Ethnicity *
 - Disabled people
 - Type of 'human' *

- Psychological safety

Executive agency:

- **Processes & practices**
 - Encouragement of authenticity *
 - Able to be themselves *
 - Involvement at decision-making processes
 - Not being heard *
 - No real influence
 - Involvement in (work)groups
 - Appreciation colleagues *
 - Diversity management *
 - Lack diversity top
 - Psychological safety
 - Fear regarding management
 - Appreciation honesty and openness

3: potential factors that promote workplace inclusion

- **Factors**
 - Evaluation of hiring policies *
 - Acces to ongoing support
 - Coaching & mutual conversations: room for vulnerability & feedback
 - Confidant
 - Move towards integral collaboration *
 - Horizontally: co-workers
 - Vertically: in the line
 - Exemplary behavior *
 - Personal communication
 - Approachableness & openness
 - Flexibility
 - Propagating importance inclusion
 - Pro-active search for diverse contacts
 - Create foundation inclusion *
 - Awareness
 - Clarity
 - Part of agenda
 - Part of organisation strategies and objectives

Appendix 3: informed consent – not signed

Toestemmingsformuler voor deelname aan het onderzoek: beleving en waardering ten aanzien van inclusie op de werkvloer

Je staat op het punt om deel te nemen aan een onderzoek dat wordt uitgevoerd door Anouk Groenen, verbonden aan het departement Sociale- en Gedragwetenschappen van de Universiteit Utrecht.

Je deelname aan dit onderzoek is vrijwillig. Lees de onderstaande informatie zorgvuldig door en stel vragen als er iets is wat je niet begrijpt, voordat je besluit om wel of niet mee te doen aan het onderzoek.

Waarom wordt deze studie uitgevoerd?

Dit onderzoek heeft als doel om de beleving en waardering ten aanzien van inclusie op de werkvloer onder medewerkers van verschillende uitvoeringsinstanties, de rechterlijke macht, en het bestuursdepartement van het Ministerie van Justitie en Veiligheid inzichtelijk te maken. Het onderzoek dient daarmee de functie van een verkennend- en behoefteonderzoek.

Wat zal er gebeuren als ik deelneem aan dit onderzoek?

Als je instemt met deelname aan het onderzoek, zal je gevraagd worden om deel te nemen aan één interview. Het interview zal ongeveer 45 minuten duren. In totaal worden 60 minuten uitgetrokken voor één gehele sessie.

Wat voor risico's of ongemakken kan ik meemaken?

Het is mogelijk dat je je ongemakkelijk voelt bij het onthullen van persoonlijke opvattingen en ervaringen ten aanzien van inclusie. Daarnaast kun je ook moe of verveeld raken tijdens het interview.

Zijn er voordelen voor mij als ik deel neem aan dit onderzoek?

Er zijn geen directe voordelen wanneer je deelneemt aan het onderzoek. De resultaten van het onderzoek kunnen op den duur wel bijdragen aan het bevorderen van een inclusieve werkomgeving voor verschillende onderdelen van het Ministerie van Justitie en Veiligheid.

Hoe zal informatie over mij en mijn deelname aan het onderzoek vertrouwelijk worden gehouden?

Alle informatie die tijdens dit onderzoek zal worden verzameld waardoor je geïdentificeerd kan worden, zal vertrouwelijk blijven. Vertrouwelijkheid zal op verschillende manieren gewaarborgd worden:

- Alle onderzoeksdocumenten waarmee je geïdentificeerd zou kunnen worden zullen in een afgesloten kast, in een afgesloten kantoor op de Universiteit Utrecht worden bewaard voor maximaal 10 jaar. Enkel ikzelf en mijn directe begeleider van de Universiteit Utrecht zullen toegang hebben tot deze informatie.
- Alle ruwe data zal worden opgeslagen in een afgesloten kast.
- Alle onderzoeksdocumenten die in een computersysteem of op elektronische media zullen worden opgeslagen krijgen codenummers toegewezen en zijn niet individueel te identificeren.
- De audio-opnames worden alleen voor onderzoeksdoeleinden gebruikt. Enkel ikzelf en mijn directe begeleider van de Universiteit Utrecht zullen toegang hebben tot deze opnames, die anoniem en veilig zullen worden opgeslagen zoals hierboven beschreven is.

Hiermee verklaar ik als onderzoeker dat ik vertrouwelijk om zal gaan met jouw privé informatie. De onderzoeksdata zal zowel fysiek als elektronisch worden beveiligd.

Wat zijn mijn rechten als ik deel neem aan dit onderzoek?

- Je kunt kiezen of je wel of niet wil deelnemen aan dit onderzoek, en je kunt je toestemming terugtrekken en deelname aan het onderzoek op elk moment staken.
- Welke beslissing je ook neemt, er zullen geen negatieve gevolgen voor je zijn.
- Je kunt weigeren om vragen te beantwoorden die je niet wil beantwoorden en nog steeds blijven deelnemen aan het onderzoek.

Met wie kan ik contact opnemen als ik vragen heb over dit onderzoek?

Je hebt het recht om op ieder moment voor, tijdens en na het onderzoek vragen te stellen. Je hebt ook het recht om niets te willen weten over het onderzoek. Als je vragen of opmerkingen hebt over het onderzoek kun je contact zoeken met Anouk Groenen of René van Rijsselt, Ph.D.

Anouk Groenen, student onderzoeker, Sociale Wetenschappen, UU, Padualaan 14, 3584 CH Utrecht. Tel nr. XXX. E-mail: XXX of XXX.

René van Rijsselt, Ph.D., begeleider onderzoeker, Sociale wetenschappen, UU, Padualaan 14, 3584 CH Utrecht. Tel nr. XXX

Toestemmingsverklaring onderzoek: beleving en waardering ten aanzien van inclusie op de werkvloer

‘Ik verklaar hierbij op voor mij duidelijke wijze schriftelijk te zijn ingelicht over de aard en methode van het onderzoek. Ik stem geheel vrijwillig in met deelname aan het onderzoek. Ik behoud daarbij het recht deze instemming op ieder moment, zonder opgaaf van reden, weer in te trekken. Tevens is het mij bekend dat de onderzoeksgegevens vertrouwelijk zullen worden behandeld, alleen voor het huidige onderzoek zullen worden gebruikt en dat de onderzoeksgegevens die verzameld zijn 10 jaar bewaard zullen blijven. Indien de resultaten gebruikt worden in wetenschappelijke publicaties of op een andere manier openbaar worden gemaakt, dan zal dit volledig geanonimiseerd gebeuren.

Naam:

Handtekening:

Plaats & Datum:

Ik verklaar hierbij dat ik deze participant volledig heb geïnformeerd over het genoemde onderzoek.

Naam onderzoeker:

Handtekening onderzoeker:

Plaats & Datum: