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**What's next? Challenges from signing a Diversity Charter - a case study in a Portuguese organization**

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## **Resumo**

A diversidade é atualmente considerada uma vantagem competitiva nas organizações num mundo globalizante. As Cartas para a Diversidade visam promover a diversidade nas organizações, sendo este também um objetivo da Carta Portuguesa para a Diversidade, o que implica desafios para as organizações signatárias dado envolver uma eficaz gestão da diversidade nas suas organizações, procurando maximizar as suas vantagens e minimizar as suas desvantagens. O presente estudo envolve uma metodologia baseada no estudo de caso e pretende analisar como é que a diversidade é gerida numa das organizações signatárias da carta para, posteriormente, propor um plano de intervenção considerando as necessidades identificadas. Recorrendo a uma metodologia mista, foi feita uma avaliação de necessidade que implicou uma metodologia qualitativa (13 entrevistas individuais aos trabalhadores pertencentes aos diferentes níveis hierárquicos) e quantitativos (questionário de auto-diagnóstico da diversidade). Os resultados apontaram que as maiores dificuldades na gestão da diversidade estão ao nível do compromisso da gestão, da comunicação da diversidade, da formação sobre diversidade, da inclusão de um trabalhador com deficiência a tempo inteiro e de mulheres nas fábricas. Assim, foi desenhado um plano de intervenção com três principais etapas para colmatar estas lacunas: o aumento do compromisso, a sensibilização dos trabalhadores e o desenvolvimento de ações concretas para aumentar a diversidade dos trabalhadores. Este estudo visa contribuir, assim, para que outros signatários vejam a assinatura da Carta Portuguesa para a Diversidade como uma forma de refletir sobre as suas práticas internas, procurando potenciar a diversidade e a inclusão nas suas organizações.

**Palavras-chave:** diversidade, gestão da diversidade, cartas da diversidade, caso de estudo, plano de intervenção.

**PsycINFO Classification Categories and Codes:** (3600) Industrial and Organizational Psychology.

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## **Abstract**

Diversity, currently, is considered a competitive advantage to the organizations in today's globalized world. The Diversity Charters aim to promote diversity in the organization, just as the Portuguese Diversity Charter, that implies challenges to the signatory organization due to the necessity to have an effective diversity management, maximizing its advantages and minimizing the disadvantages. This study uses a case study methodology and intends to analyse how diversity is addressed in one of the signatories organization of this Charter to posteriorly design an action plan considering the needs identified previously. Employing a mixed methodology, including qualitative (13 individual interviews to the employees from different hierarchical levels) and quantitative methods (diversity self-diagnosis questionnaire), the results show that the major difficulties in managing diversity in the organization are the senior management commitment, diversity communication, diversity training, and finally the inclusion of disabled workers women in the factories. Thus, an intervention plan was designed in order to address these weaknesses, involving three steps: (a) increasing the commitment, (b) awareness-raising of the employees, and (c) concrete actions to increase the diverse workforce. This study also aims to contribute that other signatory organizations look to the adhesion to the Portuguese Diversity Charter as a possibility to reflect on their internal practices and how they can promote diversity and inclusion in their organizations.

**Keywords:** diversity, diversity charter, diversity management, case study, intervention plan.

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## **Introduction**

The focus on international business has been increasing over the years, as markets' globalization do not cease to overcome boundaries. Also, the technology evolution and further reduction of barriers to the exchange of goods allows organizations be less concerned about their localization (Lopez-Claros, 2008). These phenomena have been leading to demographic changes (e.g., organizations' employees with diverse backgrounds), entailing an investment in diversity aspects and a fast adaptation of society and organizations to this new reality (Rawat & Basergekar, 2016).

In order to survive, it became necessary that organizations started taking diversity into consideration including it in their business model (Kreitz, 2007). Indeed, the European Strategy 2020 for the smart, sustainable and inclusive growth, considers employment and social cohesion as two priority areas of intervention. Therefore, there is an increased concern in ensuring the access and equal opportunities for everyone, throughout life. One way of doing that is assuring every person has the same opportunities at work, regardless of their individual characteristics or background, by, for instance, guaranteeing that organizations have enough knowledge to manage diversity among their employees. However, the 2015 Eurobarometer data shows that discrimination at work happens in Europe. For example, 56% of European workers feel discriminated by their age, 46% by their ethnicity or incapacity, and 27% by their gender (Jourová, 2015). Thereby, it is important that organizations become more conscious about this problem and about the advantages that may derive from the inclusion of diversity in their workplace.

Although it is not possible to find a single definition of diversity in the workplace, it can be defined as the recognition, comprehension, acceptance and appreciation of people's differences in their age, social status, racial origin or ethnicity, sex, gender, disabilities or other individual characteristics (Esty, Griffin, & Schorr-Hirsh, 1995).

The implementation and management of a diverse organization is a complex process that has an impact on teams and business functioning (Homan et al., 2008). Hence, nowadays, diversity has been one of the biggest challenges that organizations have to face. According to Guillaume et al. (2013) there has been an increasing interest in conducting research particularly because there is a need to know which policies are more related to a successful diversity management, and a need to understand which processes are underlying to the diversity in the workplace, in order to accomplish a better comprehension and consequently promote a better

integration of diversity practices in the workplace. One example is the study conducted by Kunze, Boehm and Bruch (2013) which shows that when employees perceive that their organization appreciates diversity and has inclusive human resources practices, they are less likely to discriminate any of their colleagues and become more prone to have a positive attitude towards diversity in the workplace.

Also, research shows that organizations can take advantage of their promotion of diversity in the workplace, although some moderators have to be taken into consideration. Overall, diversity is positively correlated with a better performance, a higher compromise, greater intention to remain in the organization, attraction and recruitment of better talent, more business opportunities, positive external and internal image and, consequently, higher financial results (Esty et al., 1995). That being said, diversity in the workplace shouldn't be considered only as an ethical obligation that organizations have to respect, but mainly, as a competitive advantage and, consequently, an important aspect that organizations must include in their business model in order to improve their performance.

Since the beginning of the twenty-first century, companies headquartered in Portugal have been working to promote diversity through different initiatives (e.g., Grace, Delta, and Microsoft). However, in 2008, only 43% of the Portuguese employees referred that diversity has been promoted in their companies (Gomes, Augusto, Lopes, & Ribeiro, 2008).

Therefore, the Portuguese Diversity Charter was created jointly by public and private organizations in 2016 with the purpose to be a voluntary written commitment and a tool to promote diversity in the workplace. Besides the formal content of the Charter, this was an important step to increase awareness on this topic and to make organizations reconsider their diversity policies and practices.

That being said, the goal of this thesis is to present a case study of one of the signatory companies of the Charter in order to help the organization be more aware of its diversity status and consequently to help it develop a strategic plan to promote diversity in the short and in the long-term run. Overall this case study will also intend to contribute to a greater awareness of the advantages of signing the Portuguese Charter to other entities and companies settled in the Portuguese labour market.

This study will be divided into four chapters. The first chapter regards the literature review about diversity and diversity in the workplace and the Diversity Charters in the European Union and, more precisely in Portugal. The second chapter specifies the goals of the present study and also describes the signatory organization where the case study was conducted. In the third chapter, the two studies conducted for diagnosis purposes - a qualitative study and a

quantitative study– will be fully described. Concerning to the fourth chapter, based on the results from the needs assessment, an intervention plan will be presented. Finally, in the last chapter it will be presented an overall discussion about the present case study, reflecting upon the practical contributions and limitations of the current study, making suggestions for future research that will be conducted within the Portuguese Diversity Charter.

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## **Chapter I. Literature Review**

### **1.1. Diversity and diversity within the organizational context: What are we talking about?**

Literature presents many definitions of diversity where most of them have a common ground: diversity is considered as a social group characteristic that reveals perceived differences between the members of different groups. However, it is difficult to have a consensual definition. Mannix and Neal (2005) postulate a general definition as they define diversity as a “variation based on any attribute people use to tell themselves that another person is different” (p. 33). Knippenberg and Schippers (2007) on the other hand, argue that diversity is present when someone differentiates one person from others and from itself (Knippenberg & Schippers, 2007). Some literature also uses the concept of heterogeneity instead of diversity. Heterogeneity is conceptualized as the degree of basic human differences in a given population, such as age, gender, race, ethnicity, religion, social class, physical ability and sexual orientation (Certo, 1997; Clarke and Iles, 2000; cited in Zaidi, Saif, Zaheer, 2010). Besides heterogeneity and diversity, some other authors use the concept of pluralism which, according to Combs (2002) “takes diversity further towards a fuller integration of differences, by embracing distinct and legitimate co-existence of differences and permitting the maintenance of individual and collective identities” (p. 6).

Knippenberg (2007) refers that there are three important aspects when conceptualizing diversity: it is a group characteristic and there should be a focus on how different group members work and interact together; differences can be objective and also subjective; and finally, research should focus on how the different members of the group interact and how that affects the group functioning. Another perspective is the one from Harrison and Klein (2007) that disagrees at some extent with all the definitions presented here before, and tries to complete them by adding three typologies within the diversity concept, each one leading to different operationalization and consequences: diversity can reveal separation, variety or dispersion. More concretely, 1) diversity can be a signal of separation when there are differences in terms of opinions between members. Other authors call this values-based diversity. In both cases, such conceptualization of diversity is associated with negative effects on team performance (Van Knippenberg and Schippers, 2007) and to conflicts or discrimination (Harrison and Klein, 2007). 2) Diversity can also be seen as a variety of different levels of knowledge or education background between the members. Findings show that this point of view can lead to better outputs. Finally, 3) diversity can be a sign of dispersion when there are differences in terms of

salary, status, values or another kind of benefits that workers can privilege. This was the first conceptualization of diversity that categorized the concept in different dimensions, and it is more focused on how diversity is seen by employees.

The diversity topic within the organizational context started to be studied in the 1960s. Qin, Muenjohn and Chhetri (2014) divide this evolution into three major phases: equal opportunities or affirmative actions (1960s-1970s), the challenge of diversity management (the 1980s), and finally, diversity as a competitive advantage (1990s-present).

The first phase started with the launching of U.S. Civil Rights Act when organizations had to be more concerned with a workplace without discrimination. By that time it was necessary to implement fair human resources policies with regard to recruitment, training or promotion of minority groups. Organizations were concerned about human resources management particularities that could result in discrimination, mainly regarding race, physical disabilities, and gender or age characteristics. After the United States started this path to diversity, other countries started to pay more attention to diversity aspects and to adopt diversity policies in their organizations (e.g., Employment Equality Directive in the European Union, Canada Royal Commission on Equality Employment). Researchers approach to diversity was then directly related to discrimination, i.e., they see diversity as particularities that can result in workplace discrimination.

On the second stage, employers started to realize that implementing diversity policies was increasing the organizations' costs. In order to reduce the costs, employers started to design and implement diversity training to motivate their employees to work together in pursuance of achieving the organizational goals. The main goal of this phase was to retain the diverse workforce by implementing different human resources practices that promote an inclusive organization (e.g., career development and mentoring programs). By that time, researchers focused their investigation on studying the effects of social differences on the workforce and on how to improve the workplace conditions in order to become a more inclusive setting. That being said, educational background and values' differences were included in the definition of diversity.

According to Qin, Muenjohn and Chhetri (2014), the last phase, which is the one that remains until nowadays, started with the assumption that diversity is something more than respecting civil rights and retaining the workforce diversity, but as a competitive advantage to the organizations. Employers started to see diversity as a competitive advantage that brings positive financial results, different workforce abilities, and more efficient outputs. However, employees also realized that increasing diversity without knowing how to manage it could lead

to negative results (e.g., conflicts, less satisfaction, poor performance), which lead them to be focused on how to manage diversity efficiently. Another aspect that distinguishes this last phase from the other two is the fact that the diversity research focused on a broader range of diversity characteristics by including secondary dimensions (e.g., geographical location, incomes, marital status and religious beliefs).

Hofhuis, Van Der Zee and Otten (2012) defend that we can only affirm that diversity is present in the workplace, when all workers are comfortable to be themselves without having to hide their individualities (e.g., religion, sexual orientation, ethnic background and others) and without being afraid of the consequences that could elapse from them. Literature is consensual about the existence of different aspects within the conceptualization of diversity within the organizational context, but there are several views on how this division should be made and which categories could arise from that. Knippenberg and Schippers (2007) for example, argue that diversity should be organized in two dimensions: observable demographic attributes (as gender, race, age for example) and job-related attributes (e.g., education and functional background). Another view comes from Kreitz (2007), that completes the previous authors by dividing the diversity into four dimensions: personality (e.g., traits), internal characteristics (e.g., gender), external characteristics (e.g., culture) and organizational characteristics (e.g., hierarchy status). The present study adopts the Williams and O'Reilly (1998) perspective which defends that diversity can be split into two broader dimensions: the observable dimension, which includes everything that it is possible to see when interacting with another person, and the non-observable dimension, related to education, functional background, and organizational characteristics. Milliken and Martins (1996) claimed before Williams and O'Reilly (1998) that even though this division does exist, it is not mutually exclusive because people tend to associate them (e.g., gender differences can be associated with values or personal characteristics dissimilarity). In other words, these dimensions only exist because when diversity is observable, people are more likely to attribute characteristics to that particular person.

## **1.2. Explaining effects of diversity and diversity in organizational contexts**

Diversity has been analysed according to different levels of analysis (Doise, 1980), some approaches are closer to a social psychology theoretical framework (social diversity) and others to human resources management perspectives (functional diversity) (Simons & Rowland, 2011).

From a psychological theoretical framework, diversity has been showing mixed results. Generally, it is related to group composition. In terms of satisfaction, and based on the similarity-attraction paradigm (Horwitz, 2005; cited in Simons & Rowland, 2011) people are more satisfied and committed when the ingroup is homogeneous or similar because it helps members to predict and explain their social environment. In this logic and as Knippenberg and Haslam (2003) pointed out, “dissimilarity to fellow workgroup members (individual level) and workgroup heterogeneity (group level) tend to be associated (...) to lower commitment and higher turnover” (p. 62). These negative effects are usually explained according to Self-Categorization Theory (Tajfel & Turner, 1979), that postulates that individuals can be categorized into social categories, which can lead individuals to distinguish between ingroup members (those who belong to the same group) and outgroup members (individuals who belong to other groups). Such categorization process leads to an accentuation process: differences between social categories and similarities within social categories (outgroup homogeneity effect) are accentuated (see also William & O’Reilly, 1998). As a consequence, social categorization may lead to a positive bias toward members of the ingroup, as it postulates that we tend to favour our ingroup instead of the outgroup (Kreitz, 2007). Some studies find evidence for these assumptions; for example, Hofhuis, Van Der Zee and Otten (2012) showed that individuals have a positive bias to those that are similar in terms of ethnicity or cultural heritage and a negative bias to outgroup members. William and O’Reilly (1998), in their meta-analysis, showed that this perspective looks at diversity as a complex phenomenon and highly correlated with negative effects such as prejudice, unconscious bias, stereotype threat or exclusion towards outgroup members. In the context of the workplace this means that individuals tend to be more positively inclined to other workgroup members that they considered that are closed to the self (ingroup members) which affects group relations (e.g., cohesion) and overall group functioning and performance (e.g., cooperation) (see Knippenberg & Haslam, 2003).

Although Self-Categorization explains the negative consequences of diversity, other approaches have been analysing how diversity can also be linked to less negative effects. Following Self-Categorization Theory, the Ingroup Projection Model (Mummendey & Wenzel, 1999), postulates that a relevant inclusive or superordinate group provides dimensions and norms for comparisons between an ingroup and an (relevant) outgroup. Groups gain positive value when they are considered prototypical of an (common) inclusive or superordinate group. Relative ingroup prototypicality is defined as “the degree to which the ingroup is perceived to be more (or less) prototypical for a given superordinate group than the outgroup” (Wenzel et

al., 2007, p. 336). Following Tajfel and Turner's assumption (1979) that self-categories tend to be positive, Mummendey and Wenzel (1999) also postulated that the more similar a group is to the prototype of the superordinate category, the more positively it will be evaluated. On the other hand, outgroup difference is regarded as a deviation from the ethnocentrically construed prototype, and, therefore is evaluated negatively. Despite such tendency, and following some of the assumptions from this theoretical approach, some studies have been showing that a complex representation of a superordinate category can mitigate the existence of a clearly defined prototype (e.g., Machunsky, Meiser, & Mummendey, 2009); in this sense, a complex representation means that the prototype is explicitly diverse and different groups can be considered prototypical and normative for that category (see also Alexandre, Waldzus, & Wenzel, 2016; Alexandre, Rosa, & Wenzel, 2016), which leads to less positive bias towards ingroup members, and in some sense to more positive relations between different groups. Although the Ingroup Projection Model has been tested in workplace contexts, as in mergers situations (e.g., Gleibs, Noack, & Mummendey, 2010), there is still a lack of studies testing complexity and its benefits in this particular setting.

Another point of view is the information/decision making perspective that is more focused on task performance (Knippenberg & Schippers, 2007). Informational diversity can be defined as "differences in knowledge bases and perspectives that members bring to the group" (Jehn et al., 1999, p. 743; cited in Homan, Van Knippenberg, Van Keef, & De Dreu, 2007); information diversity has been also called as functional or knowledge diversity (e.g., Pelled, Eisenhardt, & Xin, 1999; Phillips et al., 2004; cited in Homan et al., 2007). Several studies have been showing the positive effects of informational diversity. Homan et al. (2008), for example, points the following benefits: groups with members with heterogeneous skills, knowledge, and opinions have a better performance; richer outputs derive from discussion and the possibility of an exchange of ideas from the integration of different perspectives and ideas can also be important in order to achieve better results (Homan et al., 2008). Also, Zaidi et al. (2010), found that age and gender heterogeneity have a positive impact on decision's creativity and quality.

### **1.3. Which variables contribute to more positive effects of diversity in workplace contexts?**

From the previous section, it is clear that diversity can have mixed results. As such, scholars have been focused on studying which moderating variables (at the organizational and at the individual level) contribute to a positive impact of diversity in the workplace (Harrison

& Klein, 2007). In line with the previous reasoning, information/decision-making perspective sees diversity as a benefit and a competitive advantage by increasing the group efficiency, enhancing the problem-solving abilities and improving the error detection probability in a group. However, research evidence also shows that these positive effects only occur when pro-diversity beliefs exist (Homan et al., 2007). As a consequence, diversity training should not only include diversity awareness (stereotypes and prejudice awareness), but also the awareness of the potential value of being a member of a diverse team, in other words, working on the beliefs about and attitudes toward diversity itself (see also van Knippenberg, Haslam, & Platow, 2004)

According to Guillaume, Dawson, Otaye-Ebede, Woods, and West (2017), for example organizations that are more focused on growth-oriented and customer-oriented strategies, are more receptive to innovation and seek to embrace a broader range of clients by promoting diversity through social integration and by eliminating the intergroup bias. When the work context involves interdependence, support, autonomy and empowerment, and a strong team culture, then the organization is more open to accept and manage diversity in a successful way. Human resources practices that promote team culture by team building activities and that improve the ability to work with different types of people and encourage the information elaboration are more likely to take advantage of having a diverse workforce. Guillaume et al (2017) also point out that leaders that look forward to establishing identification with their work teams and with the organization are positively correlated with a better diversity management. When the employees perceive that there is justice, trust and safety in their organization, and a shared perception among their teams, there is more acceptance to have a positive intergroup contact that consequently is related with higher diversity. Finally, the same authors also stress other individual characteristics that are positively correlated to diversity effects such as personality attributes like openness to experience, learning goal orientation, extroversion, conscientiousness, agreeableness and emotional stability.

Considering literature review, a diverse workplace will only reach its maximum potential when it is managed successfully (Rawat & Basergekar, 2016). According to the same authors, diversity management can be defined as the ability to manage diversity maximizing advantages and minimizing disadvantages that could arise from that. Several studies stress that diversity should be carefully managed or it could lead to negative effects such as conflicts, less organizational satisfaction, poor performance, higher turnover rates or absenteeism (e.g., Hofthuis et al., 2012; Neault & Mondair, 2011; Milliken & Martins, 1996).

Also, Hofhuis et al. (2012) sustain that depending on how diversity is managed within the organizations, it is possible to have a diverse climate which can be defined as the degree in which individuals are comfortable to share their cultural background and where diversity is seen as an advantage. There are two things that characterize a diverse climate: openness and acceptance of diversity. Openness to diversity occurs when workers are comfortable and confident to show their cultural habits and lifestyles knowing that they will be accepted independently of their differences or ambiguity. Appreciation of diversity, on the other hand, occurs when organizations recognize that having a diverse climate can be an advantage and not something that can be prejudicial to their business (Hofhuis et al, 2012).

Having a diverse climate implies the inclusion of all workers besides their perceived differences. Inclusion comprises taking in consideration every input given by individuals, recognizing their differences as a benefit and supporting everyone to do their best at work and continually improving (Miller & Katz, 2016). Actually, diversity per se is not a solution; as Pless and Maak (2008) argues inclusion is the key aspect of it.

When the diversity management is effective, Cox and Blake (1991) defend that the performance empowered by a successful diversity management, has impacts such a higher workers' motivation and a higher satisfaction with the work environment and, most importantly and the one that management is most worried about, diversity can lead to better financial results. Diversity also promotes a better external image and a competitive positioning because it allows embracing different people (e.g., older and younger people) that have a vast knowledge about the various market segments. Kreitz (2007) refers that diversity conduces to a better performance by promoting higher innovation and flexibility within the group. Posteriorly, Lambert (2008) shows that when employees are comfortable to express their ideas and the workgroups are committed and interact with each other in order to create a discussion, it can lead to a critical and a more creative analysis of the information that is available leading to more effective and creative outcomes. According to the same author, diversity has an impact on the recruitment and selection process by reaching and attracting potential diverse and better candidates. More recently, Neault and Mondair (2011) defend that diversity promotes a vaster multitude of perspectives that could lead to a higher knowledge sharing and creativity and consequently result in a better performance.

#### **1.4. Diversity management perspectives within the organizations**

Literature also suggests that organizations have different perspectives concerning to diversity which influence climate and culture. Ely and Thomas (2001), for example, proposed a three-dimensional categorization: fairness-and-discrimination, access-and-legitimacy, and integration-and-learning perspective. The fairness-and-discrimination consists of organizations that are only concerned with respecting the law, recognizing that they have to respect diversity. This perspective's limitation is the lack of knowledge on how to manage diversity, and consequently, the organizations cannot benefit from having diversity policies. The access-and-legitimacy perspective explains how minorities can benefit from having access to work opportunities but does not explain how organizations can profit from having diversity in the workplace. Similarly to the previous one, this perspective does not have into consideration the benefit that organizations have of using different cultural competencies of their employees in their workplace. Finally, the integration-and-learning perspective defends that when diversity is well managed and values the differences as something good, both (organizations and individuals) can benefit and learn from each other. Lambert (2008) postulate that when organizations adopt this perspective, they look to diversity as a potential source of learning for the employees and so, incorporate policies and practices that promote diversity in the workplace. The last perspective is the most influential to the work results and the organizations that support this perspective have higher performance compared to organizations that support other perspectives besides this one (Lambert, 2008).

Cox (2001), on the other hand, postulates three types of organizations: monolithic, plural and multicultural organizations. A monolithic organization is one that is homogeneous in what refers to the demographic and cultural composition. Organizations that are defined as monolithic will always maintain this homogeneity by recruiting and promoting those they consider similar to the organization culture. Contrary to the former, the plural organization is heterogeneous and tries to conform to the law and public policies that promote equity of opportunities in the work environment. These organizations have an active role in preventing discrimination in the workplace and, consequently, respecting the law. Finally, the multicultural organizations are those that promote and value cultural differences and therefore incorporate members through a pluralist process. According to Cox (2001), this last type of organizations is the ideal for an inclusive setting and for a successful diversity management.



Lastly, Rawat and Basergekar (2016) expanded this model by making the connection between human resources processes and outcomes, and by postulating four organizational perspectives to diversity management: diversity enlargement, diversity sensitive and cultural audit. Diversity enlargement occurs when there is a higher representation of different populations and consequently organizations think that they are going to change the organization culture only by changing the demographic composition. Diversity sensitivity occurs when organizations recognize the difficulties that could come with diversity and try to overcome this by giving more education to their employees. This education has as its goal to sensitize employees to the negative effects of stereotype and discrimination and, at the same time, promoting communication and cooperation between them. This initiative needs to be well articulated with the organizational strategy and it must be careful with the differences mentioned, because it can lead to opposite consequences from the expected outcome, as for example increasing stereotyping instead of cooperation. The cultural audit approach occurs when the obstacles that are limiting the diversity management are identified. This audit is normally done by someone external to the organization and data is collected (e.g., focus group, interviews) in order to understand the entire situation. After the data collection, the next step is to analyse the results in order to have some recommendations for the changes that need to occur for a better diversity management. And finally, diversity as a strategy to achieve organizational outcomes perspective takes place when organizations adopt diversity management as a strategic process to achieve the organizational outcomes. It implies that the employers analyse the organizational context and define the most suitable diversity management strategies in order to attain the individual and the organizational goals. These perspectives can be seen as a continuum process and, when organizations achieve the last one, they will efficiently manage diversity, and consequently will benefit more from having a diverse workforce (Rawat & Basergekar, 2016).

In sum, the organizations' perspectives regarding diversity can be broad, playing an important role since it will have an impact in terms of policies or practices adopted by the organization to manage the diverse workforce (Lambert, 2008).

### **1.5. Practices for diversity management in the workplace**

Following previous evidences, the literature describes some of the best practices that lead to a more successful diversity management. Kreitz (2007) defines best practices as appropriate actions that can lead to established results or even overcome them. The author

demonstrates as well that there are some recommended practices to manage diversity in a successful way: management commitment, diversity aligned with the organization strategy and performance, measurement, financial commitment, development, recruitment, involvement, and training. Commitment from the management board is essential because they are managing a group and therefore should communicate a positive message about diversity to their teams in order to improve their commitment. Diversity policies should be aligned with strategy in order to increase performance rates. The measurement of diversity is important to understand how diversity programs are working and if it is necessary to improve any diversity policy. Financial commitment and human resources, on the other hand, aim to compensate successful diversity programs and to promote them. Development, recruitment, and involvement are crucial practices since they will be responsible for recruiting talent candidates, development and promoting their involvement in order to have a talent pool capacitated to lead that organization's future. The goal of diversity training is to educate and inform employees about diversity and its benefits.

Another example comes from Saxena (2014) that suggests some human resources policies that promote diversity, such as mentorship programs, open communication channels and increasing active participation among employees. Also, Dobbin and Kalev (2016), demonstrate that many organizations tried to design diversity programs but all of them have a common problem that is the fact that the leaders are the target population of the intervention. This assumption is wrong and, moreover, could have the opposite effect and accentuate the bias. Thus, the most effective programs are the ones that involve all workers from a company in order for everyone to feel responsible for the success of the program. Thereby, the workforce feels that its autonomy is ensured and wants to work hard in order for others to recognize its good work. According to them, the main characteristics that could lead to a successful diversity program are voluntary training, autonomous teams, 360-degree training, mentoring programs, and commitment to the diversity. According to these authors, the best practices have a common ground that is the promotion of worker's participation in order to cause a higher responsibility feeling and consequently higher involvement in promoting diversity.

## **1.6. Diversity Charters**

With the increased interest in diversity, the Diversity Charters were developed aiming to encourage organizations to develop and implement diversity policies needed to improve the inclusion of workforce diversity in different countries. Diversity charters consist in one

document that is voluntarily signed by companies or institutions and defines policies that promote diversity and equal opportunities at the workplace. These policies that are developed by all the signatory organizations recognize, understand and value all individual similarities and differences as a benefit to the organization.

Diversity Charters in the European Union started developing in 2004 and, since then, 14 European Union Members have developed already one (Austria, France, Germany, Ireland, Italy, Luxembourg, Spain, Estonia, Finland, Portugal, Poland and Sweden). Since 2010, a platform of the Diversity Charters was created aiming to share practices, ideas and tools. In 2014, the European Commission has evaluated the Diversity Charter impact on 11 countries and the result was highly positive, demonstrating a better diversity management and more diverse organizations (Wondrak, 2014).

Similarly to other European countries, Portugal created the Portuguese Diversity Charter which was launched on the 31st of March 2016. The Portuguese Diversity Charter (2016) defines diversity as the recognition, respect and appreciation of people differences, including particularly differences related to sex, gender identity, sexual orientation, ethnicity, religion, culture, language, nationality, parentage, age, politics orientation, marital status, familiar situation, economics situation, health, disabilities, personal style and educational background.<sup>1</sup>

The executive commission of the Portuguese Diversity Charter is composed by seven organizations: Aga Khan Foundation, Commission for Citizenship and Gender Equality (CIG), Commission for Equality in Labour and Employment (CITE), GRACE, High Commission for Migration (ACM), National Rehabilitation Institute (INR), and University Institute of Lisbon (ISCTE-IUL). This commission has been responsible for the launch and promotion of the Charter. Eighty organizations signed the letter on the 31<sup>st</sup> of March, 2016, at the launching ceremony. So far, this number increased 56% and until the end of May 2017, reaching up to 125 signatories (Calado, 2017). Overall, most of the organizations are headquartered in Lisbon (62%) and in Oeiras (16%), but the headquarters are spread by all the country (e.g., Azores, Castelo Branco, and Porto). The nature of the organization varies, however. The majority of the organizations have a private for-profit (53%) or a private non-profit nature (23%). The size of the signatory organizations also differs, including micro-organizations (15%), small organizations (34%), medium organizations (23%) and large companies (28%). From the total of the signatory organizations of the Portuguese Charter (125), 49% filled a questionnaire that aimed to analyse motivations to sign the Charter and expectations after signing the Charter:

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<sup>1</sup> Retrieved from <http://www.cartadiversidade.pt/index.php/carta-portuguesa-para-a-diversidade/>

results showed that most of these organizations joined the Charter due to the fact that they consider diversity as something important (74%); a lesser percentage reported that they already incorporate diversity practices within the organization (49%), and a small amount assumed the need to implement diversity practices (28%). Their expectations of signing the Charter are related with: sharing practices and/or experiences among organizations (20%); the possibility of having diversity training (18%); dissemination of toolkits which contain good practices that can be used autonomously in order to achieve an efficient diversity management (14%) (Calado, 2017).

In May, 2017, the first national event from the Portuguese Charter took place. During the first year, a set of sessions around the country were conducted in order to promote the Charter. During this event was also launched the Diversity Seal that intends to recognise the organizations that adopt practices which promote diversity and inclusion, independently of the individual characteristics.<sup>2</sup>

According to Gomes et al. (2008), during these last 10 years we have been assisting to an effort to promote diversity in Portugal. The authors conducted a research where they questioned 70 Portuguese organizations about their interest in diversity aspects and how they manage it in their organizations. Only 43% of the respondents refer that their organization promotes and includes diversity at the workplace. According to the respondents, the main reasons beyond the lack of diversity inclusion by the organizations are: the main focus on recruitment process are the skills and qualifications (37.8%) and the company is still not paying attention to diversity (24.3%). The inquiries also referred the need of different kinds of support for helping to improve their knowledge in how to manage diversity in the workplace. The major responses were: training programs do develop internal skills in how to manage diversity (25.9%) and knowledge of good practices at a national and international level (27.6%). Although these findings were collected some time ago, considering the previous description of the Portuguese Diversity Charter, such document can be seen as an important tool aiming to help organizations to find ways to minimize those needs.

One year after the launching of the Portuguese Diversity Charter (April 2017), organizations filled a questionnaire that aims to understand the impacts of the Diversity Charter during the first year of the Charter. From the 111 signatories by that time, only 53 answered the questionnaire (48%). Overall, results showed that most of the organizations believe that the signature of the Diversity Charter had some impact on their organizations (60%) and the most

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<sup>2</sup> Retrieved from <http://www.cartadiversidade.pt/index.php/forum-anual/>

common practices adopted after joining the Portuguese Diversity Charter were: the integration of diversity in their communication (32%); inclusion of diversity at the organizational culture (29%); revision of human resources practices in what means to the non-discrimination and promotion of diversity (29%). The impacts of the Portuguese Diversity Charter mentioned by the organizations were the improvement of the organizational image and reputation, and also the inclusion of diversity as part of the social responsibility department of the organization (Calado, 2017).

In general, the national Diversity Charter is making an effort to build a solid network platform that in the future will allow Portuguese signatory organizations to share tools, practices, needs and to do benchmarking. At the same time, Portugal is also involved in the platform of the Charters in order to share and discuss tools, practices, and challenges with other colleagues.

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## **Chapter II. Goals and case study characterization**

### **2.1. Goals of the current study**

Considering the benefits that diversity can bring to the organizations and the recent development of the Portuguese Charter for Diversity, the main goal of the current study is to analyse, in one hand, how diversity is addressed in one of the signatories organization of this charter and, on the other hand, to design an action plan to the same organization that can contribute to promote diversity at its workplace considering a previous needs assessment.

More specifically in the current study, it is intended to explore workers' perceptions (senior managers, middle managers and operational employees<sup>3</sup>) about:

- 1) Diversity and diversity in the workplace;
- 2) Advantages and disadvantages that could come with the inclusion of diversity in the workplace;
- 3) Diversity practices in the organization and potential future diversity practices that could be established in the organization.
- 4) Besides a qualitative needs assessment, the present study aims to analyse the level of diversity perceived by middle managers and operational employees in six main dimensions – commitment, communication, work conditions, recruitment, training and development, and culture – considering some sociodemographic variables such as age and seniority.

Finally, considering the results from the needs assessment (goals 1 to 4) it is intended to develop an action plan that can help in the future the signatory organization to promote diversity in its workplace

Considering the goals described previously, the research method chosen in this thesis is a case study. According to Fidel (1984), a case study is a method that focuses on an individual case (a specific person, group, organization), using various sources of information, such as

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<sup>3</sup> The senior managers are in charge of the strategic decisions within the organization (e.g., vision, mission and strategy of the organization), while the middle managers are responsible for the linkage between the operational employees and the senior managers and also ensuring that the decisions from the senior managers are operationalized in an effective way. Operational employees are involved in the daily operational by implementing the strategy and tactics of the organization (Corley, 2004).

observation, document analysis or others, and its main goal is to acquire the maximum information possible about a specific case and work on it (see also Becker, 1970). Also, Radley and Chamberlain (2011) argue that this method is important because it gives importance to the context where information is collected and consequently is more focused on the topic that is being studied. Besides the many critics about this method (e.g., like the inexistence of generalisation and not having in concern the universal topics and the investigation bias), it provides many benefits such as the investigation of a particular phenomenon, linking a general theory to a particular context, a detailed investigation including many collected information, a deepen study about one phenomena and the opportunity to assist and document a social change with a great impact on people's lives (Hodgetts & Stolte, 2012).

## **2.2. The case study - Resiquímica**

The organization studied across this thesis is a Portuguese company that operates in the chemical industry at an international and national level. It aims to be innovative and grow constantly by developing and promoting the best products to their clients, shareholders and to the community.<sup>4</sup>

The organization incorporates 128 employers that are divided into seven departments: executive business administration, technical, marketing and sales, operations, quality and environment, industrial and safety engineering, and finance. According to European Commission, it can be considered as a medium size company because it has between 50 and 250 workers.

Their work is divided into three major activities: production, responsibility to produce raw material that after will be commercialize to the clients; laboratory, that aims to verify and control the quality of the finished products, develop new products, and to give technical assistance; and, finally, Industrial and Safety Engineering, that is responsible for company's facilities, equipment and the assuring of workforce's safety.

The organization has a solid notion of social responsibility and, in 2010, they founded a new department – Corporate Social Responsibility – that is responsible for this kind of activities. It has many goals, such as to assure that all parts involved in the business are satisfied; to promote and communicate internally and externally all social responsibility politics; to develop initiatives that contribute to the workers personal and professional development; the

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<sup>4</sup> Retrieved from <http://www.resiquimica.pt/site/index.php>



adoption of good practices in order to protect the environment; to identify and participate in social causes, by giving the opportunity for the employees to participate 40 hours annually in these voluntary practices; to give training in what concerns about voluntary work; to evaluate every developed activities and measure the impact that they had in society. This department won many recognitions and awards for its corporate volunteering projects and for its contributions to the organizational wellbeing. The Corporate Social Responsibility Department deals with various important topics in society and more recently there has been an increased concern with the diversity topic.

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## **Chapter III. Needs Assessment**

Considering the specific goals of this thesis related to the needs assessment, a mixed methodology will be used. According to Bryman (2006), a mixed methodology has several purposes in an investigation. In this particular study, at the needs assessment phase, it is going to be used quantitative and qualitative methods in order to achieve a triangulation and complementarity of the results. Qualitative data will be collected through semi-structured interviews, in order to have a deeper understanding about how workers address diversity and at the same time information that through a bottom up process can help to develop a quantitative instrument – a diversity self-diagnosis questionnaire (DSDQ).

### **3.1. Study 1**

The goal of the first study is to explore employees' perceptions (senior managers, middle managers and operational employees) about diversity and diversity in the workplace, advantages or disadvantages of having a diverse workforce, diversity practices that are already developed in the organization and, potential future diversity practices that could be developed in the organization.

#### **3.1.1 Method**

##### **3.1.1.1. Participants**

The sample includes 13 workers (69.23% male; 30.77% female), encompassing all departments from the organization previously described, with the range of ages between 25 and 61 years ( $M=48.23$  years,  $SD=11.26$ ); the average of participants' seniority at the organization is approximately 21 years ( $M=21.27$ ,  $SD=12.13$ ,  $Min=24$  years,  $Max=61$  years). Within the total of participants, five of them occupy a leadership role (38.46%) and the rest (61.54%) are part of the operating core of the organization.

Participants were selected through a convenience sample technique, by selecting the individuals from the organization having in consideration their availability and accessibility. The data saturation occurred after interviewing the 13 employees (Fusch & Ness, 2015), which justifies the sample size.

### **3.1.1.2. Instruments**

The instrument used was a semi-structure interview in order to obtain as much information as possible about the topic without restraining the answers (Edwards & Holland, 2013). This type of interview is also more focused on the individuals' perception, allowing us to understand the participants' multiple perspectives about this particular topic (Mason, 2002).

The interview script (see Appendix B and Appendix C) was elaborated having in consideration the goals of the study and based on pre-established categories that were defined according to literature. There was the necessity to build two interview scripts, one more specific about the policies and practices regarding organization's diversity management and the other one includes more general questions about this topic. This division occurred because there are different knowledge levels about the organization's diversity management held by the employees (Schroeder, 2008)

#### *Senior and middle managers interviews script*

The initial questions try to understand the perception of diversity and diversity in the organizational context and which advantages or disadvantages come with the inclusion of diversity in the organizational context. Secondly, the script contains questions regarding the Commitment (e.g., "How is diversity mirrored in the mission of the organization?"), the Recruitment and Selection (e.g., "Which are the biggest challenges in including diversity in the recruitment and selection processes?"), Training and Development process (e.g., "Which are the biggest challenges in including diversity in the training and development processes?"), Communication (e.g., "How is diversity is communicated internally and externally"), and Work conditions (e.g., "Which work conditions exist in the organization to the inclusion of diversity?"). Lastly, it contains questions about the evaluation of the existing diversity practices in the organization (e.g., "How do you evaluate those practices?"), and about the potential practices that could be implemented in the organization to increase diversity and inclusion (e.g., "Which other practices could be implemented?").

#### *Operational employees' interviews script*

The initial and the final questions are similar to the previous script. The questions regarding the diversity management in Resiquímica try to understand if the organization accepts

diversity and how is it managed in a less specific way comparing to the previous script. (e.g., “How is diversity accepted in Resiquímica?”, “In your opinion, how is diversity managed in Resiquímica?”).

### **3.1.1.3. Procedure**

#### *Data Collection*

First, an initial contact with Resiquímica was made to request permission for the realization of the study in this organization. After the consent, there was a meeting with the responsible person of the Corporate Social Responsibility Department of Resiquímica, in order to find the most effective method and the appropriate point in time to interview the organization’s employees. A specific date for the execution of the interviews was defined, which posteriorly was communicated to the employees through the organization’s intranet. The interviews were face-to-face in an isolated room in Resiquímica to ensure that the interviewees felt comfortable to talk freely without any disturbance. At the first stage, the goal of the study was explained to the interviewees and the confidentiality and anonymity of the data was assured. Furthermore, permission was asked to record the interviews. After the participants received all the information mentioned above and gave their consent (see Appendix A), the interviews were conducted by the researcher and were recorded, at the same time that notes were taken. Posteriorly, all the interviews were transcribed verbatim.

#### *Data analysis*

The data analysis technique used was a content analysis (Vala, 1986). This analysis included two steps: a thematic analysis, and also a frequencies analysis of the data, by counting the number of responses included in each category (Wilkinson, 2000). The content of the interviews was interpreted based on a set of steps that assures the validity of data analysis: the decision to use the content analysis method; the selection of the material that will be used in the content analysis; the selection of the units of analysis, including the recorded units and the context unit; the development of the categories used in the analysis; the coding process of the material; and finally, the analysis and the interpretation of the material (GAO, 1989). First of all, the interviews were read as a whole in order to assure a global view of its contents, while at the same time some notes of relevant information were taken. Afterwards, in a second turn of

reading the interviews, the information previously identified was categorized, which posteriorly, contributed to the development of a categories dictionary (see Appendix D). Thus, the category system is mixed, being based on theory driven and bottom up principals. Some of the categories were defined before the interviews (e.g., commitment, diversity, diversity within organizational context), based on the literature, while others emerged from the data. The recorded units, the text excerpts which indicates a specific characteristic, are majorly sentences that are encompassed in the context unit, the entire interviews and therefore allowing the interpretation of the recorded units based on the existent discourse along the interviews.

### 3.1.2 Results

The first table (Table 1) allows an overview of the frequency and percentages of the recorded units divided by the six categories. The ensuing tables (Tables 2, 3 and 4) present the same results but by category, discriminating the frequencies and percentages by the respective subcategories.

*Table 3.1. Total of recorded units per each category*

Categories	Senior and middle managers		Operational employees		Total	
	U.R.	%	U.R.	%	U.R.	%
Diversity	5	6.10	6	6.82	11	6.47
Diversity in an organizational context	7	8.54	10	11.36	17	10.00
Advantages	10	12.20	15	17.5	25	14.71
Disadvantages	3	3.66	4	4.55	7	4.12
Diversity in the organization (Resiquímica)	47	57.32	46	52.27	93	54.71
Potential Practices	10	12.20	7	7.95	17	10.00
Total	82	100.00	88	100.00	170	100.00

Overall, from the interviews, (either from the managers or operational employees) more information emerged about diversity in an organizational context (10%) than about diversity (6.47%). Also, the advantages were more expressive (14.71%) in comparison to the disadvantages (4.12%).

Concerning definitions of diversity (6.47%), those were focused on individual differences and on the respect of those differences (e.g., “everything besides our opinion we should also accept as valid too” P1; “variety concerning to gender or race and all of them to live at a comprehension platform and equality” P9).

*Table 3.2. Total of recorded units at the subcategory Diversity in an organizational context*

Subcategories	Diversity in an organizational context					
	Senior or middle managers		Operational employees		Total	
	U.R.	%	U.R.	%	U.R.	%
Workforce related characteristics	5	71.43	5	50.00	10	58.82
Work related characteristics	2	28.57	5	50.00	7	41.18
Total	7	100.00	10	100.00	17	100.00

As reported previously, the definition of diversity in an organizational context (10.00%) is richer than the general definition of diversity. The responses to what diversity is in an organizational context (Table 2) can be categorized in two different directions: one more focused on the workforce related characteristics (58.82%), and the other more concerned with the work-related characteristics (41.1%). Regarding the workforce's sociodemographic characteristics, the interviewees refer the individual characteristics of the workers (e.g., "it can be at a religious level, race, something like that" P7). The work characteristics are more related to the specifications of the job, the ability to do different functions at the workplace and the different clients that the company can include (e.g., "diversity of functions performed and products presented by the company" P3). While operational employees are equally concerned with workforce diversity (50.00%) and work-related diversity, the senior or middle managers interviewees are more geared to workforce related characteristics (71.43%) in comparison to the work-related characteristics (28.57%).

*Table 3.3. Total of recorded units at the subcategory Advantages*

Subcategories	Advantages of diversity in the workplace					
	Senior or middle managers		Operational employees		Total	
	U.R.	%	U.R.	%	U.R.	%
Performance	3	30.00	4	26.67	7	28.00
Clients	2	20.00	4	26.67	6	24.00
External Image	0	0.00	4	26.67	4	16.00
Multiplicity of Perspectives	3	30.00	2	13.33	5	20.00
Promoting Multiculturalism	2	20.00	1	6.67	3	12.00
Total	10	100.00	15	100.00	25	100.00

Almost all of the interviewees identified advantages of having a diverse workforce (e.g., "to be more profitable and more productive" P10; "broader point of view" P9). The responses about the advantages of having diversity in the workplace (Table 3) were more expressive in

the following dimensions: performance (28%; “satisfaction...performance after all” P2), clients (24%; “we have clients from different countries... is good to have that scope” P6) and multiplicity of perspectives (20%; “different ways of seeing things”P1). The major difference between the senior or middle managers and the operational employees interviews is the fact that operational employees consider that one advantage could be the external image (26.67%; “showing that Resiquímica’s doors are open”), while the senior or middle managers do not refer this as a positive point of having diversity at the workplace at all.

Concerning disadvantages, overall diversity is associated with less group cohesion (“lack of cohesion” P5) and the heterogeneity derived from diverse skills, knowledge or opinions is considered a starting point for conflicts (e.g., “conflicts between the different points of view” P7).

The majority of the recorded units are situated on the category Diversity in Resiquímica (Table 4) for both senior or middle managers (58.33%) and operational employees (52.27%). The interviewees focused, majorly, on five things about diversity in their organization: the workforce characterization (10.75%), the culture of the organization (10.75%), the work conditions (10.75%), the commitment of their organization to diversity (12.90%) and finally, people with disabilities (12.90%).

*Table 3.4. Total of recorded units at the subcategory Diversity in Resiquímica*

Subcategories	Diversity in Resiquímica					
	Senior and middle managers		Operational employees		Total	
	U.R.	%	U.R.	%	U.R.	%
Workforce characterization	3	6.38	7	15.22	10	10.75
Recruitment and Selection	5	10.64	3	6.52	8	8.60
Training and Development	4	8.51	4	8.70	8	8.60
Communication	5	10.64	3	6.52	8	8.60
Commitment	7	14.89	5	10.87	12	12.90
Work conditions	6	12.77	4	8.70	10	10.75
Culture	4	8.51	6	13.04	10	10.75
People with Disabilities	5	10.64	7	15.22	12	12.90
Gender	3	6.38	2	4.35	5	5.38
Age	0	0.00	1	2.17	1	1.08
Global Evaluation of the practices	5	10.64	4	8.70	9	9.68
Total	47	100.00	46	100.00	93	100.00



In what concerns to the workforce characterization, the interviewees emphasize observable characteristic such race, nationality and age dimension (e.g. “we have black workers, people from East Europe” P2; “our workers are from different age groups and various nationalities” P6).

The most salient answers regarding to the recruitment and selection process subcategory, refer to the perception of discrimination derived from gender in production tasks (e.g., “When we hire for production we only hire men...because when people look at that task, think a lot about a male figure” P13). On the contrary, training and development processes at the organization, do not seem to have any kind of underlying discrimination (e.g., “people have a career progression equal to the others” P8).

Concerning to the communication of diversity at the organization, interviewees reported the nonexistence of a structured and formal communication related to this topic (e.g. “I do not have an idea if our marketing transposes that diversity idea to outside of the organization” P12).

Regarding the commitment subcategory, the operational employees do not know if the organization is committed to promoting diversity which also is not reflected in the organization’s internal documents (e.g., “if we read the mission as it is written, it does not refer the diversity” P11).

Another issue that is pointed by different employees of the organization is the physical work conditions that they considered that are not adapted for everyone (e.g., “we have architectural barriers for a wheelchair person, for example” P13).

Concerning diversity culture, it is perceived by the employees as positive due to the fact that they have the possibility to freely express their opinion. Another characteristic of the organization that was pointed out along the interviewees was the activities developed by the Corporate Social Responsibility department aiming to improve their team spirit, that can be also associated with diversity (e.g., “there is some promotion of conviviality between the workers through the corporate volunteering activities that, consequently, promotes diversity” P9; “there is nothing that forbids us to talk and express our opinions” P1).

The major difficulties referred by the employees are related with the inclusion of people with disabilities and with female workers at the factories in particular. They have already include disabled people through internships, but the interviewees consider that there are limitations that do not allow them to hire those people as full time workers at the organization due to the type of activity of this particular organization and to the danger of the organization’s business core (e.g. “we still not had the chance to pass from an internship to the admission of the individual” P13; “at the factories it is not possible to have disabled workers” P7).

Concerning to the difficulty of inclusion of female workers at the factory, it is due to the fact that there is a perception that this specific work has a higher physical requirement than the women is capable of (e.g. “because it demands a lot of arms strength and I think that is not adequate to a women” P9).

The employee’s general evaluation regarding the diversity practices adopted at this organization is positive, although it still has not formalized internal policies or practices. Besides that, it has a long way to go through and overall the employees referred that they are committed to taking the next step on this topic (e.g. “we already look better to these diversity questions, but we still have a long way to go through” P2; “Maybe it did not work out the way it should be” P10).

The results also show that senior and middle managers, compared to operational employees, are more focused on internal practices, such as recruitment and selection process (10.64% vs. 6.52%), communication (10.64% vs. 6.52%), work conditions (12.77% vs. 8.70%) and commitment to diversity (14.89% vs. 10.87%). On the other hand, operational employees, compared to senior and middle managers, are more expressive in questions like workforce characterization (15.22% vs. 6.12%), culture (13.04% vs. 8.51%) and inclusion of people with disabilities (15.22% vs. 10.64%).

Finally, the potential practices referred along the interviews are focused on: diversity awareness and training sessions (e.g., “we have to start to sensitize and educate people for diversity questions” P13); commitment and how it can be promoted (e.g., “I think that those commitment aspects should come from the senior management to the operational workers” P9); and, finally, to the inclusion of diverse cultures in the organization (e.g., “Since we are an export company, it is important that we have people from different cultures, with different visions” P7).

### **3.1.3. Discussion**

The results from the conducted interviews indicate that participants overall considered that there are some difficulties in managing diversity in their workplace. Comparing senior or middle managers and operational employees some differences concerning their knowledge of what diversity is and how is managed within the organization appeared. These results go in line with other studies that show that managers have a higher knowledge of the organization’s practices and strategy compared to the operational employees. Furthermore, the former see those practices as friendlier and more respectful of diversity than the latter (e.g., Harris,

Rousseau & Venter, 2007; Allen, Dawson, Wheatley & White, 2007; Veldsman, 2013). These differences could also be due to an insufficient communication held by the organization about their diversity initiatives and due to a lack of training initiatives, which was also mentioned in the interviews as an aspect that needs to be improved. In the literature there is some evidence that communication and training are two important factors to have a successful diversity management which needs the involvement of all workers along the process (e.g., Kreitz, 2007, Saxena, 2014). In this case, operational employees do not know how to explain in a consistent way what diversity is and how it has been managed at their organization, which can explain their focus on describing the workforce characteristics and the culture organization that is more visible and accessible to them.

Results also show that participants looked at diversity as an advantage to the organization (e.g., better performance and generate multiple perspectives). The disadvantages mentioned by the interviewees are mainly related to their lack of training concerning diversity management: According to Hofhuis et al. (2012), conflict and lack of cohesion are both consequences that accrue from a deficient diversity management at an organization.

Another important aspect is the commitment to diversity by the senior or middle managers of the organization that it is not perceived by the operational employees. According to the literature (e.g., Kreitz, 2007, Dobbin & Kalev, 2016), this is an essential component for having a successful diversity management. Most of the interviewees that were at lower positions in the hierarchical structure did not know if the organization was committed to diversity.

One topic that emerged from the interviews was the difficulty in integrating a full-time disabled worker, beyond the internships already held at the organization for such workers. The major barriers pointed on the admission of a person with disabilities were due to the fact that the organization does not have a physical space adapted to people with lower mobility and the danger of some substances with which they frequently work with. In general, employers point several obstacles when they are hiring people with disabilities, such as: the increased cost to turn their organization more accessible, the quality of the work, the possibility that these people will not be integrated into the workgroup, the necessity of training in order to know how to deal with and how to include a person with a disability, inclusion of flexible transportation, and the time that is spent supporting this person (Kalargyrou & Volis, 2014, Molloy, Knight & Woodfield, 2003, Hagner, Dague & Phillips, 2015). However, several studies demonstrate that organizations that include employees with disabilities are more attractive to potential candidates or customers that care about these type of social responsibility topics, and also that these workers are more committed to their job and reach the same ratings on job performance with

the equal level of supervision (e.g., Kalargyrou & Volis, 2014, Molloy, Knight & Woodfield, 2003, Moody et al., 2016). The organization is making an effort to overcome this difficulty, but this is an important point to be worked on.

The department Corporate Social Responsibility of the organization promotes several corporate volunteering programs that were pointed as something positive to increase the employee's respect for diversity. Literature corroborates the linkage between corporate volunteerism and diversity, affirming that this kind of actions support the establishment of social connections, promote direct interactions between the various groups and help the employers to have a broader view of the society and of the world (e.g., Allen, 2012, Jones, 2006). According to Caligiuri, Mencia and Jiang (2013), the corporate volunteerism is also beneficial to the work groups because they develop stronger connections between the employees by promoting a positive identification and by the experience of doing something positive and useful as a team. This practice, already done by the organization, is an excellent opportunity to increase the employees' awareness on the diversity topic.

Finally, the major topics mentioned as barriers to a better inclusion in this specific case study are the inclusion of disabled people, the inclusion of women in the factories, the work conditions, the commitment, the communication and the recruitment and selection process.

In overall terms, the interviews helped to understand that this particular organization is working to achieve a better diversity management. However, there are some characteristics that must be reconsidered in order to get over a few existing obstacles and difficulties.

## **3.2. Study 2**

### **3.2.1. Method**

#### **3.2.1.1. Participants**

The total sample is composed of 77 participants (68.80% male, 31.20% female) out of the total of 120 middle managers and operational employees of the organization, with the range of ages between 22 and 65 years of age ( $M = 45.03$ ,  $SD = 12.59$ ). Most of the participants have ninth school year (20.8%) or secondary school (45.5%) as the highest education attainment. Also the majority of the employees work in the organization for more than 10 years (61%). In the total of the participants, 41 filled the questionnaire online and 37 filled the paper-pencil version.

### **3.2.1.2. Instrument and Procedure**

The instrument used was a diversity self-diagnosis questionnaire (DSDQ). The questionnaire was developed together with various signatories companies of the Portuguese Diversity Charter at a workgroup of the Charter<sup>5</sup>. The dimensions included in the questionnaire were derived from the expertise of the workgroup members and a literature review that included the analysis of other questionnaires that were already used in other European Charters (e.g., Luxembourg Diversity Charter, Finland Diversity Charter). The instrument was also based on the results of study 1 described previously, which helped to capture the perceptions of the employees about diversity and diversity management. This procedure also helps to assure that the questionnaire contains ecological validity (Pasquali, 2007). By combining these different sources of information we considered that a more solid and pertinent questionnaire can be developed and used in the future by all signatories of the Portuguese Diversity Charter.

The Diversity self-diagnosis questionnaire (DSDQ) is composed of six dimensions: Commitment, Communication, Training and Development, Work conditions, Organizational Culture, Recruitment and Selection. A total of 43 items were distributed along these six dimensions. Answers were given on a 4-point Likert scale ranging from 1 (“Totally Disagree”) to 4 (“Completely Agree”). The scale also includes the possibility of answering “Don’t know” and “Not applicable”.

Regarding the Commitment dimension, it includes fifteen items related to the compromise to attain the organizational goals including the involvement of the employees (e.g., “I feel that we are all responsible for the promotion of diversity and inclusion in the workplace”). The Communication dimension is composed by four items regarding the intentional message that is or is not accessible to the employees and to the organization’s stakeholders (e.g., “I receive information about diversity”). The Training and Development dimension contains four items regarding the career evolution, the evaluation and also refers to the actions that are developed in the organization that capacitate the employees in different ways, including diversity (e.g., The organization develops training sessions about diversity for

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<sup>5</sup> This work group developed two questionnaires, one for operational employees and middle manager and other for senior managers, due to the fact that the senior managers’ questionnaire includes specific questions about the goals, strategy and other specific decision-making questions of the organization (Corley, 2004). Regarding this division, for the purpose of this study, considering the fact that the current organization has only eight senior managers, only the DSDQ for operational employees and middle managers was used.

every employee”). The Work conditions dimension includes the physical and psychological characteristics of a job and it is composed by seven items (e.g., “When it is necessary, the tasks and the work demanding are adjusted to the employee’s characteristics”). The Culture dimension comprises eight items and refers to the practices, behaviours, values, and policies that are shared by the employees (e.g., “The organization looks forward to build diversified teams with different characteristics”). Finally, the Recruitment and Selection dimension is composed by five items and refers to the process of the attraction, advertising and selecting the candidates to a job opportunity (e.g., “The organization promotes recruitment ads that respect diversity”).

At the end of the questionnaire, some questions related to demographic characteristics were provided (e.g., gender, age, academic qualification and seniority).

The questionnaires were applied via online (Qualtrics) through the organization’s intranet (see Appendix F), and also in paper-pencil version (see Appendix E) for the employees that did not have access to a computer/mobile phone. Overall all the questionnaires filled online were considered valid and all the paper-pencil version questionnaires as well.

At the beginning, participants were informed about the goal of the study, the duration of fulfilment of the questionnaire (10 min), that their participation was voluntary and that they could quit anytime; the responses were anonymous and that the data was confidential. After reading the informed consent and in order to proceed in the questionnaire, in the Qualtrics version they had to choose the option referring to the acceptance. In the paper-pencil version a written consent was given to the participants. After the given consent, a diversity definition was provided in order to ensure that all are aligned with the same diversity definition before filling in the questionnaire.

The data was analysed through the statistical analysis program SPSS (version 23).

### **3.2.2. Results**

#### *Diversity self-diagnosis questionnaire (DSDQ)*

In order to calculate the internal consistency of the questionnaire’s dimensions, Cronbach’s alpha was calculated (Cronbach, 1951), i.e., the realistic degree in which a group of items measures a specific characteristic or behaviour (Drost, 2011). According to Nunnally (cited by Drost, 2011), the minimum value acceptable of internal consistency is .70, being that as much closer to 1.00 higher is the internal consistency of the scale.

*Table 3.5. Cronbach's alpha coefficient for each dimension.*

<b>Dimensions</b>	<b>Cronbach's Alpha</b>
Commitment	.77
Communication	.44
Training and Development	.22
Work conditions	.83
Culture	.72
Recruitment and Selection	.79

The dimensions (Table 5) that reached an adequate level of Cronbach's alpha (i.e., superior of .70) were Commitment ( $\alpha=.77$ ), Work conditions ( $\alpha=.83$ ), Culture ( $\alpha=.72$ ), and Recruitment and Selection ( $\alpha=.79$ ). For each one of these four dimensions an index was calculated and used in further analysis.

On the other hand, in the Communication ( $\alpha=.44$ ) and the Training and Development dimensions ( $\alpha=.22$ ), the Cronbach's alpha did not achieve the acceptable minimum level of the Cronbach's alpha coefficient. By removing an item in the Communication dimension, the alpha would increase to the maximum of .55, which is still not an adequate value. Since these dimensions do not demonstrate an acceptable internal consistency coefficient, the following interpretations refer to isolated items.

### *Descriptive analysis*

Regarding Commitment, Work conditions, Culture, and Recruitment and Selection, mean and the standard deviation were calculated (Table 6), while the items regarding the Communication and Training and Development, are analysed by calculating the frequencies (Table 7).

*Table 3.6. Means and standard deviation informations regarding each dimension*

<b>Dimensions</b>	<b>M</b>	<b>SD</b>
Commitment	3.06	0.29
Work conditions	2.75	0.45
Culture	2.83	0.36
Recruitment and Selection	2.96	0.39

In general, employees agreed that the senior managers are committed to promote diversity and inclusion ( $M=3.06$ ,  $SD=0.29$ ), that the work conditions in the organization are inclusive ( $M=2.75$ ,  $SD=0.45$ ), that there is a culture of valorisation and promotion of diversity within the organization ( $M=2.83$ ,  $SD=0.36$ ), and finally, that the recruitment and selection process respects diversity and fosters to achieve a diverse workforce ( $M=2.96$ ,  $SD=0.39$ ).

*Table 3.7. Communication and Training and development' items frequencies*

Items	%					
	Totally Disagree	Disagree	Agree	Totally Agree	I do not know	Not applicable
<b>Communication</b>						
I am aware of the accession of my organization to the Portuguese Diversity Charter	3.90	14.30	27.30	11.70	41.60	1.30
I receive information about diversity	3.90	20.80	53.20	7.80	11.70	2.60
I feel comfortable to openly talk about conflicts, abuse or discriminations in the organization	3.90	15.60	59.70	11.70	9.10	0.00
The organization does not share with the employees information about diversity	5.20	28.60	44.20	9.10	11.70	1.30
<b>Training and Development</b>						
The organization executes diversity training to all the employees	1.30	37.70	37.70	1.30	18.20	1.30
Everyone has the same development and training opportunities	3.90	31.20	49.40	5.20	6.50	1.30
The organization does not have activities that raise awareness to diversity	2.60	31.20	48.10	3.90	10.40	1.30
I am evaluated according to my performance, independently of my individual characteristics	2.60	6.50	58.40	27.30	2.60	2.60

Regarding Communication issues, although approximately half of the participants (53.20%) agreed that they receive information about diversity and 44.20% of them affirm that the organization shares information about diversity with the employees, an important percentage of employees (41.60%) answered that they did not know that their organization had joined the Portuguese Diversity Charter. Concerning discrimination or conflict situations, the majority of the employees (59.70%) mentioned that they feel comfortable to talk openly about these issues.

On the Training and Development dimension, 37.80% agrees that a diversity module is included in the training plan that their organization offers, the majority of participants (56%) either disagrees with that (37.80%) or express that do not know if their organization includes a



diversity training or not. However, 41.80% of the employees agree that the organization develops activities that stimulate awareness about diversity. Furthermore, 59.40% agree that all the employees have the same development and training opportunities. Concerning evaluation issues, participants believe that employees' evaluation is conducted according to their performance independently of their individual characteristics (58.40%).

*Analysis of the level of diversity perceived by the middle managers and operational employees in the dimensions Commitment, Communication, Work conditions, Recruitment, Training and development, and Culture considering age, gender, and seniority*

In order to analyse this goal a t-test for independent samples was calculated using gender as grouping variable.

*Table 3.8. T-test results for each dimension considering gender*

Dimensions	Gender	
	<i>t</i>	<i>p</i>
Commitment	0.79	.431
Work conditions	0.78	.439
Culture	0.51	.610
Recruitment and Selection	0.32	.748

Considering the gender, there were found only two significant differences regarding Communication or Training and Development items (Table 3.9). Regarding the Communication, the differences exist in the question if the organization shares information about diversity with the employees [ $t(63) = 2.39, p = .008$ ]: the female workers have a higher positive opinion ( $M = 2.95, SD = 0.52$ ) that the organization shares information about diversity when compared with the male workers ( $M = 2.54, SD = 0.81$ ). Concerning to the Training and Development, the significant differences were found regarding if the organization has activities that raise awareness to diversity [ $t(64) = 2.62, p = .008$ ]: female workers agreed more ( $M = 2.91, SD = 0.54$ ) that the organization develops activities to promote awareness to diversity, comparing to the male workers ( $M = 2.49, SD = 0.63$ ).

Table 3.9. T-test results for each items regarding the communication and training and development by the gender and the seniority level

Dimensions	Gender	
	<i>t</i>	<i>p</i>
<b>Communication</b>		
I am aware of the accession of my organization to the Portuguese Diversity Charter	0.40	.693
I receive information about diversity	-0.51	.609
I feel comfortable to openly talk about conflicts, abuse or discriminations in the organization	-0.35	.726
The organization does not share with the employees information about diversity	2.39	.021
<b>Training and Development</b>		
The organization executes diversity training to all the employees	-0.99	.325
Everyone has the same development and training opportunities	-0.34	.973
The organization does not have activities that raise awareness to diversity	2.62	.008
I am evaluated according to my performance, independently of my individual characteristics	-0.23	.816

In order to test if there are differences according to the age and seniority of the participants, linear regressions were conducted separately for the two variables.<sup>6</sup>

Table 3.10. Regression significant results regarding each dimension considering age and seniority level

Dimensions	<i>R<sup>2</sup>adj</i>		<i>B</i>	<i>SE</i>	<i>Beta</i>	<i>t</i>	<i>P</i>
Work conditions	0.084	Age	-0.284	0.103	-.312	-2.764	.007
Culture	0.047	Age	-0.180	0.085	-.245	-2.127	.037
	0.114	Seniority Level	-1.612	0.500	-.355	-3.225	.002

The results show that age is negatively associated with the Work conditions and Culture dimensions. There is a negative association between the Work conditions dimension and age

<sup>6</sup> For seniority we firstly thought to create a new variable, dichotomous, splitting it for the median value, nevertheless, results showed that only 12% of the employees work for less than 10 years, and 61% work at Resiquímica for more than 10 years.

( $Beta = -.312, p = .007$ ), explaining only 8.4% of its variance, meaning that the older the employee is, the less he/she considers that work conditions of the organization are inclusive. Regarding the Culture dimension, it is also negatively associated with age ( $Beta = -.180, p = .037$ ), explaining 4.7% of its variance. Thus, the older the employee is, the less he/she considers that the organization has a culture that promotes and values diversity.

Concerning the Communication's items or the training and development's items, age is only associated with the item regarding if the organization's employees are evaluated according to their performance, independently of their age, gender, nationalities or other characteristics. This item is negatively associated with age ( $Beta = -.247, p = .035$ ), explaining only 4.8% of its variance. This means that the older the employee is, the less he/she considers that the organization evaluates their employees for their performance, independently of their individual characteristics.

Regarding the seniority level, it is only significantly associated with the Culture dimension. There is a negative association between the Culture dimension and the seniority level ( $Beta = -.355, p = .002$ ), explaining 11.4% of its variance, so the longer the employees work in Resiquímica, the less he/she perceives that the organization has a culture that promotes diversity or inclusion.

### **3.2.3. Discussion**

The goals of study 2 were to analyse the perceived level of diversity management by the middle managers and operational employees in six dimensions previously described, and to do a comparison of the results considering the sociodemographic variables, such age, gender, and seniority.

In overall terms, the employees' results are positive, indicating that they considered that the organization is making an effort to promote diversity and inclusion. The employees agree that the top management is committed with diversity, there are inclusive work conditions, the organization has a culture that promotes and values diversity, and finally, that the recruitment and selection process respects the diversity principles. However, there are some discrepancies of responses and a high number of employees which refer that they do not know if diversity is considered in the training and development and communication processes. These results underline that the employees do not have enough information about the processes and how diversity is included in them.

There were also found differences in the Culture dimension, being that employees' with higher organizational tenure consider less that the organization promotes and values diversity comparing to those that are in the organization for a shorter time. Actually, Soldan (2009) investigated the perceived diversity management receptivity in an organization and found similar results. The author also found that the perceived diversity management is influenced by the assigned value to diversity and by tenure, and that it will have impact in the employees' perception about diversity and how it is valued in the organization. Thus, the perceived diversity management will be higher for the newer employers in the organization than for those that have a higher seniority level (Soldan, 2009). Another explanation, could be the fact that the employees with higher seniority level, are more aware of the organization culture and which values are embedded within the organization, leading to these differences in the results (Peterson & Spiker, 2005).

Gender differences found in the Training and Development's items and in the Communication's items demonstrate that women have a higher perception that the organization communicate information about diversity and develops raise-awareness diversity activities, comparing to the male workers. Several studies show that the gender is positively related the diversity management receptivity (e.g., Kossek, Zonia & Soni, 2000; Soldan & Dickie, 2008; Veldsman, 2013). For example, Kossek and Zonia (1993), showed that women are more open to accept the efforts of the organization to manage diversity when compared to male workers. Also, posteriorly, Kossek, Zonia and Sonia (2000 cit. in Veldsman, 2013) showed that gender is a moderator of diversity management receptivity, and specified that women, for example, are more open to diversity initiatives than male employees.

The variable age was negatively associated with the work conditions, the culture and with the equity in performance evaluation. So, the older an employee is, the less he/she feels that the work conditions are inclusive, that the culture promotes and values diversity and that the performance evaluation is equal for every employee. Beaty, Adonisi and Taylor (2007) postulates the differences between the age of the employees and diversity implementation in organizations is corroborated by the majority research done in this area. Walbrugh and Roodt (2003) found that older groups are normally less optimistic regarding the diversity initiatives developed by the organization. According to the same authors, this lack of receptivity to diversity can be due to the concern of feeling discriminated. McGregor and Gray (2002) show that, effectively, there are discrimination against older employees, by making assumptions that they imply higher costs, are more resistant to change, have minus performance, are more difficult to train and do not adapt to new technologies. Soldan (2009), also found that the older

the employee is, more he is exposed to perceive discrimination in various areas, such as the training and development and access to promotions. So, the results are consistent to the literature, since that culture that promotes diversity is a risk and is normally less greeted by the older employees, and, in general, the older employees feel that they are discriminated in various areas, including work conditions and equality in evaluation performance.

In sum, according to the employees, the organization promotes diversity in the organization by being committed, have inclusive and equal work conditions, and a culture and a recruitment process that respect diversity. However, the employees demonstrated that they are not aware about how diversity is included in the organizational communication and in training and development areas. Thereby, an improvement aspect retrieved from these results is the necessity to communicate diversity through the organizational communication, and also, the inclusion of diversity in training and development aspects.

### **3.3. General conclusions**

The goal of these two studies was to analyse the perceptions of the employees regarding the diversity management within the organization. Through the results of the first study was possible to find that the major diversity gaps are the inclusive work conditions, the senior management commitment, internal and external communication of diversity, and inclusion of disabled people and women in the factories. In general, the results of the study 2, are in accordance with the results of the interviews, by showing that although the organization is making an effort to promote diversity and inclusion, the middle managers and operational employees are not aware of the diversity goals or initiatives developed within the organization. The gender, age and seniority differences found also demonstrate the necessity of communication by senior managers about their commitment to diversity and the initiatives developed within the organization, in order to achieve a higher perceived diversity culture within the organization.

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## **Chapter IV. Intervention plan**

Having in consideration the results from the previous two studies of the needs assessment, the intervention program aims to address the diversity weaknesses related particularly to the top management commitment, communication, training and development, work conditions, and recruitment and selection process. This intervention plan has the goal to increase the diversity management in the organization by implementing some measures or activities using as a basis the theory of change and the logic model. According to Stein and Valters (2012), the theory of change and the logic model are essential methods to build an effective action plan in an organization, by allowing the evaluation and identification of eventual improvement points along the process and by involving everyone in the process.

The theory of change was developed in the 1990s and aims to contribute with an efficient method applied to community initiatives. Since then, it has been usually used in several research areas. According to Weiss (1995), the theory of change is a theory that explains the operating mode and the main reasons for an initiative. It can be seen as a useful tool to solve complex social problems by allowing a broader and a more comprehensive view of early and intermediate changes, which must be achieved in order to accomplish a long-term impact (Buitrago, 2015). The main characteristics that make this theory so relevant are related to the fact that it allows examining and understanding the crucial assumptions for a more efficient planning, explains step by step what is necessary to achieve a major goal, and also allows the stakeholders to have a notion if the programme is plausible and if it has any impact. Stein and Valters (2012) explain the various reasons of why researchers should develop a theory of change: the realistic expectations about the impacts that could accrue from the programme; the promotion of a propitious climate to reflexion; the improvement of the evaluation process; if it is possible to everyone to be accurate of what is happening in every process phase. Developing a theory of change is not an easy process and should have in consideration some important aspects. It involves several steps: the identification of long-term goals; the retrospection to understand which preconditions are necessary to achieve the long-term goals; the identification of necessary interventions to achieve those preconditions and, lastly, the definition of the evaluation process and which indicators will be included (Anderson, 2005). There are some principles that are essential taking into consideration in the development of a theory of change: the relation between preconditions and its ultimate goal; the definition of specific indicators to measure the program and a reasonable explanation of the theory itself and the relevance of the

theory. A good theory of change must also be conceivable, achievable and testable (Connell & Kubisch, 1998).

Regarding logic model, Buitrago (2015) postulates that it is the explanation of the process that is necessary to go through in order to achieve an outcome. It describes the inputs, the activities and the outputs applied to achieve a particular outcome. Kumpfer et al. (1993) (cit. in Julian, Jones & Deyo, 1995) postulates that the logic model can be used to reach a consensual opinion along the people involved in the program, to develop hypothesis about which activities must be developed in order to reach specific outcomes, and also to compare the program plan to the executed program. According to the same authors, the logic model can be divided into three parts: the problem statement, the intervention, and the outcomes. The problem statement must be realistic and linked with the problem that is going to be addressed, i.e., must have in consideration that is possible to define specific activities to achieve the desired condition. The intervention must contain activities that aim to overcome the problem initially identified. Finally, the outcomes are the results that are expected to obtain through the program.

Buitrago (2015) also defends that the theory of change is complementary to the logic model because the theory of change takes into account a strategic level and the logic model takes into account a more practical view and explains how outcomes can be achieved.

#### 4.1. Intervention measures

*Table 11. Intervention measures proposed to address the weaknesses found per each dimension*

<b>Dimensions</b>	<b>Measures</b>
Commitment	Establishment of diversity goals and strategy Nomination of a Diversity Committee Sharing the diversity commitment within the organization
Communication	Development of a diversity communication plan
Training and Development	Diversity training sessions
Work conditions	Designing inclusive workstations
Recruitment and Selection	Active recruitment in order to attract more female applicants to the factories



The intervention plan (see Appendix G) includes, in total, a recommendation of seven measures divided into the five dimensions where weakness were found, which are specified below.

**Commitment dimension.** Through the interviews and the questionnaires, the results stressed a few improvement points such as the establishment of diversity goals and the strategy to achieve those, the nomination of a diversity committee which will have the responsibility for assuring the implementation of the diversity program or activities, and at last, the need to communicate the commitment to diversity within the organization.

**Communication dimension.** The organization does not have a formal planning of diversity communication, so the measure was designed to overcome this by the supporting the organization in the development of a diversity communication plan.

**Training and Development dimension.** Through the interviews and the questionnaires, was possible to understand that the employees, in general, do not have a clear notion of what is diversity and how to manage it, so, within the training and development dimension, the suggested measure is the inclusion of a diversity training in the training plan.

**Work conditions dimension.** The most notorious topic was the difficulty in integrating a disabled worker due to the fact that the organization does not have an inclusive work setting. In order to get over this barrier, the measure suggested is the analysis and the adaptation of the workstations within the organization.

**Recruitment and selection process.** Results showed that employees considered that the organization has difficulties in recruiting women to the factories on account of the inexistence of female applicants to that area. The measure suggested surpassing this problem is the development of an active recruitment process in order to attract more women to the factories of the organization.

#### **4.1.1. Establishment of diversity goals and strategy**

The establishment of the diversity goals and strategy to achieve them is the most important measure to have into consideration since it will define the diversity program to adopt in the organization, the expected outcomes and which strategy will lead to the goals' achievement (Jayne & Dipboye, 2004). It is important to consider that these goals should be aligned with the organization's goals and not a separated topic because this will also contribute to a higher organizational performance (Kreitz, 2007). According to Motel (2016), the goals underlines the expected outcome and contribute to the shared responsibility among the

employees for its achievement and, consequently, a higher commitment. These goals can have in mind economic, legitimacy or reputation gains, depending on the organization's goal (Hamdani & Buckley, 2011). It is important that the goals are specific and involve feedback, timeline and evaluation metrics in order to achieve a higher performance (Motel, 2016).

The Executive Commission of the organization will be responsible for developing the diversity goals and to define an adequate strategy to reach them. The resources involved in the implementation of this measure are purely human resources since this could only be reached through discussion between the members of the organization.

The expected outcome in a short-run is the establishment of the diversity goals, to after, in a medium-run, there is a strategy defined to achieve them. The final impact expected is that the organization has diversity goals defined and knows exactly which steps it is necessary to go through in order to achieve them.

The monitoring process can be done by using the diversity self-diagnosis questionnaire, in its final version<sup>7</sup>, being that a specific indicator will be the increased percentage obtained in the respective item related to the establishment of diversity goals, program, and specific budget.

#### **4.1.2. Diversity Committee**

The nomination of a Diversity Committee is, according to Kalev, Dobbin and Kelly (2006) an important measure to the organization because it allows that employees from different departments or hierarchical levels feel responsible for increasing the inclusion in the organization. The committee should be responsible for implementing diversity programs within the organization, determining which activities (e.g., workshops, mentoring) should be developed and how, and is also responsible for the program's success.

The Executive Commission of the organization can be responsible for assuring the creation of the diversity committee, having into consideration that it must include employees from different departments, managerial level or with different individual characteristics (Kalev, Dobbin and Kelly, 2006) to guarantee the representativeness of the workforce. So, the resources required to the implementation of this measure involves the human resources, which are the members of the diversity committee and of the Executive Commission, supporting materials (e.g., papers or pens for the meetings), and a physical space to the meetings.

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<sup>7</sup> Although in this thesis the goal was not to validate such questionnaire in the medium run it will be the purpose of the work-group of the report of the Portuguese diversity Charter.

In a short term, it is expected that the Diversity Committee is nominated, to in a second phase, already have a program or activities planned to promote diversity and inclusion. The final impact expected is the implementation of the diversity program, and also a higher compromise in achieving an inclusive organization.

The monitoring is done by having quarterly meetings with the Executive Commission, and the indicators are the number of diversity initiatives developed during the quarter and the congruence between the diversity initiatives developed and the diversity goals established by the Executive Commission.

#### **4.1.3. Sharing the diversity commitment within the organization**

The communication of the senior management commitment within the organization is important because it allows a higher commitment of the employees since they feel more involved and more responsible for the achievement of a more inclusive workplace (Dobbin & Kalev, 2016). Slater, Weigand and Zwirlein (2008) postulate that the employees must understand how the diversity goals are related to the organizational strategy in order to promote the feeling that this is a predictor of the organization's success. Also, it is important that the top management feels responsible for the diversity strategy and communicate that commitment to the inferior hierarchical levels.

This communication can assume many ways, however, it is proposed only two different methods. The first one is the formalization of the commitment in the organization's strategical documents (e.g., values, mission or internal regulation) as an evidence and a communication mode of the organization's commitment to diversity topic (Hopkins, Hopkins, & Mallette, 2001). This should involves the discussion about how they are going to publish the commitment to diversity and in which documents it could be explicit is a responsibility of the Executive Commission, for the posterior reformulation of the strategic documents. The second method is the communication through the development of sessions that demonstrate the top management commitment to diversity, which are the defined diversity goals and what strategy will be implemented in order to reach those goals. These sessions can be important for sensitizing the employees for the importance of their contribution to the success of the strategy and also allow them to clarify their doubts and actively participate.

The allocation of human resources, formed by all the organization's employees, supporting material (e.g., papers, pens, computer, and projector) for the sessions, and a meeting room to deliver these sessions. The Executive Commission can be responsible for organizing

these sessions that will initially involve every department's managers which posteriorly are responsible for transmitting the message to their teams. This organization's department, jointly with the human resources, marketing, and corporate social responsibility departments are also responsible for the inclusion of diversity in their organizational strategic documents since they often deal with the communication to external stakeholders.

In a short run, this measure intends to share information about the diversity goals and strategy defined by the organization to the inferior hierarchical levels. In a medium run, it is expected that all the employees know the diversity strategy and feel involved in the accomplishment of an inclusive workplace. Lastly, the expected final impact is that all the employees are aligned with the diversity strategical vision and a shared responsibility to achieve the established result.

The monitoring involves the diversity self-diagnosis questionnaire and a success indicator is the increase percentage regarding the item if they are aware of the diversity strategic vision within the organization. Also, in order to monitor this measure, must be used a documental analysis of the organization's strategic documents, since that another indicator would be the commitment to diversity be written and visible in the strategic organization's documents.

#### **4.1.4. Development of a diversity communication plan**

The development of a diversity communication plan involves the organization to define which communications strategies and tools will be used for sharing, internally and externally, the diversity initiatives or activities developed in the organization (e.g., the participation in the first Portuguese Diversity Forum and the accession to the Portuguese Diversity Charter). This measure will allow that both employees and stakeholders be more aware of the diversity initiatives developed in the organization. This measure does not only raise awareness to what is being developed in the organization, as it promotes the organization's reputation as well. Several studies show that having a diverse workforce, it promotes a higher reputation and legitimacy to the organization, which consequently promotes a positive organizational image and attracts a broader range of talented applicants (e.g., Otake, 2013; Hofhuis, Van Der Zee & Otten, 2016; Yang & Konrad, 2011).

The resources required to the development of a communication plan and its execution are the human resources (e.g., employees from the marketing department), marketing materials (e.g., flyers), computer, marketing programmes such as CANVAS or Publisher, communication

channels (e.g., intranet, newsletters), and financial resources, since that the building of the materials will involve costs to the organization. The marketing department is responsible for designing the communication plan and for the development and launching of the communication materials. The human resources, corporate social responsibility and all the departments involved in the diversity initiatives are involved in this measure by communicating diversity-related topics to the marketing department.

In a short-run, the result expected is the definition of a communication plan, in order to in a medium-run there is the launching of the communication plan by sharing diversity initiatives or activities that are developed in the organization. The expected impact in a long-run is the increased knowledge of the employees and customers about the diversity topic in the organization.

The monitoring of this measure involves the diversity self-diagnosis questionnaire and a success indicator is the increased percentage of concordance responses regarding the items related to the diversity communication dimension. Another evaluation measure is the number of communication materials that were produced in order to share the diversity initiatives of the organization, and an indicator is the increased percentage of communication materials developed comparing to the year before.

#### **4.1.5. Diversity Training**

The implementation of a diversity training, as Yang and Konrad (2011) postulates, has positive consequences, in an individual and an organizational level, by increasing the employees' diversity knowledge and also by promoting more positive attitudes concerning the organizations and inclusion of diversity in the workplace. According to Bezrukova, Spell, Perry, and Jehn (2016), diversity training is a step of education programs that aim to increase positive interactions between the groups, minimize the prejudice and increasing the ability of the trainees to relate with other diverse people. Moreover, these authors conducted a meta-analysis of the last 40 years in diversity training research that allowed to show that the most effective diversity training methods are those which promote not only awareness but also promote skills concerning diversity (e.g., multicultural, sensitivity and diversity management skills). The development process of a diversity training is complex since it has to be decided which contents will be included, the timeline of the training and how many hours should be allocated to that module.

In order to provide accurate and bias-free training, in the first stage, is important that this diversity training is delivered by someone external to the organization. Human resources (the external trainer), physical space to deliver the training, supporting materials to the training session (e.g., computer, projector, papers, pens), and financial resources to cover the training costs, are some of the necessary resources to the success of this measure. The diversity training sessions could be organized in small groups and must involve all the organization's employees, however, it must be different consonant to the hierarchical level and decision-making power. The senior management diversity training must include two modules, one directed to increase awareness to what is diversity and what it involves, while the other one capacitates them to manage diversity. On the other hand, the operational core of the organization diversity training has the main goal to sensitize the employees for what is diversity and this is important.

In a short-run, it is expected that the organization has developed a diversity training plan, to in a medium-run, this diversity training is delivered to all the employees and there is an increased awareness of diversity. The ultimate impact is a higher sensitization to the diversity topic by all the employees and a better diversity management in the organization.

The monitoring involves three methods: diversity training evaluation, attendance control, and the diversity self-diagnosis questionnaire. The diversity training evaluation is executed at the end of the training modules, and it intends to access indicators such as the logistics, pertinence, and usefulness of the training module to increase the participant's diversity knowledge. The attendance control involves that during the training sessions, someone of the human resources is controlling which employees attended the training session and who does not. This allows the organization to understand if the training session encompassed all the departments and an evaluation indicator is a proportion between the numbers of employees that attended the diversity training for the employees' total number.

And at last, the diversity self-diagnosis questionnaire gives the indicator if the percentage of concordance responses regarding the items related to the inclusion of a diversity module in the training plan was included increased.

#### **4.1.6. Designing inclusive workstations**

The major problems identified within the work conditions dimension was the inclusion of disabled workers due to the lack of physical conditions in the organization. According to Grace (2005), there are a set of work conditions adequate to the integration of a disabled worker, such as, e.g., the space around the furniture of the office must be enough to circulate, there

should not exist floor unevenness since it constitutes a difficulty for people with locomotor deficiency, and there should exist lifts and ramps to give an easy access to the different organization's rooms. The measure to improve the physical space of the organization involves three stages, the analysis of the workstations and its conditions in order to identify in which is possible to integrate a disabled worker, and posteriorly the contact with institutions to ask for technical and accessibilities support, and final, the adaptation of the work conditions. The first phase allows that the organization identifies which job functions are more receptive to have a disabled worker and which type of disabilities they can include in the organization at the time. After that, jointly with an external institution, the goal is to define how can they build a more inclusive workplace and what implications have the inclusion of a disabled person (e.g., the necessary support, which measures should be adopted to avoid discrimination from the work colleagues, work methods). The third phase involves the adjustment of the workplace including the workstation, accessibilities, and common spaces (e.g., toilet facilities, canteen). Through the report from Grace (2005), these stages was adopted in other organizations (e.g., Correios de Portugal - CTT) and had excellent results by giving them the ability including disabled workers in the organization.

This would involve the Executive Commission of the organization, and also an external partner specialized in this specific questions (e.g., Rehabilitation National Institute) in order to identify the improvement points of the workplace that realistically can be addressed. The necessary resources to the implementation of this measure are: human resources, such as the employees of the external partner and the members of the Executive Commission; financial resources to cover the costs consequential to the requirement of an external job, workplace analysis, and adjustments, are the essential resources needed for the implementation of this measure; and at last, the physical space where the analysis and the adaptation will occur.

The expected outcome in a short-run is the identification of the existent barriers to an inclusive workplace, in order to in a medium-run, it is possible to adapt the workstations to promote an inclusive work setting. The final impact expected is that the organization has an inclusive setting and, consequently, this not constitute a barrier to the inclusion of disabled people.

The monitoring of this measure uses the diversity self-diagnosis questionnaire and an indicator is the increased percentage of positive responses regarding the work conditions items. Also, another indicator of this measure is the admission of a disabled worker apart from an internship contract with the organization.

#### **4.1.7. Inclusion of women in factories**

The inexistence of women applicants to work in factories was referred as an improvement point during the interviews. A possible measure to overcome this difficulty is the implementation of an active recruitment for the functions where the women are sub-represented. This recruitment involves an active process by using strategic channels in order to reach to an increased women applicants (e.g., IEFPP, Universities, or local communities) and also a commitment to admit women that want to work in a factory. The Australian Human Rights Commission (2013) shows that organizations are making an effort to overcome the negative perceptions about women working in jobs that are mainly dominated by man (e.g., construction, factories). Some of those strategies involve: jobs ads appealing to female applicants, by presenting inclusive materials and language, by selecting strategic places where it is possible to reach a higher number of female applicants to publish the advertisements, appeal to women voices in the advertisement materials, show that the organization is well established in the market which operates, and give a female contact, so the women feel more comfortable to call in order to clarify any doubts; and also, by engaging in activities that posteriorly will allow the organization to increase the applicants' talent pool (e.g., in universities, local communities, internships). Having this in consideration, this measure intends to reach to higher female applicants by using different channels and by changing the jobs ads in order to attract more women.

The human resources department jointly with the marketing department are responsible for implementing this measure, so the two departments can gather the knowledge about the recruitment and about attractive marketing materials. The necessary resources are the employees which are involved in the recruitment from the two departments, marketing materials or systems to design the jobs advertisements, marketing channels (e.g., newspapers, university career services), and financial resources to promote the recruitment opportunities.

In a short run, the goal is to attract more female applicants to work in factories, so in a medium-run, it is possible the inclusion of a higher percentage of women in the factories recruitment process. The final impact expected is the admission and inclusion of women in the factories.

The monitoring is realized by the analysis of the percentage of female applicants the in the recruitment process to the factories and the percentage of women working in factories, and specific indicators are the increased percentage of female applicants and the incremental percentage of women in factories comparing to the year before.



#### **4.2. Intervention program timeline and evaluation**

According to Hays-Thomas (2017), the first step to achieving a successful diversity management and inclusion within an organization, is to define the actual status of diversity in the organization in order to identify the diversity goals and the strategy to achieve them. After that, the organization is able to develop practical actions to achieve a more diverse organization. Then, the intervention will be divided into three different stages: the commitment stage, awareness-raising stage, and at the last phase consists in concrete actions that can be developed to increase the diverse workforce.

The first phase of the intervention should be at the commitment level since it will define all strategy to improve diversity management within the organization. So this should include the definition of the diversity goals and respective strategy to achieve them, the nomination of the diversity committee and, the communication of diversity goals within the organization. By implementing these measures first, this will allow the employees to be aware that this topic is a concern to the organization, and consequently will be more susceptible to receive the other measures.

So far, the organization is committed to the diversity, however, it is necessary to raise awareness to what is diversity, how should it be included in the organization and what is already done and will be implemented regarding the diversity within the organization. The awareness-raising part involves the diversity training, while the higher knowledge of the employees about what is done in the organization concerning to the diversity is done by implementing a communication plan.

When these two stages are completed, the organization has the basis to start increasing their diverse workforce and then, the other two measures are implemented by creating an inclusive workplace and increasing female applicants to the factory, which consequently is expected to lead to the admission of a disabled worker and the inclusion of women in the factories.

In order to monitor this process, the diversity self-diagnosis questionnaire could be a useful instrument to evaluate the success of each proposed intervention measure. It would be important if there were a questionnaire directed to senior managers and other to middle managers and operational employees. Since the senior managers are responsible for defining the organizational goals and strategy (Corley, 2004), this questionnaire should contain specific questions regarding if the organization has defined diversity goals and strategy, and if executes periodic evaluations aiming to assess the success of the diversity plan defined and to identify

potential improvement aspects regarding diversity. The questionnaire directed to the middle managers and operational employees aims to ascertain if they perceive that the organization is promoting diversity and inclusion in the six dimensions (Commitment, Communication, Training and Development, Work conditions, Culture, Recruitment and Selection).

## **Chapter V. General Discussion**

There has been an increased interest in studying diversity due to globalization that the world is experiencing nowadays and its implications (Rawat & Basergekar, 2016). The organizations have to start thinking how to increase their workforce diversity and its inclusion in order to survive. Also, employers started looking to diversity as a competitive advantage due to all the benefits they can retrieve of having a diverse workforce (Kreitz, 2007). However, recent reports from the European Commission (Wondrak, 2014) and from Eurobarometer (Jourová, 2015) show that discrimination in the workplace is still a reality, pointing out the need to the organizations to rethink their policies and practices regarding equality and inclusion of diverse employees. Managing diversity in the workplace is not an easy process, but is a necessary step. Therefore, Diversity Charters were created across the European Union in order to promote the establishment of a greater commitment to diversity along different organizations and also to help them to reach a successful diversity management, by giving them specific resources and knowledge.

In Portugal, and according to Gomes et al. (2008), besides the increased interest in diversity aspects, only 43% of the organizations affirms that the diversity has been promoted in their organization. According to the same authors, the Portuguese organizations pointed the diversity training as possible measures to improve their diversity management within the organization. Hence, in 2016, it created the Portuguese Diversity Charter that allows the organizations to fill that gap.

The purpose of the current thesis was to analyse how a particular signatory of the Portuguese diversity charter address diversity considering its specificity in order to develop an intervention plan that helps the organization to achieve a better diversity management. In order to achieve this goal in a first step we explore perceptions of different employees (senior managers, middle managers and operational employees) about diversity issues – diversity as a whole, diversity in the organizational context and in their particular workplace – and in a second step we narrow that analysis for the middle managers and operational employees and we also analyse whether diversity is address differently considering their seniority, gender and age.

The major diversity challenges found were at the commitment level, communication of diversity issues and initiatives developed by the organization, the lack of training regarding the diversity, inclusive workplace to disabled workers, and also the inclusion of women in the factories. By developing a proposal of intervention divided into three steps, the commitment, the awareness-raising, and the concrete actions to increase the workforce diversity, it is

expected that the organization achieves the enough knowledge to increase their diversity management. According to Hays-Thomas (2017), there is not an accurate way to increase diversity in an organization, however, in a general way, these are the steps that demonstrate successful results.

This case study implies many practical contributions. In the first place, it allowed raising awareness about the diversity importance in the organization where the case study was conducted. Also, with this case study, was elaborated a diversity diagnosis in the specific organization that besides the results presented here, will give them information about their strengths, weaknesses, and improvement points, that consequently will help them to define their diversity goals and strategy to include diversity in the workplace. Also referring to the specific case presented in this thesis, another practical contribution is the intervention plan developed to address some of the diversity improvement aspects retrieved from the questionnaires. In a general way, it also contributed by testing a diversity self-diagnosis questionnaire, which could be an important instrument for the organizations evaluate their diversity status to then build a strategy to address some weaknesses identified in the report.

Regarding limitations, in the qualitative phase of the case study, more specifically in the interviews (Study 1), some social desirability might occurred, since this is a delicate topic to an organization. On the other hand, in the quantitative study (study 2), the low internal consistency found in two scales of the diversity self-diagnosis of the questionnaires was a limitation of this case study, by not allowing us to analyse the results as a whole and by only being possible to calculate frequencies. Also, the fact that these two scales were analysed through isolated items, requires that the results regarding the calculation of the mean differences between the different sociodemographic groups should be carefully interpreted. Another limitation was found in the reduced sample size that did not allow to do an appropriate validation analysis of the questionnaire (DSDQ) used (e.g., factorial analysis) (Cabrera.Nguyen, 2010). However, since that this is a medium size organization, it is difficult to increase the sample size in order to reach a robust sample.

For the future, it is proposed that this intervention plan is implemented and evaluated, in order to understand if this intervention has the expected impacts or not in the organization. Also, it is important to analyse the diversity self-diagnosis questionnaire, in order to develop more robust scales and to increase the internal consistency of the instrument. This questionnaire is an important instrument to organizations, and it is important that it fulfil the necessary psychometric conditions.

In sum, with this thesis, it is aimed to give the necessary tools and knowledge in order to contribute to a better diversity management in the organization. And, at the same time, to raise awareness of the fact that diversity is a theme area that seems to play an increasingly important role in the organizations.

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## **Appendixes**

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## **Appendix A**

### **Informed Consent (Interviews)**

No âmbito da elaboração de uma tese de Mestrado em Psicologia Social e das Organizações (MPSO), do ISCTE-IUL, encontro-me a desenvolver um projeto de investigação na área da diversidade organizacional. O projeto visa analisar a perceção sobre esta temática em trabalhadores de diferentes setores de uma mesma organização, para que no futuro se possam delinear práticas que promovam a diversidade.

Tendo em conta que a Resiquímica - Resinas Químicas, S.A., é uma das empresas signatária da Carta portuguesa para a Diversidade, este trabalho será desenvolvido aqui. Neste sentido, venho pedir a sua colaboração e a sua autorização para a realização de uma entrevista individual, assegurando-se as questões de confidencialidade e anonimato, tendo em conta o código deontológico da Ordem dos psicólogos Portugueses. A entrevista será gravada para uma melhor captação da informação recolhida e terá a duração máxima de 45 minutos.

Os envolvidos poderão pedir a qualquer momento informação adicional sobre o estudo e poderá ser disponibilizada a tese de mestrado no final de 2017. Para o efeito poderão contactar os seguintes elementos:

Mafalda Visitação (aluna do MPSO): [mafaldavisitacao@gmail.com](mailto:mafaldavisitacao@gmail.com)

Joana Alexandre (orientadora, professora do Depart. de PSO): [joana.alexandre@iscte.pt](mailto:joana.alexandre@iscte.pt)  
.....

Declaro ter percebido o estudo que vai ser desenvolvido na empresa onde trabalho (Resiquímica - Resinas Químicas, S.A.) sobre diversidade organizacional. Declaro também ter percebido que a informação recolhida é confidencial e anónima, tendo percebido que em nenhum momento serei identificado/a.

Data: \_\_\_\_\_ Assinatura/Rubrica: \_\_\_\_\_

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## **Appendix B**

### **Interview script (operational employees)**

1. O que significa diversidade para si? (o que lhe vem à cabeça?)
2. Quando se fala em diversidade organizacional ou nas empresas, pensa em quê?
3. Quais as razões que levam uma organização a pensar na diversidade? (vantagens e desvantagens). E na sua?
4. Como acha que esta questão é percebida nos clientes?
5. Como é a diversidade aceite na Resiquímica? (nos diferentes setores? Na administração?)
6. Na sua opinião, é trabalhada a diversidade na Resiquímica? De que forma?
7. Que avaliação faz dessas práticas?
8. Que (outras) práticas podiam ser implementadas?
9. Há mais alguma informação que queira acrescentar?

Obrigada.

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## **Appendix C**

### **Interview script (senior and middle managers)**

1. O que significa diversidade para si? (o que lhe vem à cabeça)
2. Quando se fala em diversidade organizacional ou nas empresas, pensa em quê?
3. Quais as razões que podem levar uma organização a pensar na diversidade?
4. Que vantagens e desvantagens vê para uma organização trabalhar as questões da diversidade?
5. Em que medida as questões da diversidade se encontram espelhadas na visão da Resiquímica?
6. Na sua opinião, a diversidade é trabalhada na Resiquímica? De que forma? (Mencione exemplos) (nos diferentes setores, no diferentes níveis hierárquicos, na administração)
7. Caso existam:
  - Que avaliação faz dessas práticas? (E qual foi a eficácia das mesmas?)
  - Como acha que as práticas da diversidade são percebidas pelos clientes?
8. Caso não existam:
  - Na sua opinião, porque é que a Resiquímica não tem práticas relativas à diversidade?
9. Quais os maiores desafios que encontram ao incluir a diversidade em questões como desenvolvimento profissional, recrutamento e/ou progressão de carreira?
10. Que condições específicas (físicas, por ex) existem para a promoção e inclusão de diversidade na Resiquímica? Quais poderiam existir?
11. Que (outras) práticas podiam ser implementadas?/deveria ser trabalhada? De que forma?
12. Quer acrescentar alguma informação? Ou tem alguma questão?

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## Appendix D

### Dimensions and subcategories dictionary

Dimensions & Subcategories		Description	Source
Diversity		perceived differences, which can be objective or subjective, between the members of a group	Knippenberg (2007)
Diversity within organizational context		acceptance and valorisation of the existing or perceived differences (e.g., age, race and gender) between the group members	Esty et al. (1995)
Diversity Advantages: Consequences of diversity that can lead to a beneficial end to the organization (Merriam-Webster's Online Dictionary)	Performance	actions and behaviours of the employees that contribute to the results of the organization	Viswesvaran & Ones (2000)
	Clients	the individuals that receive a service	Cambridge Dictionary
	Organizational Image	perception that people have regarding one organization	Lievens (2017)
	Multiplicity of Perspectives	various points of views and ways of thinking	Knippenberg & Schippers (2007)
	Promotion of Multiculturalism	increase of exposure to various cultural groups	Nguyen & Benet-Martínez (2010)
Diversity Disadvantages		actions or situations that contribute to the organization or to the employees in a negative way	Merriam-Webster's Online Dictionary
Diversity in Resiquímica: Characteristics or to the practices that are developed at the organization	Workforce Diversity	employees with diverse backgrounds at the organization	Henry & Evans (2007)
	Recruitment and Selection	process through which the candidates are attracted and chosen to a specific job at the organization	Bratton & Gold (2007)
	Training and Development	training that is necessary and systematic in order to improve the knowledge, the behaviours and the skills of the employees to achieve a better performance	Bulut & Culha (2010)
	Culture	shared perception about the accurate mode of proceeding, thinking and feeling in that organization	Schein (2004)
	Communication	process of how a message is transmitted to another person through the use of different means	Wrench & Punyanunt-Carter (2012)
	Commitment	compromise to attain the organizational goals and also englobes the identification and involvement of the employee	Caught & Shadur (2000)
	Work Conditions	physical and the psychological aspects of the job	Gerber, Nel & Van Dyk (1998)
	People with disabilities	those people that experience significant incapacity at some level which provokes an alteration to the body functions and that is not possible to overcome or treat them with technical support	Casanova (2008)
	Gender	males and females biological differences	Holmes (2007)
	Age	range of ages within an organization	Pytlovany & Truxillo (2015)
	Evaluation	perception of the employees about the existing practices of their organization	Merriam-Webster's Online Dictionary
Future potential practices		employee's perceptions of potential practices that could be implemented at the organization in order to improve the diversity management	Kostova, T., & Roth, K. (2002)

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**Appendix E**  
**Diversity Self- diagnosis Questionnaire (Paper Version)**

**Questionário de auto-diagnóstico**

No âmbito de um projeto de investigação em Psicologia Social e das Organizações do ISCTE - Instituto Universitário de Lisboa, este questionário tem como objetivo conhecer em maior detalhe qual a opinião dos colaboradores relativamente à diversidade na sua organização. A sua colaboração neste questionário é, por isso, muito importante.

As suas respostas são anónimas e toda a informação será confidencial, pelo que lhe pedimos que seja o mais sincero possível. Salientamos que não existem respostas certas ou erradas e que o preenchimento do questionário é voluntário, pelo que poderá parar a qualquer momento.

O questionário terá a duração de cerca de 10 minutos. Agradecemos o seu tempo e esforço para terminá-lo.

Caso tenha alguma questão sobre este estudo que gostasse de ver esclarecida, por favor não hesite em contactar a equipa de investigação:

- Mafalda Visitação (msgmv@iscte.pt)
- Joana Alexandre ([joana.alexandre@iscte.pt](mailto:joana.alexandre@iscte.pt))

Para continuar, diga-nos por favor se aceita continuar:

- ☐ Sim, aceito
- ☐ Não, obrigada/o

Rubrica: \_\_\_\_\_

**Nota:** Segundo a Carta Portuguesa para a Diversidade, a diversidade é entendida como o reconhecimento, o respeito e a valorização da(s) diferença(s) entre as pessoas, incluindo particularmente as diferenças relativas ao sexo, identidade de género, orientação sexual, etnia, religião, credo, território de origem, cultura, língua, nacionalidade, naturalidade, ascendência, idade, orientação política, ideológica ou social, estado civil, situação familiar, situação económica, estado de saúde, deficiência, estilo pessoal e formação.

## Compromisso

**Tendo presente a definição de diversidade anterior, indique o seu grau de concordância relativamente às seguintes afirmações:**

Discordo totalmente	Discordo	Concordo	Concordo Totalmente	Não sei	Não Aplicável
1	2	3	4	5	6
1. A organização promove a diversidade junto de todas as pessoas					
2. Tenho uma visão da estratégia da organização para incluir a diversidade no local e trabalho <i>[exemplos: missão, valores, planos, regulamentos, etc.]</i>					
3. Acredito que existe um tratamento justo dos/as colaboradores/as independentemente das suas características					
4. Sinto que somos todos/as responsáveis pela promoção da diversidade e inclusão no local de trabalho					
5. Acredito que a organização atua eficazmente perante qualquer situação de discriminação					
6. Acho que posso ter consequências negativas caso reporte algum tipo de tratamento injusto/discriminação					
7. A organização procura identificar as minhas necessidades e/ou atitudes relativamente à diversidade					
8. A organização não tem iniciativas e/ou projetos relacionados com a diversidade					

Se respondeu 1 ou 2 por favor na afirmação 8 indique quais:

### Comunicação

Indique o seu grau de concordância relativamente às seguintes afirmações:

Discordo totalmente	Discordo	Concordo	Concordo Totalmente	Não sei	Não Aplicável
1	2	3	4	5	6

  

	1	2	3	4		5	6
1. Com base na minha experiência, acho que a diversidade beneficia a organização em:							
a. Reconhecimento ou reputação da organização e boas relações com a comunidade							
b. Inovação e criatividade							
c. Maior motivação e eficiência							
d. Vantagem competitiva em relação a outras organizações							
e. Eficiência económica e rentabilidade							
f. Oportunidades de marketing para angariar uma base de clientes mais abrangente							
g. Maior satisfação dos clientes ao nível dos serviços							
2. Tenho conhecimento da adesão da organização à Carta Portuguesa para a diversidade							
3. Recebo informação sobre a diversidade [ <i>exemplos: newsletter, intranet...</i> ]							
4. Sinto-me à vontade para falar abertamente sobre conflitos, abusos ou discriminação na organização							

5. A organização não partilha com as/os colaboradoras/os informação relacionada com a diversidade							
---	--	--	--	--	--	--	--

### **Formação e Desenvolvimento**

**Indique o seu grau de concordância relativamente às seguintes afirmações:**

Discordo totalmente	Discordo	Concordo	Concordo Totalmente	Não sei	Não Aplicável
1	2	3	4	5	6

  

	1	2	3	4		5	6
1. A organização realiza formações sobre a diversidade para todos/as os/as colaboradores/as							
2. Sinto que todas/os têm as mesmas oportunidades de desenvolvimento e de formação							
3. A organização não tem atividades que consciencializam os colaboradores/as para a diversidade							
4. Sou avaliado/a de acordo com o meu desempenho, independentemente da idade, género, nacionalidade ou outras características							
5. A flexibilidade existente adequa-se a todas/os (idade, sexo, deficiência, formação...) <i>[exemplos: tempo parcial, trabalho a partir de casa, horários flexíveis]</i>							
6. As estratégias para conciliação trabalho-vida adequam-se às necessidades de todos/as <i>[exemplos: cuidar dos filhos, cuidar dos pais, dedicar-se a hobbies/interesses; responsabilidades políticas/sindicais/cívicas]</i>							
7. Quando é necessário, as tarefas e exigências de trabalho são ajustadas às características dos/as colaboradores/as (idade, sexo, deficiência, formação)							
8. Os métodos, espaços físicos e tempos de trabalho são ajustados às características e necessidades (temporárias ou permanentes) individuais dos/das colaboradores/as (idade, sexo, deficiência, formação...)							
9. Os/as colaboradores/as participam na distribuição de tarefas, nos métodos e/ou horários							

10. Os benefícios existentes abrangem as necessidades de todas/os as/os colaboradoras/os (homem/mulher; part-time/full-time; idade, teletrabalho, nível hierárquico, estado de saúde...)						
11. Os critérios de evolução salarial são os mesmos para todos/as						

### Cultura

**Indique o seu grau de concordância relativamente às seguintes afirmações:**

Discordo totalmente	Discordo	Concordo	Concordo Totalmente	Não sei	Não Aplicável
1	2	3	4	5	6

	1	2	3	4		5	6
1. A organização não valoriza nem promove a expressão da diversidade de cada pessoa							
2. Na rotina diária de trabalho, tanto colaboradores/as como chefias agem de acordo com os valores da diversidade na organização							
3. Existem iniciativas concretas à participação e representatividade de todos/as os/as colaboradores/as nos processos de decisão							
4. A organização tenta tirar partido da capacidade e potencial das/dos suas/seus colaboradoras/es e das equipas							
5. A organização não considera aspetos da diversidade quando avalia a satisfação dos/as colaboradores/as							
6. A organização tem procedimentos formais para a apresentação de queixas e denúncias, em situações de discriminação							
7. A organização procura constituir equipas de trabalho diversificadas, com diferentes características							
8. O meu responsável hierárquico respeita as diferenças individuais, valorizando o contributo de todos/as							
9. Senti-me desconfortável na organização devido a:							
Experiências de vida							
Sexo							
Formação académica							

Etnia, nacionalidade							
Cultura							
Religião							
Identidade de género							
Orientação sexual							
Idade							
Ser sindicalizado							
Deficiência							
Papel familiar							
Estado de saúde							
Orientação política							
Outros: _____							

### Recrutamento & Seleção

Indique o seu grau de concordância relativamente às seguintes afirmações:

Discordo totalmente	Discordo	Concordo	Concordo Totalmente	Não sei	Não Aplicável
1	2	3	4	5	6

	1	2	3	4		5	6
1. A organização não promove práticas de recrutamento e seleção que respeitem os princípios da diversidade e inclusão							
2. A organização promove anúncios de ofertas de emprego que respeitam a diversidade							
3. A organização procura recrutar diferentes tipos de colaboradores/as (sexo, idade, nacionalidade, religião, ...)							
4. A diversidade dos/as colaboradores/as reflete as características da comunidade onde a organização se insere (clientes, utentes, utilizadores/as, voluntárias/os, comunidades envolventes)							
5. A organização é vista por clientes, fornecedores ou outros/as parceiros/as como um bom local para trabalhar, devido à forma como trata a diversidade							



Diversity: a case study in a Portuguese organization

Qual a sua idade? \_\_\_\_\_

Sexo:

- ☐ Masculino
- ☐ Feminino

Habilitações:

- ☐ 9.º ano ou inferior
- ☐ 10.º ano a 12.º ano
- ☐ Licenciatura
- ☐ Pós-graduação
- ☐ Mestrado
- ☐ Doutoramento

Há quanto tempo trabalha na Resiquímica?

- ☐ Menos de 6 meses
- ☐ 6 meses a 1 ano
- ☐ 1 a 3 anos
- ☐ 3 a 5 anos
- ☐ 5 a 10 anos
- ☐ Mais de 10 anos

**Obrigada pela sua participação!**

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## Appendix F

### Diversity self-diagnosis questionnaire (online version)

#### Questionário de Auto-diagnóstico



No âmbito de um projeto de investigação em Psicologia Social e das Organizações do ISCTE - Instituto Universitário de Lisboa, este questionário tem como objetivo conhecer em maior detalhe qual a opinião dos colaboradores relativamente à diversidade na Resiquímica. A sua colaboração neste questionário é, por isso, muito importante.

As suas respostas são anónimas e toda a informação será confidencial, pelo que lhe pedimos que seja o mais sincero possível. Salientamos que não existem respostas certas ou erradas e que o preenchimento do questionário é voluntário, pelo que poderá parar a qualquer momento.

O questionário terá a duração de cerca de 10 minutos. Agradecemos o seu tempo e esforço para terminá-lo.

Caso tenha alguma questão sobre este estudo que gostasse de ver esclarecida, por favor não hesite em contactar a equipa de investigação:

- Mafalda Visitação (msgmv@iscte.pt)  
- Joana Alexandre (joana.alexandre@iscte.pt)

Tendo presente a definição de diversidade anterior, indique o seu grau de concordância relativamente às seguintes afirmações:

	Discordo Totalmente	Discordo	Concordo	Concordo Totalmente	Não sei	Não aplicável
1. A organização promove a diversidade junto de todas as pessoas	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Tenho uma visão da estratégia da organização para incluir a diversidade no local e trabalho (exemplos: missão, valores, planos, regulamentos, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Acredito que existe um tratamento justo dos/as colaboradores/as independentemente das suas características	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Sinto que somos todos/as responsáveis pela promoção da diversidade e inclusão no local de trabalho	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Acredito que a organização atua	-	-	-	-	-	-

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## Appendix G

### Logic Model - Intervention Plan

Measures	Responsibles	People involved	Short-run goal	Medium-run goal	Impact	Resources	Monitoring	Indicators
Establishment of diversity goals and strategy	Executive Committee	Executive Committee	Establishment of diversity goals	Definition of the strategy to reach the goals	Higher awareness about the diversity goals and the strategy to achieve them	Human Resources	Diversity self-diagnosis questionnaire	Higher % of agreement responses to the items related to the establishment of the goals and specific measures
Diversity Committee	Executive Committee	Members nominated to the diversity committee	Nomination of the diversity committee	Diversity initiatives or activities planned	Implementation of a diversity program Higher compromise to diversity	Human Resources Physical Space	Quarterly Meetings with the Executive Committee	Number of diversity initiatives developed Alignment with the diversity goals defined before
Sharing the diversity commitment within the organization	Executive Committee	All the employees	Share information about the diversity goals and strategy	Employees are aware and involved in the diversity goals and strategy	Employees are aligned to the diversity goals and strategy  Shared Responsibility	Human Resources Supporting materials Meeting room	Diversity self-diagnosis questionnaire Documental analysis	Higher % of responses to the items related to the top management commitment Commitment to diversity is written and visible in the organization's documents.
Development of a diversity communication plan	Marketing Department	Human resources and Corporate Social Responsibility department	Definition of a communication plan	Sharing diversity initiatives developed in the organization	Employees and customers are aware of the diversity topic in the organization	Human Resources Marketing Materials Communication channels Financial resources	Diversity self-diagnosis questionnaire Number of materials developed	Higher % of responses to the items related to Communication Higher % of communication materials developed comparing to the year before.
Diversity Training	Human Resources & External training facilitator	All the employees	Development of a diversity training plan	Delivery of the diversity training	Awareness-raising to diversity Better diversity management	Human Resources Physical Space Financial Resources Supporting Materials	Diversity training session evaluation Diversity self-diagnosis questionnaire Attendance control	Logistics, pertinence, and usefulness of the training module to increase the participant's diversity knowledge proportion between the numbers of employees that attended the diversity training for the employees' total number Higher % of responses to the items related to Training
Designing inclusive workstations	Executive Committee	External Partner	Identification of the existent barriers to an inclusive workplace	Adaption the workstations to promote an inclusive work setting	Inclusive work setting	Human Resources Financial Resources Physical Spaces	Questionário avaliação formação Presenças Quest. Auto-diagnóstico	Higher % of responses to the items related to work conditions
Inclusion of women in factories	Human Resources department	Marketing department	Attract more female applicants to the factories	Inclusion of women in the recruitment process to the factories	Admission and inclusion of women in the factories	Human Resources Marketing Materials Marketing channels Financial Resources	Analysis of %of female applicants the in the recruitment process to the factories and % of women working in factories	Higher % of female applicants and of women in factories comparing to the year before.