The Role Of Leaders In Integrating Diversity And Inclusion Within An Organization

A qualitative study on the organizational level from a Swedish Perspective

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Abstract

This qualitative study examines the critical role of leaders in integrating diversity and inclusion within organizations from a Swedish perspective. With increasing globalization and multiculturalism, organizations worldwide have recognized the importance of fostering diverse and inclusive work environments. However, little is known about the specific strategies and practices employed by leaders in the Swedish context.

The study utilizes a qualitative research design, incorporating in-depth interviews with leaders from various Swedish organizations. Through thematic analysis, the study explores the experiences, perceptions, and practices of these leaders in integrating diversity and inclusion within their organizations. The research aims to identify the key leadership behaviors, challenges, and enablers that contribute to successful diversity and inclusion initiatives.

Preliminary findings suggest that leaders from Sweden play a crucial role in shaping organizational culture and practices related to diversity and inclusion. Leadership behaviors such as setting clear expectations, promoting open communication, and actively championing diversity contribute to creating an inclusive climate. Additionally, leaders acknowledge the importance of incorporating diversity considerations in making the workplace environment more diverse.

The study also highlights some challenges faced by leaders in integrating diversity and inclusion. These include resistance to change, unconscious biases, and lack of awareness among employees. However, leaders utilize various strategies, such as training programs, awareness campaigns, and mentoring, to address these challenges and foster a more inclusive organizational environment.

Furthermore, the study sheds light on the enablers that support leaders in their efforts. Support from top management, availability of resources, and a strong commitment to diversity and inclusion throughout the organization are identified as crucial enablers.

This qualitative study provides valuable insights into the role of leaders in integrating diversity and inclusion within organizations from a Swedish perspective. The findings contribute to existing knowledge on effective leadership practices for diversity and inclusion and offer practical implications for organizations aiming to create inclusive work environments. Ultimately, this research emphasizes the significance of leadership in driving positive change and fostering diversity and inclusion within Swedish organizations.

Keywords: Diversity & Inclusion, Leadership, Motivation, Integrate, Diversity Management, Leader, Workplace Diversity, Organizational inclusion
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1.0 Introduction

This chapter's goals are to introduce the reader to our research subject, provide an outline of our theoretical framework, and point out a gap in existing literature. Additionally, we discuss the foundation of theories and concepts on diversity and inclusion as well as the role of a leader to ensure the presence of diversity and inclusion in an organization. Additionally, we explain our decision as to why we choose qualitative method study and demonstrate how this research design can contribute to existing literature. Finally, we will outline our research topics and the objectives of this degree project.

1.1 Problem Background

Managing diversity and inclusion in organizations is becoming increasingly crucial as a result of globalization and rising migration. There is broad consensus regarding the necessity of actively managing diversity and inclusion in organizations and identifying benefits and drawbacks for different approaches that different organizations choose. We know diversity can be defined in a variety of ways. To define diversity many of the researchers emphasize various dimensions, such as gender, age, ethnicity, nationality, education, or work status. Kreitz (2008, p. 102) subsumed all these points under the definition of diversity as “any significant difference that distinguishes one individual from another,” covering a wide variety of factors that might be obvious to other individuals or hidden under the surface. Ely and Thomas (2001, p. 230) stated that diversity is “a characteristic of groups of two or more people and typically refers to demographic differences of one sort or another among group members.”

The study conducted by Ayub and Jehn (2018, p. 617) provides a comprehensive idea about the competitive advantage an organization can extract from having a carefully formed or composed heterogeneous work group in national diversity context over a homogenous group in terms of financial and other key performance indicators. Madera (2018, p. 100) examines how integrating situational perspectives on workplace discrimination can influence the perceived utility and importance of diversity management. It proves to be a promising method that hospitality organizations can use situational perspectives to influence employee positive attitudes toward diversity management (Madera, 2018, p. 100).

The study by Podsadlowski et al. (2018, p. 170) identifies different ways organizations approach diversity and how these approaches are related to perceived benefits and costs of diversity and implemented diversity management practices. Consequently, Jansen et al. (2015, p.85) reexamined the examples given by Ely & Thomas (2001,p 235) and integrated the results of Dass & Parker (1999, p.72) to suggest a conceptual framework of five diversity perspectives: Reinforcing Homogeneity, Color-Blind, Fairness, Access, and Integration and Learning. Reinforcing Homogeneity means to avoid or even reject a diverse workforce. Organizations not only ignore potential cultural differences but reject cultural diversity in favor of a homogeneous workforce (Podsiadlowski et al., 2018, p. 160). Both Color-Blindness and Fairness stretch the importance of ensuring equal and fair treatment and avoiding discriminatory practices (Podsiadlowski et al., 2018, p. 160). But there are different reasons for ensuring equal employment opportunities: Color-Blindness focuses on equal employment opportunities but without acknowledging potential differences due to different cultural backgrounds (Podsiadlowski et al., 2018, p. 160). The concept of fairness is crucial in promoting equitable treatment by acknowledging the necessity for targeted assistance to marginalized communities and mitigating socioeconomic disparities (Podsiadlowski et al., 2018, p. 160). According to Podsadlowski et al. (2018, p.161), the Access viewpoint views
diversity as a strategic approach employed by businesses to get access to a diversified customer base and worldwide markets. This approach involves aligning the internal composition of a company with its external environment. The Integration and Learning perspective posit a more expansive viewpoint, contending that a diversified work environment can yield advantages for all stakeholders involved, including the organization as a collective entity and its individual employees (Podsiadlowski et al., 2018, p. 161). According to Podsiadlowski et al. (2018, p.170), it is important for organizations to carefully evaluate the advantages and disadvantages associated with each perspective. By doing a thorough analysis of the potential impact of each perspective, organizations may make an informed decision and select the one that best aligns with their specific needs and circumstances (Podsiadlowski et al., 2018, p. 170). Consequently, the suggested differentiation, which is grounded in theory, enhances comprehension of the particular approach that an organization adopts in relation to diversity. Additionally, it provides valuable insights into the mechanisms and processes that organizations employ to address diversity (Podsiadlowski et al., 2013, p. 170).

Managing diversity in organizations illustrates the continued organizational challenges faced by firms in their attempts to integrate groups of diverse backgrounds into the workforce (Gröschl, 2011, p.7). Organizations often operate spontaneously and in an adhoc manner without fully considering and integrating all types of individual differences (Gröschl, 2011, p.8). While much of the responsibility for better integration lies with the organization, we would like to stress that the person seeking to be integrated also needs to be held accountable for their successful integration – even if the organization is structurally more powerful than the individual (Gröschl, 2011, p.10).

At all levels of organization and management, it is widely recognized that organizations tend to have a natural tendency to perpetuate existing procedures and practices. According to Gröschl (2011, p.9), The omission of environmental and human disparities constitutes a major element of diversity incorporation. The potential hazards of repeating procedures have been delineated by researchers, since they impede the implementation of necessary organizational changes in the rapidly evolving contemporary context (Gröschl, 2011, p.10). On the other hand, the strategic and operational advantage of integrating individuals from varied backgrounds, who do not align with the organization's historical composition but rather its prospective future, is evidently a crucial aspect of sustainable competitive advantage (Gröschl, 2011, p.12). Nevertheless, despite the persuasive economic argument in favor of enhanced diversity, organizations continue to have difficulties in embracing and valuing differences, particularly when faced with the expectation to excel (Gröschl, 2011, p.12). Regardless of the specific urgency at hand, organizations often face pressure to maintain their identity while maximizing effectiveness and efficiency. This pressure can often result in organizations reverting to familiar routines, patterns, and repetitions that have proven successful in the past. In the long term, corporations often experience negative consequences as a result of their actions, despite their inability to anticipate or recognize these repercussions in a timely manner (Gröschl, 2011, p.12).

There can be no doubt that integrating people who are ‘unconventional’ compared to the group majority in an organization helps the latter to develop in an environment that sooner or later will require change (Gröschl, 2011, p.12). Teams joined by people who are unlike their usual members are compelled to modify the ‘obvious’, which otherwise would result in routines that are dangerous to all operational, cultural, and social levels (Gröschl, 2011, p.12). The work and attention necessary for integrating ‘different’ people – who may have to do more learning than others to become integrated into a team and adapt to a function and position – presents a
genuine opportunity for internal learning (Gröschl, 2011, p.13). This learning involves the explicit use of a language that is not only the functional language referred to earlier (which was a form of organizational silence in repeated renewal of well-known operations and processes), but a language that is similar to a fundamental and holistic re-examination of the organization (Gröschl, 2011, p.13). The process of analyzing and clarifying organizational routines and procedures provides the leaders to help manage the diverse group of individuals. It is indisputable that the integration of individuals who deviate from the majority within an organization aid in the development of the latter within an environment that will inevitably necessitate change (Gröschl, 2011, p.12). According to Gröschl (2011, p.12), when teams are composed of individuals who differ from their regular members, they are motivated to alter what may seem apparent. Failure to do so would lead to routines that pose risks to operational, cultural, and social aspects (Gröschl, 2011, p.12). The process of integrating individuals with diverse backgrounds into a team and helping them acquire the essential skills and knowledge to adapt to their roles and functions gives a valuable opportunity for internal learning (Gröschl, 2011, p.13). This learning process entails the deliberate utilization of a language that extends beyond the functional language previously mentioned, which was characterized by a tendency to maintain established operations and processes without questioning them. Instead, it involves a language that promotes a comprehensive and fundamental re-evaluation of the organization as a whole (Gröschl, 2011, p.13). The act of examining and elucidating organizational routines and procedures presents the prospect of scrutinizing and modifying all facets and participants within the organization (Gröschl, 2011, p.13). Conversely to diversity, inclusion depends on relational factors. It refers to people's experiences at work, how much they feel valued for who they are, the talents and experience they contribute, and how much of a sense of community they have with other employees (Mohamed, 2020, p.126). A person's sense of belonging at work is influenced by their individual traits, other people's actions and attitudes, and their immediate environment (Mohamed, 2020, p.123). It improves employee engagement, impacts corporate performance, and gives diverse people the opportunity to grow and experience equality in the workplace (Mohamed, 2020, p.120).

According to Barak (2017, p.34) the inclusion in workplace can be summarized as:

- The significance of values in fostering the reduction of individual and intergroup disparities within the organizational workforce.
- The organization actively engages in collaboration and makes valuable contributions to the local community.
- Addresses the needs of minority groups within its larger context.
- The individual actively engages in collaboration with diverse individuals, groups, and organizations, transcending national and cultural boundaries.

There is a growing body of study evidence suggesting that the corporate behaviors stated above, in relation to inclusion, may serve as a form of positive reinforcement for excellent business (Barak, 2017, p.37). The advantages of implementing inclusion practices encompass several key aspects. Firstly, there is a reduction in costs associated with employee turnover, absenteeism, and an overall enhancement in productivity. Secondly, organizations that prioritize inclusion are more likely to attract a diverse range of talent, including women, minority groups, and individuals from various backgrounds. This enables them to gain a competitive edge in talent acquisition. Thirdly, leveraging the multifaceted nature of diversity can drive business growth. For instance, companies can effectively market their products or services to minority communities or senior citizens. Fourthly, fostering an inclusive
environment contributes to an improved corporate image, which in turn positively impacts the company's stock valuation. Lastly, by employing individuals from different nationalities, organizations can capitalize on the opportunities presented by an increasingly global marketplace (Barak, 2017, p.40).

Furthermore, inclusion is correlated with diversity but separate concepts whereby the exclusivity of persons is celebrated (Carberry et al., 2013, p. 648). Apart from focusing on particular demographic groups, importance is given to the intellectual capabilities that each individual can offer. Researchers identifies that inclusion is mainly noticed by collaborations with coworkers and stresses the importance of companionship in this respect (Carberry et al., 2013, p. 649). In the workplace, companionship is a part of general relationships, but it can also have influence on more dominant structures such as solidarity within a workforce (Carberry et al., 2013, p. 650). We know leadership roles and actions direct fairness and hence a pledge to diversity, recognition from other team members indicates a working environment where employee feels a sense of belongingness for the firm that assists to reflect inclusion (Carberry et al., 2013, p. 652). Substantial evidence exists from previous research that indicates that employees from minority groups feel they have not encountered fair conduct in the workplace from the dominant group (Ayub & Jehn, 2018, p. 618). Such groups who feel as an inferior in the workplace can also be more negative toward their job than dominant groups and feel a lower sense of inclusion in comparison with dominant groups (Ayub & Jehn, 2018, p. 620). The reasons behind the negative or adverse attitude towards their job are mostly determined by past experiences which are composed of discriminatory behavior, inequality in earnings and lack of career opportunities (Carberry et al., 2013, p. 660). So, inclusion is equally important as diverse workforce.

Depending on the organizational approach to diversity and inclusion, the strategy on measures and initiatives of one organization will differ with another one which in turn has consequences for staff and the organization itself (Podsiadlowski et al., 2013, p. 171). Having a reliable and a deeper understanding is need that should lead to more efficient identification of an organization’s strategy, improve monitoring of diversity and inclusion management, and help clarify the inconsistent effects of diversity and inclusion (Podsiadlowski et al., 2013, p. 170).

Hence, a deeper understanding is needed to analyze the role and influence of leaders to implement diversity and inclusion perspectives in organizations due to the lack of theoretical foundation on the organizational level. So, the importance of leadership approach in managing diversity and inclusion is the area we are going to explore in our study. Our chosen organizations in Sweden, we will analyze the leaders view about the concept of diversity and inclusion and how they are prioritizing these concepts in their organizational setting. We think that our study assists our chosen organizations well since we are exploring how their leaders perceive the importance of diversity and inclusion culture that are affecting their employees’ motivation, and it will also show if the leaders are over-or underestimating the influence that their role has on popularizing the culture of diversity and inclusion in organization.

1.2 Problematization

With increasing globalization and migration, the proper management of diversity and inclusion in an organizational culture is becoming more and more critical and vital (Parsons & Smeeding, 2006, p. 30). There is a universal consensus on the importance of actively dealing with diversity and inclusion in an organization and to identify possible benefits of it if leaders are able to perform their role and manage it properly.
Diversity and inclusion are well-known and well-researched concepts across the world. Leaders are striving hard to identify a comprehensive tool to properly manage an organizational workforce that nurtures diversity and inclusion. Organizations can enjoy many benefits and gain competitive advantage through management of heterogeneous workgroups, the introduction of situational perspective to encourage workforce to exhibit greater levels of creativity (Ayub & Jehn, 2018, p. 617; Madera, 2018, p. 100; Podsiałowski et al., 2013, p. 160). Furthermore, a diverse group allows for access to higher levels of knowledge and talents which in turn can improve performance outcomes (Ayub & Jehn, 2018, p. 617). Equally, it is important to shed light on the subject of diversity management in an organizational setting as it proactively can reduce the occurrence of discrimination (Madera, 2018, p. 100). So, it is vital for organizations to ensure fair treatment of everyone along with successfully surviving in a competitive climate. In the transfer to practice, it is important that the management sets an example of taking action and implementing diversity management to achieve acceptance within organizations and society.

We know successful teams consist of employees who are aligned by a common vision and are able to perform together to achieve expected results (Katherine & Fredrick, 2011, p.2). In diverse teams, each unique individual who possesses different cultural and educational backgrounds is usually asked to work together in teams to perform tasks. Differences among team members often create barriers to achieve expected performance and may disrupt team and organizational success although conflicts over the quality of work can also bring positive results (Ayub & Jehn, 2018, p. 617).

According to Katherine and Fredrick (2011, p.3), the ability of a team member to coordinate and align with one another and share their own views can assist and accelerate group learning and goal achieving. There is often a misunderstanding of how basic differences among team members can dent the success of teams (Katherine & Fredrick, 2011, p.3). Leaders may be deemed irresponsible when they try to increase diversity without having an understanding of the challenges that come with having a diversified workforce and or diversified work teams (Katherine & Fredrick, 2011, p.3). Leaders need to understand and accept the challenges to design actions for individuals and teams which assist employee learning and enhance performance for the organization (Katherine & Fredrick, 2011, p.3).

Sweden is a country where people from many countries are staying for various purposes. In most areas in Sweden, we get to see people from diverse cultures working in various places. So, it is a big challenge for leaders to manage such a diverse workforce and make them feel inclusive in the organizational setting. If the minority senses and realizes that they are not welcomed by the majority and dominant part of the organizational workforce, then the minority might feel as sidelined and may be unable to feel & grow the sense of belonging for the organizations. All of these negative aspects can severely influence organizational performance. Hence, a leader has to undertake an appropriate leadership approach and go through a lot of hurdles in order to manage and motivate the diverse workforce because they know if they are able to manage, guide and motivate them properly then this workforce can be a strong source of competitive advantage over rivals.

1.3 Research Gap

As covered in this chapter, the management of diversity and inclusion is significantly influenced by leadership, workplace culture, and job recruitment. It is commonly known that
Swedish businesses and the government work hard to manage diversity and inclusion. For example, structures must be accessible to those with impairments, and restrooms frequently offer gender-neutral facilities. The majority of research on diversity and inclusion management takes a broad view, but there is little in-depth study that is country specific. According to numerous studies, models and theories can be used to discuss various topics in order to generate an understanding of someone's point of view. Understanding how culture affects work performance is crucial because there are frequently significant cultural variations that go unrecognized and can lead to misunderstandings, poor communication, employee dissatisfaction, or even a decline in work performance. In addition to national cultures, regional cultures must also be taken into account. Employees' exposure to regional cultures can be more in-depth and deeply ingrained, which could influence potential modifications. Enterprises can have employees from one culture, but they can also have people from many different cultures, which have a significant impact on the inclusion climate. It is crucial to consider that companies in the same region might have distinct cultural perspectives. To understand each other's perspectives and responses, it is crucial to comprehend all of the associated cultures. To modify the workplace environment, it is necessary to take into account all diverse communities.

Our study will be conducted on a few restaurants, hotels, bars, and nightclubs located at various regions in Sweden to analyze their working culture and role of leader to ensure proper management. One of the main reasons behind our concentration on restaurants is because we have observed a lot of diverse workforces working in these restaurants, hotels, bars, and nightclubs.

According to existing research, effective management of diversity and inclusion has been found to contribute positively to companies in several significant aspects. These include: (1) enhanced levels of creativity and innovation; (2) improved problem-solving capabilities; (3) higher organizational adaptability and flexibility; (4) expanded access to previously untapped markets; and (5) the ability to recruit and retain high-quality people (Bell, 2017, p.34; Cox, 2001, p.3; Cox & Blake, 1991, p.19). Another study by Ayub and Jehn (2018, p. 618) emphasize on national diversity and analyze the relationship between diversity and conflicts as well as provides details as to when diversity can have a positive impact depending on the size and nature of diversity in workgroup. They propose that there is a direct relationship between performance and diversity (Ayub & Jehn, 2018, p. 619). A study by Podsiadlowski et al. (2013, p. 160) operationalizes diversity and inclusion perspectives and analyzes the effects of different diversity perspectives in organizations. Incorporating a situational perspective in relation to discrimination provides insight on how leaders’ positive attitudes towards diversity management can help to diminish discrimination (Madera, 2018, p. 100). All of the above studies on diversity and inclusion have been conducted outside Sweden.

The role of a leader in managing diversity and inclusion in the workplace cannot be underestimated. A study by Podsiadlowski et al. (2013, p. 163) stresses on the fact that the leaders of an organization who understand the benefits of diversity & inclusion are open to potential challenges and cultural differences and they enhance the capacity to efficiently manage diversity and inclusion in organization (Podsiadlowski et al. (2013, p. 163). Another study by Katherine and Fredrick (2011, p. 397) the practice of leaders in organizations can either intensify or reduce the positive effects of diversity & inclusion in organizations. Organizational commitment hugely impacts on the mindset of leaders in managing and nurturing workplace diversity & inclusion (Kayhan et al., 2022, p. 39). All of the studies on leadership role in ensuring diversity & inclusion in organizations are conducted outside Sweden.
Although, significant number of research articles have been conducted on diversity and inclusion across the world to show the impact of diversity and inclusion on firms, but we haven’t found specific research that solely tries to find out the roles of a leader to ensure diversity and inclusive environment for people from diverse cultures are working in the restaurants in Sweden. So, we have decided that this is the area we can work on as no such study is conducted in Sweden.

### 1.4 Research Questions

Question 1: How do leaders manage diversity and inclusion in the organization within the hospitality industry?

Question 2: What are the reasons that motivate the leaders’ to put effort to implement actions to promote diversity and inclusion in organizations within the hospitality industry?

### 1.5 Purpose

The primary purpose of this master’s thesis is to investigate the role and motivation of leaders in managing diversity and inclusion in organizations within the hospitality industry. In addition, we try to develop a deeper understanding of the leader’s perception on the impact of diversity and inclusion in the workplace. We’ll achieve this by conducting a qualitative study in which we interview a number of leaders of our chosen organizations who can throw light on their opinions of how leadership initiatives can affect the culture of diversity and inclusion in the workplace. This thesis focuses on the approach and extent to which firms in the hospitality industry are taking measures to promote diversity and inclusion in order to achieve equality for all employees. Our study seeks to create new understanding and insights to better support leaders in managing diversity and inclusion in creating powerful and comprehensive improvements to diversity and inclusion policies and strategies going forward. Furthermore, we will compare the different approaches of leaders regarding the initiatives they have undertaken to ensure diversity and inclusion in the workplace. From a theoretical perspective this study helps to understand the importance of the leader in managing diversity and inclusion to nurture such an environment in the workplace. Furthermore, from a practical perspective this study helps leaders of hospitality organizations to develop their existing initiatives that encourage a culture of diversity and inclusion and take necessary actions.

### 1.6 Delimitation

We understand the importance of divulging our study delimitations in order to avoid possible misunderstandings. Our study has mainly three delimitations. The first one is related to selecting leaders as the main group of our study as diversity and inclusion are very sensitive and broad concepts that cover various perspectives but here, we consider that part of diversity which deals with people that come from different backgrounds. As our study will be conducted by following a qualitative method so we will be conducting interviews with leaders and the leaders we will be emphasizing on are the managers, team leaders, owners or the employees that are responsible and in charge of a leading position of the business. Therefore, a particular area is needed to conduct this interview. So, our second part of the demarcation is the geographical location of Sweden. The delimitation is that we focus only on the hospitality industry, specifically on restaurants, bars, hotels and nightclubs. Because, in Sweden we have seen people from different cultural backgrounds working in restaurants. So, we are planning to
have close contact with leaders who are managing restaurants and who are in a leading position at our selected regions which is mainly Västerbotten County and others like Stockholm and Skåne County in Sweden to get their views about their practices of diversity and inclusion and the policies and guidelines they have in their restaurants, hotels, bars, and nightclubs to welcome diverse workforce. Another factor to consider, we will not cover all restaurants, hotels, bars, and nightclubs or other businesses of hospitality industry at our selected regions in Sweden, rather will select some of them so we may be able to check for a variety of diversity and inclusion perspectives of the leaders of the selected restaurants, hotels, bars, and nightclubs only.
2.0 Theoretical Frame of Reference

This chapter aims to provide a theoretical background to the applicable topics in this study as a frame of reference. The main topics: diversity and inclusion, social categorization theory, leadership theory and SIT theory. Previous research is reviewed in the subchapters in this section as an amplification to this study. Each theory or concept is discussed in depth as each section goes on, and the specifics of how each theory or concept relates to this master’s thesis project are also outlined in considerable detail.

2.1 Diversity and Inclusion

2.1.1 Diversity

The idea of diversity encompasses variations among individuals, whether they pertain to factors such as race, age, gender, disability, geographic origin, family status, education, or social background. Essentially, it encompasses anything that can influence workplace relationships and performance. Managing diversity entails adopting strategies that unite a diverse group of individuals into a dynamic and cohesive workforce (Mullins, 2007, p.147).

Individuals and groups exhibit a myriad of distinguishing features, as noted by Van Ewijk (2011, p. 685). However, diversity is commonly categorized into two primary dimensions: the primary dimension and the secondary dimension, as illustrated in Figure 1. According to Mullins (2007, p.147) diversity encompasses a broad spectrum of unique characteristics inherent to each person. In their exploration of diversity, Hellriegel, Slocum, and Woodman identify two main categories: primary and secondary diversity factors, collectively shaping organizational behavior. The primary categories consist of genetic attributes that impact an individual's self-concept and socialization, largely beyond their control: age, race, ethnicity, gender, physical abilities, and attributes, sexual orientation on the other hand, secondary categories encompass learned traits that individuals acquire and adapt throughout their lives, offering them greater influence: education, marital status, parental status, work experience, religious beliefs, personal style, income and geographical location. These characteristics wield a profound influence on an individual's sense of identity and are regarded as inherent, as articulated by Mlekov and Widell (2003, p. 7).

![Figure 1: Diversity dimension model. (Mlekov & Widell, 2003)](image-url)
2.1.2 Inclusion

Inclusion is a dynamic process wherein individuals, groups, organizations, and societies actively embrace diversity as a precious asset, rather than striving for uniformity (Ferdman, 2017, p.238). Within an inclusive framework, we appreciate both ourselves and others for their unique qualities and shared characteristics, valuing each person for who they are. In such a system, everyone, regardless of their various differences, should be empowered to fully engage and contribute, fostering a deep sense of connection with the broader collective without the need to sacrifice their individual uniqueness, cherished identities, or essential attributes (Ferdman, 2017, p.238). On the surface, inclusion appears to be straightforward and easy to understand it is about increasing the presence, participation, safety, voice, authenticity, equity, and equality of more people across a variety of identity groups. Nevertheless, inclusion is a complex and multifaceted concept. Each person can flourish and develop in inclusive systems through a combination of personal conduct and attitudes, group norms, leadership styles, and organizational policies and procedures. These systems offer chances for people to fully connect and participate in ways that are advantageous to both the individual and the group (Ferdman, 2017, p.238).

2.2 Social Categorization Theory

The significance of work groups for organizational socialization cannot be overlooked as most organizational socialization happens in the work groups. We cannot undermine the importance of work groups in the organizational socialization process because in most cases we observe organizational socialization occurs within the workgroups. Among many reasons, work group socialization is given more emphasize over organizational socialization mainly for two reasons. Most employees prefer their own workgroups over organizations and workgroups have more power and control on employees than an organization has on them (Moreland et al, 2001, p.90).

Categorization facilitates the analysis of behavior and images of particular types of people that most represent the groups, taking into account both the relationships and difference within groups (Jost & Elsbach, 2001, p.188-189). Social identity theory and self-categorization theory have mostly been considered as theories of homophily or resemblance in organizational behavior (Jost & Elsbach, 2001, p.188-189). Thus, scholars have utilized the notions of social identification and ingroup bias to claim that employees like to communicate and work with other employees who are demographically similar to them (Jost & Elsbach, 2001, p.188-189).

Homophily states that employees tend to attach to other employees who possess similar characteristics like them (Jost & Elsbach, 2001, p.188). It is assumed that homophily gives more attention to the preference of high status or power group members than to the preferences of low status or power group members (Jost & Elsbach, 2001, p.189). Usually, a group with high homophily has members with similar behavioral characteristics and goals than that of a team with low homophily (Jost & Elsbach, 2001, p.189). For example, a team which is formed only with Swedish people has high homophily while a team with people from different countries has low homophily. A workgroup with high homophily generally expects the new member to possess all the required characteristics of the group. Once the new member is able to replicate the expected behavior then he/she is warmly welcomed in a group with high homophily. On the other hand, if he/she is unable to fulfill the group’s expectation, then he/she needs to modify his/her behavior in order to fit into the team. So, a high homophily group doesn’t accept a member who follows the behavioral pattern of different group. Hence, a high homophily team
is successful most of the time in achieving its goals because it emphasizes achieving both the individual and group goals.

Social categorization theory has some resemblances with work groups in an organizational setting who nurture diversity and inclusion in their culture. A group with a low diversified team means high homophily can make significantly difficult for an employee to cope up with the group if he/she unable to understand and portray the prototype of majority and it negatively affects the groups’ achievement. In a group with high diversity means low homophily, there may not be any majority group hence, there would be less chance of being cornered and the overall performance of the group towards achieving certain goals might not be significantly affected by a new member.

2.3 Leadership Theories

Leadership can be defined as a dynamic process that involves the exertion of influence to engage and mobilize individuals towards the achievement of shared objectives. It is important to note that leadership is distinct from coercion, since it does not include the exercise of force over others (Hogg, 2001, p.194). According to Hogg (2001, p.189-190), a leader who demonstrates great ingroup preference and intragroup fairness, so presenting themselves as "one of us," not only enhances their social attractiveness but also gains legitimacy. The leader group often exemplifies the extent to which a leader has assimilated the traits of a group. Typical leaders exhibit qualities that are shared by other individuals within the organization, thereby refraining from utilizing their authority to exert influence over others.

The concept of high prototypicality pertains to the presence of ingroup empathy, which can lead to self-harm while simultaneously directing any misconduct against other individuals within the same group. The presence of compassion within the relationship between a leader and their followers serves as a safeguard against the leader's misuse of power towards the members. Nevertheless, it is important to acknowledge that leaders have the ability to wield authority in detrimental manners. Drawing from leadership theory, it is plausible to consider that the escalation of status-based distinctions between leaders and their followers establishes a distinct intergroup dynamic (Hogg, 2001, p.194). In this scenario, the empathetic connection that bound the leader and their followers in a comparable manner would become severed, perhaps resulting in significant suffering for the followers as a consequence of the leader's misuse of authority.

When the leadership no longer adheres to the archetypal model of leadership, the leader is more likely to abuse their influence over other members and treat them as outgroup members. The nature of the leader-follower dynamic has evolved significantly from traditional forms of leadership. This transformation has given rise to hierarchical extremist organizations characterized by pronounced and distinct leader-follower role distinctions. Additionally, these groups often exhibit a leadership structure consisting of a clique rather than a sole leader (Hogg, 2001, p.194). According to Hogg (2001, p.190), when a group experience decreased integration and increased diversity, together with reduced consensus towards its prototype, the likelihood of followers endorsing the same individual as their leader diminishes. Consequently, the leader's power base gets fragmented, potentially leading to the emergence of multiple new "contenders" for leadership (Hogg, 2001, p.194).

According to the social identity analysis of leadership and power, leaders exert their power when certain processes related to self-categorization, social attraction, and prototypical
attribution create a distinct separation between the leader and the rest of the group. This transformation of the leader-follower dynamic from an intragroup relationship to an intergroup relationship characterized by unequal status is a key factor (Hogg, 2001, p.194).

Leaders may possess greater autonomy in exerting and sustaining their authority in a proficient manner when they refrain from adhering to a singular prototype and instead prioritize prototypes that encompass various facets. According to Hogg (2001, p.195), leadership features that are based on unique status characteristics and situation/task-specific leader schemas are highly effective in the realm of leadership. The concept of self-definition as a group member holds significant importance in certain contexts, particularly when dealing with groups that are highly driven by their collective identity rather than the accomplishment of a specific job.

According to Reicher et al. (2005, p.557), the effectiveness of a leader is contingent upon their capability to establish a clear sense of identity and guide individuals in the pursuit of manifesting this identity in practical terms. According to Reicher et al. (2005, p. 557), individuals in this context assume the role of drivers who possess the authority to shape the definition of categories and exert influence over the world in alignment with their objectives. The establishment of category definitions holds significant importance for leaders, as it not only influences the formation of collective mobilizations but also provides opportunities to change groups and social reality (Reicher et al., 2005, p. 557). The necessity of collective mobilization arises from the leader's requirement for followers who align with the leader's mission and vision, and who actively contribute to the attainment of a shared objective (Reicher et al., 2005, p. 557). As an advocate for a specific collective, the influential leader plays a pivotal role in shaping the conceptual boundaries of the group, fostering a sense of shared identity, and guiding and motivating the individuals who aspire to be part of this group. This entails aligning their beliefs, priorities, and objectives with those of the leader (Reicher et al., 2005, p. 557). This is why those in positions of leadership are commonly referred to as the entrepreneurs of identity (Reicher et al., 2005, p. 557).

Leaders, being identity entrepreneurs, possess the ability to engage in activities that effectively capture the attention of followers and convince them to adopt and cultivate the desired identity. Furthermore, leaders are able to motivate followers to consistently engage in actions that are in line with the pursuit of a common objective (Reicher et al., 2005, p. 560). The correlation between leaders functioning as entrepreneurs of identity and their followers is of great significance, as the shared values, ideas, and ambitions between them can impact the collective mobilization process, ultimately facilitating the attainment of a common objective (Reicher et al., 2005, p. 560). The relationship between leaders and followers is characterized by reciprocity, wherein the attainment of a shared objective is contingent upon their mutual assistance.

The effectiveness of a leader as an entrepreneur of identity is contingent upon their aptitude for reconstructing a collective social identity, as well as their proficiency in influencing the perceptions, values, and objectives of individuals inside the group (Reicher et al., 2005, p. 557). In the realm of identity entrepreneurship, leaders have the opportunity to employ several techniques aimed at closing the divide between people and groups (Reicher et al., 2005, p. 563). It is imperative for leaders to recognize that the mere establishment of a novel identity and social reality is insufficient; they must also have a proactive approach to attaining this reality (Reicher et al., 2005, p. 563). In order to achieve success as identity entrepreneurs, it is crucial for leaders to recognize that they do not possess inherent social power to actively mold social reality. Rather, their power stems from the collective influence they exert through the
formation and guidance of groups (Reicher et al., 2005, p. 563). Therefore, it is the followers who possess the ability to modify the existing social limits, and the realization of a leader's objective is mostly contingent upon the followers' capability to attain success (Reicher et al., 2005, p. 563). If leaders are unable to effectively communicate their ideas and aims to the general population and fail to obtain consensus from all individuals, they will not be successful in achieving their specific undertaking. Group members are susceptible to being influenced to engage in activities that align with their beliefs and objectives. Individuals may choose not to engage in activities that do not align with their objectives, even when explicitly directed to do so. For instance, significant organizational decisions such as corporate mergers and acquisitions may fail to yield desired outcomes when upper management fails to effectively engage lower-level employees and convey the significance of such decisions (DeRue & Ashford, 2010, p. 630). The success of an entrepreneur's identity is contingent upon more than simply assembling a team of individuals; it also necessitates the ability to inspire, share, and encourage them towards a shared objective. The process of discovering individuals, selecting them, and encouraging their inclusion in a group for a larger purpose necessitates a leader who possesses visionary and inspiring qualities. Such a leader is capable of providing clarity to their followers, while also actively listening to the concerns and perspectives of the general population, and effectively representing their interests in order to reach a shared objective (Reicher et al., 2005, p. 564).

2.3.1 Transformational Leadership Theory

The concept of transformational leadership was initially formulated through an examination of historical narratives depicting societal revolutions and uprisings (Downton, 1973, p.24). The political scientist James MacGregor Burns (1978, p.57) related the concept to a more transactional kind of behavior. According to Burns, the notion of transactional leadership is characterized by a reciprocal relationship between the leader and followers, wherein the leader offers tangible or intangible incentives in return for the followers' adherence to the leader's directives. According to Burns, transforming leadership is associated with psychological satisfaction and facilitates individuals' progression along Maslow's hierarchy of needs (Maslow, 1968, p. 36). This type of leadership addresses individuals' higher-level desires for accomplishment, self-esteem, and self-actualization, ultimately promoting self-fulfillment. Bass (1988, p.38) further expands upon these concepts to provide a more profound understanding of transformational leadership. He posits that this leadership style involves a systematic alteration of individuals' self-perception, resulting in heightened motivation and the ability to surpass typical performance levels.

Transformational leadership is characterized by several key attributes, namely charisma/idealized influence, inspiring motivation, intellectual stimulation, and individualized concern (Bass, 1998, p.22; Bass and Riggio, 2006, p. 56) are as follows:

- Charismatic leadership/idealized influence — Leaders exhibit or are ascribed with qualities that make them exemplary role models for their followers. Leaders are held in high regard, esteemed, and instill confidence. Followers exhibit a sense of identification with leaders and express a desire to imitate their behavior. Leaders are commonly seen by their followers as possessing exceptional qualities, unwavering resolve, and resolute commitment. Leaders have a willingness to undertake calculated risks and exhibit consistency in their decision-making processes, as opposed to being arbitrary. They exhibit a consistent adherence to ethical and moral principles, so establishing a reputation for reliability in making morally sound decisions.
Inspirational motivation is a leadership behavior characterized by the ability of leaders to motivate and inspire individuals within their sphere of influence. This is achieved by the provision of purpose and challenge, hence enhancing the engagement and commitment of followers towards their work. The collective sense of camaraderie and unity among the team is stimulated. The individual exhibits a strong sense of enthusiasm and optimism. Leaders actively engage their followers in the process of visualizing desirable future situations. Effective leaders adeptly convey their expectations, which in turn align with the desires and aspirations of their followers. Furthermore, they exhibit a strong dedication towards achieving their objectives and upholding the collective vision.

Intellectual stimulation is a crucial aspect of leadership, as it involves the ability of leaders to inspire and motivate their followers to engage in innovative and creative thinking. This is achieved through the process of challenging assumptions, reframing challenges, and adopting novel approaches to familiar circumstances. The promotion of creativity is actively encouraged. Public criticism of individual members' mistakes is absent. In order to address problems and develop solutions, followers are actively engaged in the process, hence encouraging the generation of novel ideas and creative problem-solving approaches. Supporters are motivated to explore novel methodologies, and their concepts are not subjected to critique, even in instances where they deviate from the perspectives of the leaders.

Individualized consideration is a leadership approach where leaders demonstrate a heightened level of attentiveness towards the unique needs of each follower, with a focus on fostering their personal progress and facilitating their achievement. This is accomplished through assuming the role of a coach or mentor, providing guidance and support to individuals in their pursuit of developmental goals. Individuals who follow and collaborate with others have the opportunity to progress to increasingly advanced stages of their potential.

The practice of individualized consideration is implemented through the creation of new learning opportunities, accompanied by the establishment of a supportive climate (Bass, 1988, p.25). The leader acknowledges and embraces the existence of individual variations in wants and desires. The promotion of a reciprocal exchange in communication is actively encouraged, and the practice of 'management by walking around' is implemented (Bass, 1988, p.25). The engagements with followers are tailored to their individual preferences and characteristics. An effective leader demonstrates active listening skills and employs task delegation strategies as a means of fostering the growth and development of their followers. The monitoring of delegated tasks serves the purpose of assessing the need for further guidance or help among followers, as well as evaluating their progress. However, this monitoring process is designed in a manner that does not induce a feeling of being scrutinized among followers.

### 2.3.2 Transactional Leadership

Transactional leadership conduct is characterized by several sub-dimensions, namely contingent reward, active management-by-exception, and passive management-by-exception. The following definitions, as provided by Bass (1998, p.25), are presented once more:
• Contingent reward is a leadership approach wherein the leader establishes tasks or objectives and secures consensus on them, afterwards offering incentives or delivering prizes to individuals who successfully fulfill their assigned responsibilities.

• Management-by-exception (active and passive) refers to a leadership approach in which the leader proactively or passively observes and addresses any deviations from performance standards, as well as mistakes and errors made by followers. The leader then takes appropriate corrective measures in response to these deviations, mistakes, and errors.

2.3.3 Laissez-faire Leadership

According to Bass (1998, p.26), laissez-faire or non-leadership might be ultimately characterized as such:

Laissez-faire leadership refers to a leadership style characterized by the leader's tendency to abstain from taking a definitive position, disregard issues, refrain from providing follow-up, and avoid participating in the affairs of the group or organization. The effectiveness of these behaviors is contingent upon the degree of passivity, thus establishing a correlation between the dimensions related to transformational leadership and higher effectiveness. Subsequently, the dimensions associated with transactional leadership are considered to be moderately effective, while laissez-faire behaviors are perceived as the least effective and indeed ineffective.

2.3.4 The Prototypical Leader

The researchers Ellemers et al. (2004, p.465) provide more insights into the connection between leadership and social identity theory, suggesting that followers have more favorable perceptions of their leader when the leader is capable of establishing and fostering a shared identity with a particular group. The correlation between a leader's prototypically of the common identity and the corresponding conduct and features is subject to evolution and change through time (Ellemers et al., 2004, p.466). The concept of leader prototypically can be understood as an ongoing dynamic process that involves both influencing and being influenced by social identity. The findings of this study have significant implications for the formal selection of managers within established organizational groups (Ellemers et al., 2004, p.468). The results indicate that individuals who are not members of the in-group may encounter greater challenges in gaining acceptance and achieving effectiveness as leaders in comparison to those who emerge as leaders from within the group (Hogg, 2001, p.185). Additionally, it is recommended that incoming leaders prioritize the comprehension of the preexisting collective identity of the group they are joining. They should also engage in introspection to evaluate the degree to which their actions and behaviors align with the commonly held standards pertaining to proficient leadership (Ellemers et al., 2004, p.467).

2.4 Social Identity Theory

Social identity is formed by the process of comparing one's own group with other groups, which is motivated by a fundamental desire for self-esteem. This process serves to establish or reinforce a positive evaluation of one's own group in relation to other groups, so creating a distinctiveness that favors the ingroup over the outgroup (Hogg & Terry, 2000, p.122). Subsequently, the theory underwent rapid development in order to elucidate the manner in
which individuals or collectives' pursuit of robust social identities is influenced by their perceptions of group interactions in terms of status, stability, permeability, and legitimacy. According to Hogg and Terry (2000, p.122-123), social identity comprises several groupings that hold significance to individuals, with certain organizations assigning greater importance and relevance to these groups in relation to one's self-concept. Social identification processes involve the construction of our self-concept in relation to shared categories with others. Social identity theory posits that these categories are relatively stable and presume commonalities with others. According to Holck et al. (2016, p.4), social identity encompasses an individual's perception of self in relation to a particular group. Diversity theories center on the examination of how individuals are perceived and constructed by both external observers and their own self-perception (Holck et al., 2016, p.4). Based on their scholarly investigation, three distinct perspectives emerge: the post-structural viewpoint, the critical perspective, and the Social Identity Theory perspective. The research conducted by Holck et al. (2016, p.4) demonstrates the impact of social identity theory on the practice of diversity management.

However, the study emphasizes the necessity of customizing viewpoints to suit the specific target audience in order to achieve desired outcomes. Holck et al. (2016, p.4-5) argue that race and gender have been given particular emphasis in the Social Identity Theory framework as they are considered to be the most influential factors in determining group dynamics within organizations. For instance, several research studies claim that gender is associated with profound disparities, encompassing variations in values, rather than solely superficial attributes. The significance of these variations in values arises from the favorable correlation that has been shown between value similarity and social attractiveness as well as group member interaction. Given the underlying assumption that persons can be classified, and that each person possesses a distinct type of identity, the initial emphasis is also perceived as a constraint. Stereotypes may emerge as a result of grouping individuals into categories, thus indicating that the second emphasis also possesses certain limitations. The limitations in question fail to foster diversity and inclusion within a corporation, and instead, they may be subject to critical examination. Moreover, the research conducted by Holck et al. (2016, p.4-5) suggests that this perspective examines many identities by considering the impact of external factors and forces, such as demographic classifications, on the individual. The limitations of this perspective lie in its self-critical nature and exclusive focus on criticisms. An alternative viewpoint is the post-structural approach, which posits that identity is constituted by the convergence of multiple identities, external factors, and varying degrees of consciousness. The objective of this method is to enhance individual experiences by creating a destabilized environment characterized by a reduced number of hierarchical levels. One potential drawback of employing this particular approach is the tendency to excessively prioritize power vulnerability and dissociation between speech and action.

Holck et al. (2016, p.13) argue that the focus of diversity management should be on managing the groups with which individuals identify or are linked, rather than only on the individuals themselves. This approach becomes particularly relevant when diversity categories are viewed as fixed and homogenous. The aforementioned method is widely prevalent in contemporary enterprises, particularly in light of the increasing prominence of the "business case" advocating for diversity. Indeed, this approach simplifies the task of human resources by shifting the focus from people to encompass entire groups. Furthermore, the presence of objective differences in group identification and assignment makes it simpler to support diversity policies, as they are perceived as being based on these differences rather than power imbalances and limitations. Moreover, the concept of the "business case" promotes a perspective on diversity that is devoid of political influence and power dynamics, instead emphasizing the importance of viewing
diversity as an individual matter pertaining to talents and capabilities. Developing practical tools for practice can be a complex task due to the inherent difficulty in determining the specific categories that are both relevant and significant within a given setting (Holck et al., 2016, p.4). According to Holck et al. (2016, p.4), the inclusion of viewpoints in diversity management can be beneficial for implementing the required changes in a business. However, the authors suggest that further investigation is needed to fully understand the repercussions of this approach. The cultivation of an actively involved dedication towards fostering a diversified environment is of utmost importance.

2.5 Motivational Theories

Motivation is defined as the factors that influence a person's level of commitment, focus, and perseverance in working toward a goal. While general motivation is concerned with an individual's effort toward any goal (Robbins & Judge, 2013, p. 201). The word "motivation" comes from a Latin word that means "to move" (Steers et al., 2004, p. 379), however the "concept of motivation" originates from ancient Greek philosophers who emphasized hedonism as the primary motivation for human behavior (Steers et al., 2004, p. 380). In simple terms, either searching for pleasure or avoiding pain serves as motivation. It was impossible to forecast the hedonistic mindset in advance; it could only be evaluated after the event which was also supported by Freud in his early writings (Vroom, 1964, p. 10). Despite this, until the 1900s, hedonism was the dominant theory of motivation. In the seventeenth and eighteenth centuries, philosophers like Locke, Bentham, and Mill worked on the concept of motivation (Steers et al., 2004, p. 380). Additionally, drifting away from the philosophy field, human behavioral scientists began studying motivation in the nineteenth century (Steers et al., 2004, p. 380). As a result, more contemporary psychology/behavioral science theories of motivation were created (Steers et al., 2004, p. 380). Psychologists sought to fill the gap that the hedonistic approach left (Vroom, 1964, p. 10). Additionally, drifting away from the philosophy field, human behavioral scientists began studying motivation in the nineteenth century (Steers et al., 2004, p. 380). As a result, more contemporary psychology/behavioral science theories of motivation were created (Steers et al., 2004, p. 380). Psychologists sought to fill the gap that the hedonistic approach left (Vroom, 1964, p. 10). Social aspects were examined as motivators in the 1930s (Steers et al., 2004, p. 380). Then, scholars like Maslow and Herzberg started trying to identify the organizational behavior domain's motivating indicators (Steers et al., 2004, p. 381) as well as the reasons for human behavior (Pate, 1987, p. 64).

2.5.1 Maslow’s Hierarchy of Needs

Abraham Maslow outlined a hierarchy of wants that must be satisfied for a person to achieve "self-actualization" in his 1943 paper "A Theory of Human Motivation." Prior to beginning to address the needs of subsequent levels, each level of the hierarchy of wants needs to be first satisfied. Physiological needs come first in Maslow's hierarchy of needs, followed by safety, love/belonging, esteem, and eventually self-actualization. Maslow categorized eight fundamental human needs, such as the need for knowledge and understanding, aesthetic needs, and the need for transcendence. However, commonly, the hierarchy is presented in five primary levels, starting from the lowest level of physiological needs, then safety needs, love needs, and esteem needs, and reaching the highest level of self-actualization (Mullins, 2007, p. 258). The needs are handled as deficiency needs and make up the pyramid's first four components. The fifth element, self-actualization, deals with the necessity of being, which establishes a person's position in the universe. Undoubtedly one of the most well-known theories of motivation in
the world is Maslow's Hierarchy of Needs. Maslow is a wonderful place to start when considering the many theories of motivation. Maslow bases his theory on the notion that humans always desire something, and that what they desire relies on what they currently possess. Although it can be presented as a series of steps, the hierarchy of needs is most frequently presented as a pyramid (see Figure 2.0).

![Figure 2: Maslow’s hierarchy of needs model (Robbins and Judge, 2013, p. 203)](image)

The first step of the basic need is psychological needs which include homeostasis (the body's natural attempts to maintain normal functioning), which includes meeting needs for food and water, oxygen, and maintaining proper body temperature. Additionally, there is sleep, pleasure from the senses, activity, maternal behavior, and possibly sexual (Mullins, 2007, p. 258). The safety needs come after the physiological needs, and they are satisfied when someone feels protected from both physical and psychological threat (Maslow, 1944, p. 376). Next in the pyramid is the need for love and belongingness also referred to as social needs. These consist of love, both giving and receiving it, affection, feeling a part of society, interactions with others, and friendships (Mullins, 2007, p. 258). Additionally, Maslow (1943, p. 382) acknowledges that esteem need can result in the desire for prestige or a positive reputation. Sometimes known as ego needs these comprise both respect for oneself and respect for others. Self-respect includes the desire for self-assurance, prowess, independence, freedom, and success. Respect for others involves reputation or position, as well as attention, acknowledgment, and appreciation (Mullins, 2007, p. 258). The last need is self-actualization, which Maslow defined (1943, p. 383) as "what a man can be, he must be." In other words, realizing one's full potential is a requirement for self-actualization. This is referred to by Maslow as "What humans can be, they must be." or "becoming everything that one is capable of becoming’. (Oleson, 2004, p. 85; Mullins, 2007, p. 258). " Self-actualization desires can take many different forms and vary greatly from one person to the next. They are not always creative urges (Mullins, 2007, p. 258).

Although no need is ever fully satisfied, a need that has been partially satisfied no longer serves as motivation. The next one becomes dominant as each is substantially satisfied (Robbins and Judge, 2013, p. 203). Therefore, in order to motivate someone, you must first ascertain where they currently stand in Maslow's hierarchy of needs and then concentrate on meeting their
Open-source communities must routinely attend to the demands of minority contributors if they want to increase diversity. The classification of basic needs is an attempt to account for the relative unity behind the superficial differences in specific desires from one culture to another. It is assumed that basic needs are more common-human than superficial desires or behaviors, and that they are relatively more universal and more basic than superficial conscious desires. However, it is not the case that it is ultimate or universal for all cultures, as it is just one point of comparison between two cultures (Maslow, 1943, p. 392).

### 2.5.2 Herzberg’s Dual Factor Theory

The dual factor theory, commonly known as the motivation/hygiene theory, is another motivation theory created by Herzberg in 1968. They serve to keep people from being dissatisfied. The second group of factors includes those that, when they exist, encourage an individual to put forth greater effort and perform better (Mullins, 2007, p. 262). These elements have an impact on the work's actual subject matter. They are the growth or "motivators" factors. Feelings of satisfaction or lack thereof are influenced by the strength of these factors, but not those of dissatisfaction. The opposite of dissatisfaction is not satisfaction but, simply, no dissatisfaction (Mullins, 2007, p. 262). Herzberg defined factors that affect hygiene as things like pay, company policies, physical working conditions, interpersonal relationships, and job security (Robbins and Judge, 2013, p. 206). Herzberg defined factors that affect hygiene as things like pay, company policies, physical working conditions, interpersonal relationships, and job security (Robbins and Judge, 2013, p. 206). According to Herzberg (1968, p. 92), the motivation factor consists of achievement, recognition for achievement, job design, responsibility, and advancement within the organization. The hygiene factor, which includes things like interpersonal relationships, working conditions, salary, status, and supervision, is the second factor in the dual-factor theory, as the name implies (Herzberg, 1968, p. 92). People won't be unhappy or satisfied when they are adequate, either. Herzberg suggested putting a stronger emphasis on elements related to the work itself or with results that are directly related to it, such as opportunities for promotion, personal growth, acceptance, responsibility, and achievement. People find these qualities to be intrinsically rewarding (Robbins and Judge, 2013, p. 206). People find satisfaction in their jobs that let them use their unique talents and skills (Vroom, 1964, p. 141). Aguinis et al. (2013, p. 243) agree with this idea and state that "individuals derive personal meaning from enriched jobs." Additionally, job enrichment results in the actualization of psychological growth (Herzberg, 1968, p. 93).

### 2.6 Diversity and Inclusion Management

Diversity management refers to an organizational dedication and systematic strategy that extends beyond mere adherence to legal obligations and superficial declarations that just assert the organization's recognition of the importance of diversity (Barak, 2016, p.202). Effective diversity management is commonly referred to be systemic due to its integration within the various aspects of an organization and its alignment with strategic business objectives (Barak, 2016, p.202). According to Barak (2016, p.202) diversity management refers to the intentional measures and initiatives undertaken by organizations to foster increased representation and inclusion of individuals from diverse backgrounds within both formal and informal structures of the organization. Diversity management can be differentiated from equal opportunity legislation and affirmative action programmers due to its proactive nature, since it strives to establish an organizational environment that enables all members to actively contribute and reach their maximum potential (Barak, 2016, p.203). The primary objective of implementing organizational actions and policies is to integrate diversity into the core
operations of the organization (Barak, 2016, p.203). This integration ensures that diverse perspectives play a significant role in various processes, including decision-making, problem-solving, marketing, company image, communication methods, and product design. Moreover, diversity also directly influences the organization's mission, values, and goals (Barak, 2016, p.204). An indispensable element of a proficient diversity management policy entails an unwavering dedication from the leadership inside an organization (Barak, 2016, p.204). The involvement of business leaders is of paramount importance in shaping the perception and implementation of diversity inside their organizations. In the absence of genuine dedication from top-level executives, the advancement of diversity may stagnate or even worsen, becoming a persistent concern for the organization (Barak, 2016, p.204).

Workforce diversity pertains to variations in individual characteristics exhibited by employees within a given commercial organization. Typically, these features encompass factors such as ethnicity, culture, nationality, and demographic variables, including age, gender, religion, marital status, and education (Hardin-Ramanan et al., 2018, p.172). The extant body of scholarly literature reveals that DM has been subject to diverse interpretations by various academics, with each emphasizing distinct characteristics (Shaker-Ardakani et al., 2016, p.408). Mililiken and Martins (1996, p. 404) conducted a study on workforce diversity, examining observable characteristics such as age and gender. In contrast, Pelled (1996, p. 623) examined diversity by categorizing it into two dimensions: highly visible attributes (e.g., age, gender, ethnicity) and less visible attributes (e.g., education, experience). Furthermore, Hobman et al. (2003, p.313) classified workforce diversity into three distinct categories: perceived dissimilarity, professional dissimilarity, and value-based dissimilarity. Perceived dissimilarity encompasses factors such as age and gender, while professional dissimilarity pertains to differences in experience and education. Lastly, value-based dissimilarity refers to variations in ethics and beliefs. Abidi et al. (2017, p.72) proposed an alternative perspective on workforce diversity, wherein they defined it as encompassing employee personality traits, as well as internal and external features of employees, together with several organizational factors such as location, work content, and departmentalization. In a similar vein, Patnaik et al. (2021, p.224) and Harrison et al. (1998, p.37) adopt a perspective on workforce diversity that encompasses two distinct dimensions: surface-level attributes, which pertain to observable characteristics such as age and gender, and deep-level attributes, which encompass less visible aspects such as values and beliefs. In this paper, the concept of workforce diversity is examined as a multidimensional construct encompassing various dimensions. These dimensions include highly visible characteristics such as age, gender, and nationality, as well as less visible factors like education and cultural background. Additionally, organizational dimensions such as management perception, diversity programs, training, and policies are also considered within the framework of workforce diversity. The concept of diversity management is often regarded as a multifaceted and abstract construct that poses challenges in terms of providing a singular and precise definition. Dietz and Petersen (2006, p.224) and Wang and Rafiq (2014, p.59) have provided descriptions of diversity management as a structured and intentional initiative aimed at enhancing collaboration within a heterogeneous workforce, thereby harnessing the potential of variety to foster innovation, synergy, and enhanced performance. Furthermore, Bogilovic et al. (2021, 1504) provided a definition of diversity management as a strategic approach that involves the implementation of workforce diversity through successful organizational change, hence fostering the attainment of predetermined goals. Yadav and Lenka (2020, p.909) provide an alternative perspective on the concept of diversity management, defining it as a means by which organizations can improve the performance of a diverse workforce and promote the inclusive growth of individuals with varying gender, race, nationality, cultural, and educational backgrounds. The various perspectives presented underscore the intricate nature of the concept
of diversity management.

Furthermore, the examination of the notion of diversity management and its significant function within commercial organizations has been explored through diverse theoretical frameworks in previous scholarly works. The similarity-attraction theory posits that individuals are inclined to be attracted to others who possess similar attributes, values, and attitudes (Selfhout et al., 2009, p. 1154; Van Hoye & Turban, 2015, p. 212). Conversely, the social identity theory emphasizes that individuals tend to categorize their perceptions based on the shared attributes of the social groups to which they belong (Turner et al., 1979, p. 31). Furthermore, the self-categorization theory posits that individuals engage in the process of categorizing and evaluating themselves in relation to factors such as income, status, and education (Zhao et al., 2014, p. 172). On the other hand, the intergroup emotion theory directs attention to individuals who are members of distinct groups and highlights the impact of group characteristics on their emotional experiences and behavioral responses (Lazarus, 1991, p. 352; Tran et al., 2011, p.164). According to Bizri (2018, p. 242), institutional theory posits that decision-making within organizations allows for the implementation of regulations and standards that foster the development of shared ideas and comprehension, hence affecting employee conduct.

2.6.1 Workplace diversity and Inclusion

Organizations have been driven to adapt, embrace, and appreciate workplace diversity and inclusion in response to the rapid changes in workforce demographics. This includes recognizing and valuing variations in culture, sexual orientation, habits, and other aspects. The importance of inclusiveness and diversity in the workforce cannot be overstated for organizations seeking to maintain their competitive edge in the contemporary landscape characterized by volatility, uncertainty, complexity, and ambiguity (Green et al., 2002, p.22). Workplace diversity and inclusion encompass the various demographic distinctions observed among personnel within an organization, including but not limited to race, age, gender, and physical or mental capabilities. According to the definition provided by Green et al. (2002, p. 24), workplace diversity encompasses the recognition, comprehension, acceptance, appreciation, and commemoration of variances among individuals in terms of age, socioeconomic status, cultural background, gender, physical and mental capabilities, racial identity, sexual orientation, religious beliefs, and reliance on public assistance. Nevertheless, some scholars argue that workplace diversity encompasses more than just an organization's practice of hiring persons from various backgrounds. It also entails the crucial aspect of acknowledging and welcoming diversity inside the workplace (Green et al., 2002, p.22).

According to Ortlieb and Sieben (2014, p.238), an ideal inclusive organization is characterized by the influence of employees' diverse abilities and perspectives on various aspects such as organizational strategies, work procedures, as well as fundamental values and standards. These organizations strive to promote justice and equitable opportunity for all employees, including minority groups, by actively integrating and including them at all levels of the organizational hierarchy. Regrettably, the discourse surrounding diversity inclusion within organizations predominantly focuses on the inclusion of women and those with disabilities (Ortlieb & Sieben, 2014, p.238). Consequently, sexual minorities are frequently overlooked, resulting in insufficient benefits derived from inclusive policies, and their exclusion from the broader diversity pool (Ortlieb & Sieben, 2014, p.238). Lesbian, transsexual, and homosexual individuals may encounter somewhat less social discrimination in the workplace compared to transgender individuals, as the latter's gender identification is more readily discernible (Ortlieb
Transgender individuals are subjected to prolonged gazes and scrutiny in various public settings, such as restaurants, shopping establishments, and even during routine pedestrian activities. Employers frequently decline to hire transgender individuals in order to circumvent the added responsibilities associated with developing new policies, modifying physical infrastructure, revising training modules (if applicable), and providing guidance to staff on interacting with transgender colleagues (Ortlieb & Sieben, 2014, p.238).

The concept of inclusion encompasses the celebration of individual individuality; however, it is separate from other similar concepts (Mohamed, 2020, p.126). Rather than prioritizing particular demographic categories, the emphasis is placed on the knowledge, skills, and experience that individuals may provide. Analysts assert that the extent of inclusion is mostly influenced by interpersonal exchanges with colleagues, highlighting the importance of camaraderie in this regard (Mohamed, 2020, p.126). Camaraderie is a characteristic commonly observed in interpersonal dynamics within the workplace, and it can also exert an impact on the level of cohesion exhibited within a team (Mohamed, 2020, p.126). Leadership acts that demonstrate fairness and a dedication to diversity are indicative of a commitment to fostering an inclusive work environment. Additionally, when employees show compassion towards one another, it cultivates a caring atmosphere and a sense of belonging, further reinforcing the principles of inclusion (Carberry et al., 2013, p. 648). There is a substantial body of information indicating that individuals belonging to minority groups perceive instances of inequitable treatment within the professional setting (Carberry et al., 2013, p. 648). These groups may exhibit a higher degree of job dissatisfaction compared to white men, as well as have a diminished sense of inclusion within the broader employee community. The primary factors contributing to these views are previous encounters with discriminatory behavior, disparities in earnings, and limited access to job prospects.

An organization that is actively involved in diversity management employs policies and initiatives to acknowledge and leverage variety within its personnel (Barak, 2016, p.380). The concept of an inclusive workplace encompasses more than just the management of diversity (Barak, 2016, p.380). The workplace that promotes inclusivity is characterized by a robust set of values that extend beyond the organization's boundaries to cover a broader range of diversity than what is currently represented within the organization (Barak, 2016, p.380). The inclusive workplace actively engages with the community, demonstrating involvement in state and federal initiatives aimed at including diverse demographic groups, including immigrants, women, and individuals facing economic challenges (Barak, 2016, p.380). Additionally, it fosters collaboration across cultural and national borders, emphasizing the pursuit of global shared interests (Barak, 2016, p.380).

### 2.6.2 Diversity and Leadership

Leadership is contingent upon the ability to effectively articulate the definition of diversity and its significance within the corporate culture (Yukl, 2010, p.51). It is imperative for leaders to demonstrate a steadfast commitment to the recruitment and retention of diverse employees, as well as the integration of diverse perspectives into the core operations of the organization (Yukl, 2010, p.52). Additionally, leaders should actively engage in supplier diversity initiatives, establish a correlation between diversity and financial prosperity, and employ appropriate metrics to evaluate the efficacy of their diversity endeavors (Rickards 2012, p.560). Moreover, it is imperative for leaders to comprehend that while diversity-related difficulties may emerge, they must not be disregarded but rather acknowledged and addressed. Due to the extensive scope of diversity management, instructing its intricacies presents a formidable
challenge, and it is unsurprising that imparting an efficient pedagogical approach to this subject causes difficulty for both instructors and learners. Diversity management encompasses more than only challenges. In this discourse, we elucidate several prospects associated with instructing about diversity within organizational contexts (Rickards (2012, p.560).

The concept of diversity has been used as a comprehensive framework including various dimensions, including but not limited to race, age, gender, education, socioeconomic status, and sexual orientation (Yukl, 2010, p.52). The concept of diversity has garnered significant attention in the realm of business and management in recent decades. This heightened focus can be attributed to the growing significance of diversity within global organizations, wherein people from various backgrounds collaborate. According to Rickards (2012, p.560), there is a significant emphasis in the research on the topic of diversity within teams, spanning across several hierarchical levels. Additionally, literature also highlights the intricate nature of the work carried out by expatriate leaders. In the field of leadership studies, the concept of diversity has historically received less individual attention and has instead been encompassed within three distinct domains: gender as a facet of diversity, cross-cultural examinations of leadership (including expatriate leaders), and its portrayal in leadership textbooks as a component of group dynamics and organizational leadership.

In relation to the aforementioned initial domain, notable similarities can be observed between the assertions made throughout this chapter concerning the obstacles encountered by women in leadership positions and the concept of feminine leadership, and the issues experienced by minority groups within organizational contexts. Collinson (2011, p.183) argues that critical leadership researchers are drawing attention to the concerns of exclusion and bias associated with the prevailing representation of leaders as white, male, and middle-class. This representation poses challenges for leaders from many ethnicities and social classes. According to Rickards (2012, p. 557), the phenomenon described has incentivized minority groups to navigate the challenges posed by diversity by actively assuming the role of entrepreneurial business founders across a range of industries. The shared social identity and business goals of women and minorities are driven by their ability to overcome the glass ceiling. In recent years, scholars have increasingly utilized queer theory (Harding et al., 2011, p.930) to go deeper into the examination of sexuality and leadership within organizational contexts. This approach has specifically focused on exploring the homosexual and heterosexual dimensions of prevailing leader archetypes, as well as adopting a queer perspective when interpreting dominant leadership literature.

2.6.3 Opportunities and Challenges of Diversity & Inclusion

Yukl (2010, p. 32) directs our focus towards the existing body of research about the management of diversity within groups, highlighting the possible advantages and obstacles that this presents for leadership and organization. The primary benefits associated with maintaining a diverse workforce include the possibility for heightened levels of creativity and innovation, an expanded talent pool, and a more equitable decision-making process facilitated by the inclusion of multiple perspectives and values (Kochan et al., 2003, p.123). Yukl (2010, p.27) cautions that an increase in workforce diversity may potentially lead to heightened instances of distrust and conflict, as a result of reduced levels of shared commitment and group identification. This study has also directed its attention on the effective management of various groups, specifically examining strategies to promote an increased understanding and acceptance of diversity, as well as the creation of equal chances. The aforementioned critical and feminist studies on gender and diversity shed light on the potential limitations of diversity
training initiatives, raising doubts about their efficacy in effecting meaningful change. These studies also raise concerns about the possibility of perpetuating stereotypes and accentuating differences among various forms of diversity through such training measures.

One notable issue associated with equal opportunities regulations and diversity management initiatives is their inherent tendency to perpetuate stereotypes connected to gender and other forms of diversity. This is due to the necessity of delineating diversity categories and identifying persons within these categories to ensure equitable opportunities for all individuals belonging to minority groups within the organizational context. Regrettably, the perpetuation of prejudices within organizations and society is exacerbated rather than mitigated by this phenomenon.

**Opportunities of Diversity & Inclusion**

There is a noticeable level of passion surrounding the topic of diversity within organizations, observed in both the realms of business and academics (Cañas & Sondak, 2010, p.5). The enthusiasm exhibited by leaders fosters dynamic discourse surrounding intellectually stimulating and forward-thinking subjects within the classroom (Cañas & Sondak, 2010, p.5). This is driven by the observation that well-known enterprises are actively embracing diversity and openly expressing their commitment to advancing diversity as a strategic initiative within their organizations (Cañas & Sondak, 2010, p.5). American Express asserts that there is a definite appreciation for the correlation between the diversity of their personnel and the overall quality of their performance (Cañas & Sondak, 2010, p.5). Marriott International ardently expresses its unwavering dedication to diversity, characterizing it as an "absolute" commitment and emphasizing that diversity is not merely a goal but an integral aspect of its business operations (Cañas & Sondak, 2010, p.5). A company derives its strength and competitive advantage from the diversity present among our worldwide workforce, as well as our suppliers, owners, franchisees, consumers, and communities (Cañas & Sondak, 2010, p.5). Starbucks Coffee Company confidently asserts that diversity is an inherent characteristic of their organization, characterizing it as an integral aspect of their corporate culture and a fundamental principle guiding their business practices (Cañas & Sondak, 2010, p.5). Verizon asserts that diversity has been incorporated as a fundamental component of their company operations, encompassing several aspects such as staff development, supplier relationships, economic growth, marketing, and philanthropic endeavors (Cañas & Sondak, 2010, p.5). Business enterprises of this nature go beyond the mere display of diversity missions on various platforms such as posters, pamphlets, and websites. So, they demonstrate a genuine commitment to incorporating diversity into the decision-making processes at the executive level.

**Challenges of Diversity & Inclusion**

While there is a noticeable trend in both corporate America and academia towards embracing diversity, there appears to be a lack of open recognition and discussion of the difficulties associated with educating individuals on managing diversity (Cañas & Sondak, 2010, p.7). It is imperative for leaders to acknowledge that the management of diversity is a complex undertaking, frequently yielding unpredictable outcomes. Even proficient leaders, despite their well-meaning efforts, may encounter challenges in foreseeing and addressing the issues that arise in the process of diversity management. The diversity paradox encapsulates the inherent complexities and potential contradictions that might arise from embracing variety (Cañas & Sondak, 2010, p.7). One example that exemplifies this difficulty is the fact that although diversity has been empirically demonstrated to foster creativity and innovation within
organizational contexts, it also serves as a catalyst for misunderstandings and conflicts (Basset-Jones, 2005, p. 170). As leaders engage with the concept that diversity within an organization can occasionally present paradoxical elements, they get a deeper comprehension of the intricacies involved in managing diversity (Cañas & Sondak, 2010, p.7).

Xerox is an organization that sheds light on a contradiction pertaining to diversity. Xerox is also known for its forward-thinking approach to diversity management, has received numerous accolades for its commitment to promoting diversity (Cañas & Sondak, 2010, p.7). It has been recognized as one of the leading companies in terms of hiring individuals from various underrepresented groups, including minorities, women, individuals with disabilities and others. Xerox’s strategy for diversity management has been characterized by clarity and consistency. Perhaps the reason for this phenomenon lies in the fact that individuals from diverse backgrounds engage in a process of questioning one other's fundamental assumptions, so liberating all parties involved from the constraints of traditional norms and established belief (Cañas & Sondak, 2010, p.7).

However, the implementation of diversity management at Xerox has encountered many challenges. In addition to the discovery of evidence indicating a notable absence of promotional prospects and equitable compensation for African American employees, it was reported that Xerox staff members created a workplace exhibit featuring African American dolls adorned with nooses around their necks. This incident led to a legal action being initiated against the corporation in 2002 (Cañas & Sondak, 2010, p.7). Xerox has long been seen as a paragon of diversity management, has recently faced allegations of engaging in overt and systemic discrimination against African Americans. This situation poses a conundrum in terms of the company's commitment to promoting diversity. In the realm of diversity management education, shedding light on the problematic aspects of diversity holds equal significance to highlighting its virtues. One other obstacle encountered by diversity organizations pertains to the proficient instruction of the commercial rationale for diversity (Cañas & Sondak, 2010, p.7). Despite the complexities associated with organizing and overseeing a workforce comprised of individuals from various backgrounds, a significant number of business leaders wholeheartedly endorse the fundamental principle of the business case for diversity & inclusion: the presence of a diverse & inclusive workforce is likely to enhance financial performance (Cañas & Sondak, 2010, p.7).
3.0 Methodology

We begin by talking about the writers' ontology, epistemology, and axiological positions in their philosophy. The case for the study strategy and design will be made based on scientific supposition. The authors' part comes after this one, previous understanding of the subjects. It will give an overview of the method for gathering literature as well as the credibility of the sources.

3.1 Preconceptions

A preconception refers to an individual's subjective perspective toward the topic under investigation (Bickman & Rog, 1998, p. 77). It is vital to possess a comprehensive comprehension of our preconceived notions or pre-existing knowledge before embarking on a thesis project (Saunders et al., 2009, p. 151). The importance of preconception lies in its ability to guide the researcher's intended course (Gilje & Grimen, 2007, p. 179). Additionally, the researcher's own convictions and ideologies are discussed, highlighting their significant influence on problem identification, theory selection, problem-solving approaches, and hypothesis formulation and development (Gilje & Grimen, 2007, p. 182). Furthermore, researchers' own experiences are also important and incorporated in preconceptions, which influence researcher's thinking and activities, and ultimately the final outcome of the research (Gilje & Grimen, 2007, p. 182). Therefore, it is vital to possess an understanding of a researcher's preconceptions as they will exert an impact on our thesis endeavor.

As business students at Umeå University, we have thorough ideas about our theories and concepts used in the thesis project. Diversity, inclusion, motivation, leadership theory, social identity and social categorization theories are all theories we have learned before that have a huge impact on our activities over the duration of this thesis project. Furthermore, our academic knowledge and personal experiences have helped us to identify and select the research topic of diversity and inclusion. We choose our topic based on these personal experiences and previous knowledge from previous courses. However, these previous experiences need to be put together with thesis work to find a concrete outcome. Since, previous experiences create bias towards certain issues which need to be disregarded rather than used when writing a thesis (Bickman & Rog, 1998, p. 78). As such, we have tried to mostly consider the information that we are utilizing for the thesis work as fresh information.

We only use preconceptions to choose the subject of the thesis. One of the prime reasons for us to conduct the research on the hospitality industry is the results of both of us having had experience of working in this sector. Therefore, both of us have a lot of preconceptions about this sector. We know that knowing and understanding an organization well can prevent one from digging deeper into the organization when asking questions (Saunders et al., 2009, p. 151). As a result, we have tried to be as objective as possible while conducting the interview with managers and employees of our selected restaurants, hotels, bars, and nightclubs. Also, as suggested by Saunders et al. (2009, p. 151), we have tried to ask fundamental and research related questions only, which is overlooked most of the time when one is familiar with an organization that could impact the way in which we analyze and interpret our results for our qualitative study.
3.2 Research Paradigm

3.2.1 Ontology

According to Marsh and Furlong (2002, p. 178) the "nature of being" should be the focal point of the ontology viewpoint, which is defined as "the study of being.". Assumptions about the nature of reality should be referred to in the ontological stance (Saunders et al., 2019, p.133). Additionally, the ontology point of view of the researcher can shape their preferences and influence how they approach their work (Saunders et al., 2019, p.133). Conversely, the major ontology groups refer to "the assumptions of the natural sciences, arguing that the social reality that we study is external to us and other actors" (Saunders et al., 2019, p.134); this perspective is known as objectivism. There are two primary philosophical stances that can be used in social science: objectivism and constructionism (Bryman et al., 2011, p. 36).

According to objectivism, social entities are independent of social actors because their existence and impact extend beyond the influence of social actors (Saunders et al., 2019, p. 110). The objectivist viewpoint stresses how social actors and social entities are interdependent, and it sees social phenomena as objective truths that are outside of our control (Bell, Bryman, & Harley, 2019, p.27). According to objectivism, societal phenomena are thought to exist apart from human consciousness. In other words, it persists whether or not people acknowledge it, confess it, or notice it (Bell, Bryman, & Harley, 2019, p.27). Therefore, as researchers, we are unable to shape the social phenomenon because it primarily appears objectively. Since everyone has a different understanding of how reality is structured and because there are multiple realities present in this socially constructed society, we do not think that objectivism is the best framework for our research. On the basis of experience, society, and beliefs, it can differ from person to person (Bell, Bryman, & Harley, 2019, p. 27).

Another ontological viewpoint is known as constructionism, which emphasizes how social phenomena change and evolve continuously depending on social actors (Saunders et al., 2019, p.137). Constructionism is an ontological viewpoint that contends that social phenomena are continuously being revised in addition to emerging as a result of social interaction (Bryman et al., 2011, p. 37). Constructivism holds an ontological viewpoint that "reality is created through social interaction in which social actors create partly shared meanings and realities" (Saunders et al., 2019, p.134). Furthermore, constructionism contends that reality is socially created. Additionally, through regular human interaction based on society, culture, and community, truth can be perceived in various ways (Bell, Bryman, & Harley, 2019, p.29).

Therefore, we believe that our research adopts a more constructionist-centered approach. We are focused on comprehending how each leader perceives diversity and inclusion and how these perceptions influence overall diversity management. Furthermore, we contend that our capacity to grasp leaders' motivations and strategies can benefit from a more subjective perspective (Saunders et al., 2019, p. 109).

Additionally, our objective is to assess the underlying reasons that drive leaders to take action in promoting diversity and inclusion. This aspect should be viewed as influenced by subjective factors. Leaders' strategies may diverge depending on their leadership styles and whether they have attained their objectives within the industry. We maintain that diversity and inclusion can be subjectively perceived by leaders. Lastly, we consider that the subjective perceptions of leaders are rooted in the reality of the hospitality industry. Social actors play a pivotal role in shaping the diversity and inclusion landscape, as its dynamics are continually evolving due to
its inherent complexity.

3.2.2 Epistemology

The "theory of knowledge" is how Bell, Bryman, and Harley (2019, p. 29) define epistemology. The way we view the world based on our beliefs is called epistemology (Ryan & Sfar-Gandoura, 2018, p.14). The theory of knowledge should be seen as the process by which we decide what information is appropriate and acceptable (Bryman & Bell, 2007). Additionally, the manner in which various people convey the acquired knowledge should be considered (Saunders et al., 2007, p.133). The positivist and interpretivist views in epistemology are discussed by Bell, Bryman, & Harley (2019, p. 30). Additionally, scholars’ ontology viewpoint and epistemology viewpoint should be integrated.

In quantitative and experimental research, positivism is frequently studied (Ryan & Sfar-Gandoura, 2018, p.15). On the basis of the objectivism perspective of ontology, the positivism paradigm is followed rationally. As a result, positivism asserts that knowledge must be impartial and cannot be affected by any imagined bias among researchers (Ryan & Sfar-Gandoura, 2018, p.15). The focus of positivism is on the observation of social truth and the analysis of quantifiable data (Saunders et al., 2019, p.144). As a result, the paradigm depends on the gathering of quantitative data to evaluate and seek the authenticity of reality. According to Saunders et al. (2019, p.144), positivists seek to identify "law-like generalization" by using an empirical scientific methodology to obtain statistical findings free from social actors' interpretation or bias. The theory of positivism, according to Bryman (2008, p. 30), is difficult to describe and has different meanings in different literary works. However, the word generally refers to an epistemological position in which techniques from natural science are used to investigate various facets of social reality (Bryman, 2008, p. 30). It is possible to sum up positivism by saying that it simply confirms phenomena and truths that can be verified by the senses (Bryman, 2008, p. 30). Additionally, it produces testable hypotheses, which researchers approach on a value-free foundation (Bryman, 2008, p. 30). As a result, based on the method applied as qualitative this research fails to endorse the positivist viewpoint.

From the opposite standpoint, positivism and interpretivism are different from each other. According to interpretivism, social science is seen as having a more subjective orientation while natural science is seen as having a more objective orientation. According to positivism, inferences that are "law like" can be drawn from hypotheses that have been proven (Bell, Bryman & Harley, 2019, p.30). Consequently, it is crucial for social science to comprehend how personally people behave in society (Bell, Bryman & Harley, 2019, p.33). To put it another way, interpretivism proposes that one's own personal viewpoint is founded. In other words, interpretivism argues that one's own biased judgments are grounded in reality and knowledge, which can then be interpreted in various ways depending on the individual's perspective, past experiences, and beliefs (Saunders et al., 2019, p.149). The research's epistemology viewpoint should be consistent with the ontological perspective, as was mentioned previously in this chapter. There does not exist an absolute objective truth that is experienced exactly the same by everyone, in our opinion. Interpretivism emphasizes how social actors differ from "physical phenomena" because people interpret the world in various ways depending on the context and their cultural differences. In a different reality, people construct social reality in a different manner depending on how they interpret their experiences (Saunders et al., 2019, p.148). In contrast to interpretivism, positivism seeks to establish "one
rule suits all.” According to interpretivism, the loss of meaningful perceptions results from the use of such generalizations to describe human complexity (Saunders et al., 2019, p.149). As a result, knowledge cannot be fully objective and is instead viewed differently depending on the topic.

We think that each person perceives reality differently, contrary to what was discussed in the section above, and that there is not just one reality. People's perceptions can also have an impact on actuality. As a result, interpretivism is consistent with the value-bound strategy of axiology. According to the methodology, the study should be somewhat subjective, and the researcher's interpretation is essential to the contribution (Saunders et al., 2019, p.145). Interpretivism emphasizes how social actors differ from "physical phenomena" because people interpret the world in various ways depending on the context and their cultural upbringing. In a different reality, people construct social reality in a different manner depending on how they interpret their experiences (Saunders et al., 2019, p.148). In contrast to interpretivism, positivism seeks to establish "one rule suits all." According to interpretivism, the loss of meaningful perceptions results from the use of such generalizations to describe human complexity (Saunders et al., 2019, p.149). As a result, knowledge cannot be fully objective and is instead viewed differently depending on the topic.

According to Bell, Bryman, and Harley (2019, p. 31), positivism seeks to explain human behavior, whereas interpretivism seeks to comprehend it. Because we think that human action shapes reality and more subjectively determines the action, we think interpretivism is a superior perspective for this study (Bell, Bryman & Harley, 2019, p.31). As a result, human behavior has purpose in the context of social reality (Bryman & Bell, 2015, p.19). Therefore, we believe interpretivism is the best fit to answer our research question “How do leaders manage/influence diversity and inclusion in the workplace? and “What are the reasons that motivate the leaders' to put effort to implement actions to promote diversity and inclusion in the organizations?” Since reality is built differently based on different people's perceptions, we don't think ideas can be discussed and understood in an objective way (Ryan & Sfar-Gandoura, 2018, pp.17-18). Due to the fact that this study uses leaders' knowledge to provide a subjective interpretation of truth, it aims to answer the research question. Since the goal of this study is to use a leader’s experience to provide a subjective interpretation of reality in order to respond to the research questions. For example, leaders may have their own perception and experience regarding diversity and inclusion based on the business type.

Additionally, we think that because the goal of this research is to comprehend one's subjective knowledge, it cannot be generalized through the collection of quantifiable data. Furthermore, it cannot be viewed as an independent external agent who is unaffected by human behavior.

3.2.3 Axiology

Axiology is a philosophy that investigates how various individuals value various topics (Saunders et al., 2019, p.134). This area of study explores the nature of worth and various value systems, such as ethical and moral, religious, and aesthetic values. Axiology studies discuss both the effects of these values on reality as well as how people compare and evaluate objects. Depending on the researcher, the value that person gives to an object, or an idea may either accurately reflect reality if it is a legitimate value, or it may distort reality. In order to balance the value and the people involved in your study, it is imperative that researchers do so. Additionally, principles govern human behavior (Saunders et al., 2019, p.134). To conduct effective research, researchers must incorporate and consider their own beliefs (Saunders et al.,
The terms "value-free," "value-laden," and "value-bound" refer to three distinct value perspectives in axiology (Saunders et al., 2019, pp.143-145). As each person perceives reality differently, researchers think there is more than one reality, as was covered in the section above. Additionally, people's perceptions can have an impact on actuality. As a result, interpretivism and the value-bound strategy of axiology are compatible. The methodology indicates that the research should be somewhat subjective, and that the researcher's interpretation is essential to contribution (Saunders et al., 2019, p.145).

Since value-free studies are entirely objective and the study cannot be influenced by the researchers' perception, the other two value standpoints do not align with the goals of this investigation. This method produces quantifiable findings and is frequently used in quantitative studies. Value-laden approaches and value-bounded approaches have some similarities, but value-bound research is more driven by the views and experiences of the researchers themselves (Saunders et al., 2019, p.145). Particularly in qualitative studies, the value that researchers have contributed has undoubtedly had an impact on the study to some extent. It's critical to recognize bias and how prior knowledge or value might influence your study. As a result, we are attempting to define the significance of value and prior information because they may have an impact on the research's credibility.

### 3.3 Research Approach

Different approaches are used in the research depending on how the theory is tested or how the theory is built (Saunders et al., 2019, p.152). Inductive and deductive are the two most popular study methodologies. Additionally, Saunders et al. (2019, p. 152) mentioned an abductive third research strategy, which is further discussed below.

Inductive research approach is defined as "theory follows data" by Saunders et al. (2019, p.155). "Collecting evidence to explore a phenomenon and you generate or construct theory" is the definition of an inductive approach (Saunders et al., 2012, p. 145). Inductive reasoning is defined as "to derive general conclusions from a limited number of observations" by Adams et al. (2007, p. 29). Mantere and Ketokivi (2013, p. 71) discussed that the inductive method aims to explain the phenomena observed by first making the observations, and Bryman and Bell (2015, p. 34) described the inductive as theory building where the observation creates theory. When attempting to comprehend a problem more deeply, an inductive strategy is employed (Saunders et al., 2019, p.155). The researcher collects data through interviews, and then, based on the data, develops theories like a conceptual framework. The social sciences are used by inductive to look at how "humans interpreted their social world" as stated by Saunders et al. (2019, p.155). Induction is the opposite of deduction, as it goes from “particulars to generalizations” (Ketokivi & Mantere, 2010, p. 316). An inductive research method is used to "establish limited generalizations" about the observations of individuals and social phenomena, (Blaikie, 2009, p. 83). Smaller samples of participant information are typically used in an inductive method rather than larger samples. The humanities and subjective interpretations can both be seen in connection to inductive methods.

The inductive approach is relatively in line with our research. We collect data from samples from interviews with leaders from different hospitality businesses and develop a conceptual framework based on the results of the data. As previously mentioned regarding epistemology and ontology, our study is subjectively constructed since we are aiming to conclude our findings based on leader's knowledge of the use diversity and inclusion in business and how they are influenced to enforce in their business and industry. Our study will primarily be
focused on explaining the observations and interpreting them in light of previous studies. In our study, the inductive approach will lead to a deeper understanding of a leader’s motivation to implement actions to promote diversity and inclusion in the organizations process and how they influence it in the organization.

On the other side, the deductive approach can be described as "data follows theory" (Saunders et al., 2019, p.155). The connection between causal concepts and variables, which generates various hypotheses, is how the deductive method is also used in scientific research (Saunders et al., 2019, pp.153-154). Different traits are cited by Saunders et al. (2019, p. 153) as explanations for inference. The first makes reference to the logical method, which frequently entails quantifying the facts that need to be operationalized. Deductive reasoning also involves generalizations, so the sample must accurately reflect the research and contain a large number of samples. Additionally, the deductive method is linked to positivism (Saunders et al., 2019, p.176).

Deductive reasoning is not applied to our research because it does not align with it for a number of different reasons. The first justification relates to our constructionist focused ontological stance in philosophy. The second justification comes with interpretivism, which conflicts with the deductive strategy. Since our research follows a subjective perspective with a qualitative design, we aim to get a deeper understanding of the impact of leadership in ensuring diversity and inclusion in businesses. We cannot improve our understanding through the deductive method in the same way that we can through the inductive method. The deductive method is also inappropriate because we don't test hypotheses to expand on current theory. Instead, we want to synthesize our theory and research to develop a conceptual paradigm that will offer new perspectives that could be useful for future research.

The final strategy is the abduction approach, which combines the inductive and deductive methods. There is no one method to collect data and develop theory in the abduction approach, unlike the other two (Suddaby, 2006, p.639). Using an abductive approach, Saunders et al. (2019, p.652) in their analysis with theoretically derived themes and build on them as they learn more about data gathering. Dubois and Gadde (2002, p. 555) clarify that the combination is useful for gaining a better understanding of the research problem when using both theory and empirical phenomena. When using both methods of data collection, the researcher may make unexpected findings (Dubois & Gadde, 2002, p.555). Dubois & Gadde (2002, p. 559) address systematic combinations for abduction in two different approaches. Matching theory and actuality come first. Where data collection for interviews and samples overlaps, the matching aims to make theory and actuality fit together. The second step is to "direct and redirect" the research to find the best match. Triangulation, which is frequently used in case studies, is the result of the combination when it is used back and forth. Because it combines inductive and deductive thinking, the abduction method can be described as pragmatic (Morgan, 2007, p.71). The function of the framework is what distinguishes abduction, inductive, and deductive approaches (Dubois & Gadde, 2002, p.559). The framework is constantly evolving because it compares both theoretical and empirical results with the intention of "developing new theoretical models" (Dubois & Gadde, 2002, p.559).

Even though the abduction method can lead to a deeper understanding by combining deductive and inductive approaches, we are not using it. As the research is more consistent with constructivism and interpretivism, we think the inductive approach is better suited for it than combining the deductive approach. We also don't want to create novel theoretical frameworks like the abduction method. Instead, we are combining existing theories to gain a deeper and
fresher grasp of how social, business, and entry networks interact with non-financial performance measurement.

3.4 Research Design

The three types of research strategies are qualitative, quantitative, and mixed methods (Bryman & Bell, 2015, p.49). Ontology and epistemology have a deeper role in explaining the key distinctions between the various methods (Bryman & Bell, 2015, p. 49). According to Yilmaz (2013, p. 312), the differences also depend on the epistemological and ontological points of view.

In order to verify objective hypotheses, quantitative research must examine the relationship between multiple factors. These variables are frequently measured in terms of numbers and can be examined using statistical approaches (Creswell, 2009, p. 4). The qualitative research approach is considerably different since it frequently seeks to get a deeper knowledge of the attitudes and ideas that influence people's actions and decision-making (Creswell, 2009, p. 4). The qualitative research design depends more on words than on numbers, but it also includes several methods and goes beyond simply highlighting the words (Bryman & Bell, 2015, p. 49). Instead of adopting the norms and models of natural science, notably positivism, the qualitative research design is focused on the inductive approach and the strategy focuses on how "the ways in which individuals interpret their social world" (Bryman & Bell, 2015, p.50). Qualitative strategies are consistent with constructivism's ontological viewpoint and interpretivism's epistemological viewpoint. An understanding of social reality and how it is viewed by those who live in that environment (Bryman & Bell 2015, p. 391). According to Saunders et al. (2019, p. 179), a qualitative study creates a conceptual framework by analyzing and collecting data.

3.4.1. Research Purpose

Recognizing the goal of the research design is essential for researchers. The purpose of the research can be classified as exploratory, descriptive, explanatory, evaluative, or a combination of these depending on your research questions (Saunders et al., 2019, p. 181). Exploratory research's goal is to provide relevant data that will enable researchers to recognize and fully understand the problem they are investigating (Saunders et al., 2019, p. 186). The components of the research purpose are not fixed and are subject to change as the study develops (Saunders et al., 2009, p. 139). Exploratory studies are those in which researchers question a phenomenon to understand it better (Saunders et al., 2009, p. 139). It is frequently used to assist researchers in clarifying the research problem and enabling them to find relevant information (Saunders et al., 2009, p. 139). Additionally, it was suggested by Saunders et al. (2019, p. 187) that exploratory research frequently helps to provide answers to the research questions "What" and "How." An exploratory study is typically used when attempting to clarify a problem or when unsure of the precise nature of the phenomenon (Saunders et al., 2019, p. 187). Therefore, an exploratory study is best suited when further explanation of a particular phenomenon is required. Reviewing the literature, approaching subject-matter experts for interviews, and/or conducting focus group interviews are the main components of conducting an exploratory study (Saunders et al., 2009, p. 140). In-depth interviews, literature reviews, and speaking with people who have experience in the field of interest are common methods used in the exploratory approach (Saunders et al., 2019, p. 187). As new data may emerge and new insights may be developed from it, exploratory research is known for its flexibility and adaptability throughout the research process (Saunders et al., 2009, p. 139).
The aim of descriptive studies is to accurately portray events, individual personalities, and circumstances (Saunders et al., 2009, p. 140). In descriptive studies, researchers should have a clear understanding of the phenomenon before collecting data. This indicates that the area under investigation already has a solid foundation. The goal and purpose of descriptive research are more distinct, and the research question is more focused. According to Saunders et al. (2019, p. 187), descriptive research aims to explain and address the "who, what, when, where, and how" questions. Additionally, researchers frequently lay the groundwork for descriptive research with exploratory research. It is crucial to have a thorough understanding of the phenomenon in order to gather data. Further, descriptive studies typically use survey methods to collect quantifiable data. (Saunders et al., 2019, p. 187.)

Furthermore, explanatory studies frequently use quantitative techniques and are less adaptable to the data being studied. According to Saunders et al. (2019, p. 188), the goal of explanatory studies is to find evidence of correlation. The purpose of the study incorporate understanding and finding of which variables are causes and which variables are effects (Saunders et al., 2019; p. 48) Explanatory studies seek to establish connections between different variables (Saunders et al., 2009, p. 140). On the other hand, it will be possible to predict the outcome variables if it is possible to identify the type of correlation between the various variables. Explanatory studies must be structured and designed with specific procedures, just like descriptive studies. Lastly, evaluative research has distinct goals and objectives. This method bases evaluation on factual information that is objective. It is an evaluation procedure with the goal of determining how well things are functioning (Saunders et al., 2019, p.188). Reflecting back on our thesis, this study doesn't aim to identify any comparative effectiveness or find any correlations between different variables.

Therefore, we believe that an exploratory research design is best for our thesis. Exploratory research relies on the research question's clarity and the researcher's familiarity with the issue (Saunders et al., 2019, pp. 186–187). If the research problem needs to be defined more precisely, an exploratory study is required. Additionally, Saunders et al. (2019, p. 187) emphasized the benefits of incorporating exploratory research into qualitative studies, saying that it can more quickly adapt to changes.

We have decided to conduct exploratory research based on the definitions of various research purposes. This is explained by the fact that we, as researchers, desire to achieve a deeper and extensive understanding about the phenomenon of role of leaders to integrate diversity and inclusion within their workplace and what drives them to make more diverse environment in the organization.

### 3.4.2. Research Strategy

Establishing a research strategy that details the collection and analysis of collected data is required in order to be able to select the most appropriate practical method (Bell et al. 2019, p. 35). The choice of whether to base the study on a quantitative or qualitative design is crucial (Saunders et al., 2019, p. 175). The positivist perspective that is associated with the quantitative design frequently uses a deductive approach and a stricter structure for numerical data (Bell et al. 2019, p. 35). Using statistical and graphical techniques in controlled environments, quantitative research typically aims to investigate variables and confirm causal relationships between them (Saunders et al., 2019, p. 178). As positivist research aims for generalizability across various contexts, being able to replicate the results is crucial (Bell et al. 2019, p. 35).
Conversely, interpretivist and inductive stances are frequently linked to qualitative studies (Saunders et al., 2019, p. 179; Bell et al., 2019, p. 35). The goal of qualitative research is to learn more about phenomena, their significance, and how they relate to one another (Saunders et al., 2019, p. 179) to conceptualize a framework. In this approach, understanding how people construct and experience reality is of particular interest (Saunders et al. 2019, p. 179). The epistemological foundation of qualitative research is based on the idea that studies of social life can only be adequately captured through direct observation (Saunders et al., 2019, p. 179). Thus, the richness and contribution to meaning of qualitative data are its most important aspects (Collis & Hussey, 2014, p. 52).

We are using qualitative research to explore and understand the role of leaders in integrating diversity and inclusion within organizations. The research objectives include examining the perceptions of leaders regarding diversity and inclusion, understanding the strategies employed by leaders to promote diversity and inclusion, identifying the challenges they face in this process, also investigating the role of leadership on managing diversity and what motivates leaders to have more diversity and create inclusive environment for their employees in relation to organizational performance. The study will employ a qualitative research design, utilizing semi-structured interviews with leaders within a diverse range of organizations. The data collected will be analyzed using thematic analysis to identify recurring themes and patterns related to the research questions. Ethical considerations will be addressed through informed consent, confidentiality, and data protection measures. The findings of this research will contribute to the existing knowledge base on the critical role of leadership in fostering diversity and inclusion, providing insights for organizations and leaders to create inclusive work environments.

3.5 Literature Review

A literature review aims to map the body of knowledge already available on a topic. Thus, it can be described as a methodical process where the knowledge already presents in a given field is to be identified (Collis & Hussey, 2014, p. 76; Torraco, 2005, p. 357). All data, referred to as secondary data, that is gathered from already-existing sources is referred to as literature in this context. As advised by Aguinis et al. (2018, p.86), the authors have made a conscious choice to provide high methodological transparency by presenting the literature search and review.

The fundamental goal of a literature review is to gather and read as much pertinent literature as you can (Collis & Hussey, 2014, p. 76). The right context should be considered when conducting a literature search (Bell et al. 2019, p. 95). Bell et al. (2019, pp. 91–92) state that it’s critical for the researcher to understand:

i) What conclusions have been reached previously?
ii) What theories and concepts are pertinent?
iii. What research techniques and approaches have been employed?
iv) What happens if the results are unclear or contradictory?
v) If the topic has any unresolved research questions?

It is expected that a literature review will produce a different perception or way of thinking about the subject, regardless of whether it is conducted in a well-developed research area (Torraco, 2005, p. 358).
Several sources and tools were used to find suitable and relevant literature for this study. Peer-reviewed articles from external databases and search engines like Google Scholar and the search function of the Umeå University Library make up the majority of the sources used, when looking for general information on the idea of inclusion and diversity. The theoretical framework of the study was also built using some information from methodological literature that was obtained from the library at Umeå University. We make a conscious effort to review and pick only the most relevant articles throughout the literature search. This was done to ensure that their contribution met a high academic standard. The study is based, with a few rare exceptions, on articles written by the creators of the concepts, models, or theories. This was done to reduce the possibility of misinterpreting and to make sure the data was accurate and appropriate for the study. The theoretical framework was based on a few studies because they were the ones that were most relevant to the study's own subject.

The following keywords were used in the literature review:

*Diversity & Inclusion, Leadership, Motivation, Integrate, Diversity Management, Leader, Gender Diversity, Organizational inclusion.*

**3.6 Source criticism**

According to Koch and Kinder (2020, p.271) source criticism is an epistemological practice in the study of social and cultural aspects that is paramount for identifying the range and scope of the findings, or in other words their validity and reliability. The critical evaluation of a source helps us to get an understanding of its credibility, purpose and origin (Koch & Kinder, 2020, p.272). It is vital to conduct a thorough critical analysis of sources so that the researchers are able to evaluate, interpret and authenticate the sources and publications that they are willing to use in their thesis or research work (Koch & Kinder, 2020, p.273).

Source criticism also means reviewing source material and making an assessment of the credibility of the angle or the claims that are presented in the source of the information (Rydving & Kaikkonen, 2022, p.2). In addition, source criticism is a tool to help us decide whether information feels credible or reasonable. Source criticism and a new understanding of the sources combined with critical readings of earlier research are therefore basic methodological tools in all the contributions (Rydving & Kaikkonen, 2022, p.3).

A few aspects usually need to be emphasized while doing source criticism. The aspects are the credibility and reliability of the originator and content, purpose of the content, the target audience for whom the paper is written, up-to-date information. To write this thesis paper, we have to go through a lot of books, journals, and thesis papers which are relevant to our thesis subject. All the information and data that are collected from the secondary sources are authentic and verified. We have done citation of our sources in order to validate our data and information. Due to the nature of the thesis, we focus on collecting primary data as we mostly need to rely on primary data. The data we collected from managers and employees of the selected cafes and restaurants. So, whatever information we are getting from them is authentic and the chance of getting distorted information is less. But there are some limitations while collecting the primary information as we need to entirely rely on the information and opinions given by the managers and employees of the selected cafes and restaurants.
3.7 Summary

*Figure 3: Overview of Methodological Choices*

*Figure 3* is the research onion suggested by Saunders et al. (2019, p.174) which is a modified version based on the methodological choices of the researchers. The research approach and philosophy you decide to use to respond to your research question are covered by Saunders et al. (2019, pp. 173–174). Additionally, the researcher's choice of research for the first two layers of the onion (philosophical standpoints) will influence the researcher's choice for the remaining three layers, which are all related to the design of the research and subsequently lead to the analysis of data (Saunders et al., 2019, p.174). The research onion in *figure 3* shows our methodological positions, research approach, and design. In conclusion, our ontology and epistemology viewpoints are quite arbitrary. We think that social actors have the ability to interpret reality. The experiences and beliefs of different individuals influence knowledge in considerable manners. As a result, we adhere to interpretivism and constructionism in our methodology for ontologies and epistemologies.
4.0 Practical Method

In this chapter, we go over the practical approach we took to conduct our study. We first go over the various methods of data collection used for this thesis. Second, we'll talk about how we collected the data for our thesis, how we designed the interviews, and how we chose the interview subjects. The analysis approach will be expanded upon in the third section. Finally, we will discuss our interview's ethical considerations.

4.1 Data collection

We believe that the qualitative method approach should be used for this thesis based on the nature of the study because it is consistent with our scientific viewpoints. Furthermore, interviews ought to be regarded as the most practical method when conducting qualitative research, and this opinion has been backed by a number of researchers (Saunders et al., 2012, p. 372). According to Saunders et al. (2019, p. 179), there are various data collection techniques for interviews that researchers can employ to try to understand and interpret participants' perceptions and their interactions with one another.

Structured, unstructured (in-depth structured), and semi-structured interviews are three categories under which the interviewing techniques can be divided. The purpose of the study and the size of the samples have an impact on the primary data collection techniques. When a large number of respondents need to be examined and their responses compared, a structured interview is typically the most reliable method. For structured interviews, "standardized" questionnaires are most frequently used, and they are made up of predetermined sets of questions that are always the same (Saunders et al., 2019, p.437). Saunders et al. (2019, p.437) also mentioned researchers should read the questionnaire questions aloud during structured interviews in the correct order and, most importantly, with the same tone of voice to prevent bias. In a structured interview method, each interview's stimulus is therefore the same for each respondent (Bell, Bryman, & Harley 2019, p. 209). Structured interview questions are typically specific and leave little room for interpretation by the interviewee (Bell, Bryman, & Harley, 2019, p. 209). Usually, a pre-made, structured questionnaire is used to conduct interviews. This kind of interview typically comes with an interview guide that highlights any questions on the questionnaire that might be confusing. Structured interviews are popular in social survey research because they make it simple to quantify and statistically analyze interview results (Bell, Bryman, & Harley, 2019, p. 209).

On the other hand, in-depth interview approaches are another name for unstructured interview techniques. Unstructured interviews don't use predetermined forms, questionnaires, or established ways to ask questions. Unstructured interviews are also referred to as in-depth interviews because they allow the researcher to explore and learn while conducting the interview (Saunders et al., 2019, p.438). A topic is given to the interviewees during an unstructured interview, and both the researcher and the participants are free to discuss the subject at hand. The concept should be open to the participants’ exploration, and they should be able to apply their own experiences, beliefs, etc. to it (Saunders et al. 2019, p. 439). Although the interviewer attempts to follow the general outline they have prepared, the interviewees’ responses ultimately determine the specific wording and order of the questions (Saund er et al., 2019, p.438). Using effective interviewing methods will help you get insightful responses that shed light on the problems at hand. In order to avoid pre-ceptional bias, researchers must also keep in mind that the questions used in the interviews are modified based on the responses of the interviewees. In-depth interview questions based on preconceived notions could easily
Researchers can ask questions that are directly related to the research topic by using semi-structured interviews, in which the researcher prepares a list of the questions to be explored beforehand and keeps the interview open-ended. The order in which the interview questions are conducted may change if the researcher feels the need to adjust them (Bell, Bryman, & Harley 2019, p.436). Additionally, the study is more likely to be conducted as a semi-structured interview if the researcher starts the investigation with a specific goal in mind. The researchers' focus is on addressing particular issues or topics (Bell, Bryman, & Harley, 2019, p. 438).

We believe a semi-structured interview is the most appropriate method for our study because we will use a qualitative approach and, most importantly, because our goal is an exploratory study. Although the interview should be guided, the interviewees should be free to discuss diversity and inclusion and how to work with the organizational structure. The researchers are free to ask any additional questions that came up during the semi-structured interviews. Additionally, it gives the participants the chance to elaborate on other subjects that we may deem crucial to our study. We will therefore modify an open-ended interview approach since we do not want to restrict our participants' responses. The end of a semi-structured interview typically includes a list of questions that are covered by various categories and fall within the purview of the study (Bell, Bryman, & Harley, 2019, p.437). Typically, the questions are listed in an interview guide, which will be covered in more detail in subsequent sections. The interview flow is determined by the interviewees' choice of response, and it typically gives interviewees more leeway and flexibility (Bell, Bryman, & Harley, 2019, p.438). We believe that semi-structured interviews are the best method for conducting our research because they allow both interviewers and researchers to speak freely while also allowing the researchers to steer the conversation with the aid of an interview guide.

4.2 Sampling

The interpretivist approach to comprehending organizational transformation heavily relies on the worldviews and experiences of the individuals being interviewed, and these factors significantly impact the study's outcomes (Magnusson & Marecek, 2015, p. 34; Saunders et al., 2019, p. 321). Consequently, the choice of sampling method will determine whether this study can effectively address the research question and gain insights into the primary drivers of transformation (Magnusson & Marecek, 2015, p. 35; Saunders et al., 2019, p. 294; Collis & Hussey, 2014, p. 132). Given that interpretive studies are often criticized for involving a limited number of participants, it is essential that the participants selected are of high quality, possessing both valuable insights and diverse perspectives to adequately represent the broader population (Magnusson & Marecek, 2015, p. 36). Arguably, the sample size should be sufficient to draw meaningful conclusions, with adequacy depending on the quality and positions of the participants, as facilitated by the semi-structured interviews (Magnusson & Marecek, 2015, p. 36). The specific number of participants required cannot be predetermined, as it varies significantly across different studies (Magnusson & Marecek, 2015, p. 37).

Probability and non-probability sampling methods are the two sample techniques that are most frequently used when choosing the respondents for a study (Saunders et al., 2019, p. 296). According to the principle of random sampling from the study, the probability sampling method is more quantifiable, and data driven (Saunders et al., 2019, p. 296). According to Saunders et al. (2019, p. 297), the method is frequently used for survey strategy-driven studies
with quantitative research. However, non-probability sampling is a form of sampling that is equivalent to probability sampling. As the name suggests, it relies on people's subjective assessments or the convenience principle to draw samples rather than probability judgments. According to Saunders et al. (2019, p. 315), the subjective judgment may be based on prior knowledge and experience related to the topic.

The study aims to gain insight on leaders’ roles in integrating diversity and inclusion within an organization. As we need to select samples with purpose in mind, the respondents and companies need to fit into criteria based on our subjective judgment. As each participant's characteristics must be known, probability is determined by the principle of sampling (Saunders et al. 2019, p. 296). Therefore, the non-probability approach is the most appropriate one for this research. Non-probability can be used in a variety of ways, so when choosing a method, researchers should think about how best to address their research questions, theoretical, purposive, snowball, self-selected, and convenience sampling techniques were used for non-probability samples (Saunders et al., 2019, p. 318).

The majority of qualitative research involves purposive sampling, where the researcher uses their judgment to select elements for the sample (Bell et al., 2019, p. 391). Commonly discussed forms of purposive sampling include theoretical sampling, generic purposive sampling, and snowball sampling (Bell et al., 2019, pp. 391-396).

Theoretical sampling is a methodology employed to formulate theory in response to emerging insights. It relies on the codes and data collected to determine the subsequent data collection steps and where to locate this data (Bell et al., 2019, pp. 391-393). The data collection process continues until theoretical saturation is achieved, meaning no new insights are gained from the data (Bell et al., 2019, p. 394). This approach offers the advantage of providing a structured framework for both data collection and analysis (Bell et al., 2019, p. 394). However, due to its systematic nature, it may demand more resources, including time and financial resources, compared to alternative sampling methods (Bell et al., 2019, p. 394).

Conversely, generic purposive sampling involves the researcher establishing specific criteria for the objects needed to address their research questions and subsequently identifying and sampling those objects (Bell et al., 2019, p. 395). This method allows researchers to target particular demographics and obtain precise data (Bell et al., 2019, p. 395). Nonetheless, it can be challenging to assert the representativeness of the sample because the researcher's judgment must be substantiated with evidence of its appropriateness (Bell et al., 2019, p. 395).

In order to find more participants, researchers use the snowball sampling technique, which entails selecting samples from a small number of eligible people. As a result, the sample grows from small to large until it reaches a certain capacity. The majority of the time, snowball sampling is used when there is a lack of individuals and insufficient general information (Saunders et al., 2019, p. 323). According to Bell et al. (2019, p. 395), snowball sampling entails contacting a small number of people who are pertinent to the research topic and then using them to get in touch with additional suitable research objects. Snowball sampling has the benefit of allowing researchers to reach stigmatized groups that might otherwise be challenging to reach (Bell et al. 2019, p. 395). However, because it depends on recommendations from other participants, it is a relatively slow method (Bell et al. 2019, p. 395). Compared to self-selected sampling techniques, this method may take more time. This method was not time efficient enough given the time constraints of this study. Individuals must identify their own interests in order to participate in self-selected research (Saunders et al., 2019, p. 323). There
are numerous ways to let people know that volunteer samples are available, including advertising, letters, posters, and emails. Many cases of participants who self-select have strong opinions about the study's goal or research topic (Saunders et al., 2019, pp. 323–324).

The sampling section of a research study on the role of leaders in integrating diversity and inclusion is crucial for determining the participants and data collection methods. Our research aims to investigate the perspectives and experiences of leaders in various organizational settings regarding their role in promoting diversity and inclusion. To ensure the diversity and representativeness of our sample, for participants to contribute to addressing our research question, the self-selected technique is most appropriate for this study (Saunders et al. 2019, p. 324). Participated respondents for this study individuals have fulfilled the following criteria: a leadership position such as participants must hold leadership positions within their respective organizations, such as owners, managers, department heads, or team leaders. Organizational diversity where participants came from organizations that actively promote diversity and inclusion initiatives. Length of leadership experience where we considered leaders with varying levels of leadership experience, from those who are relatively new to their roles to those with extensive leadership backgrounds. Geographic diversity where we looked at participants from different geographic regions in Sweden to account for potential regional variations in diversity and inclusion efforts. Recruitment of participants is conducted through a combination of approaches; therefore, we reached out to organizations known for their diversity and inclusion efforts and requested their cooperation in identifying suitable leaders. We leveraged professional networks and industry associations to identify potential participants into the role of leaders in fostering diversity and inclusion within organizations.

Additionally, we reached out to over 20 potential participants via call or talked in person to choose our sample. If the participants met the requirements and expressed interest in our research goal, they responded to us. Only eight people out of these gave a positive response. However, one of these eight had to be rebid, resulting in a final total of seven participants.

4.3 Interview guide

We created an interview guide (see Appendix 1) with a list of questions because this study is qualitative in nature and uses semi-structured data collection. The interviews will be conducted using our interview questions as a flexible guide, as mentioned by Bryman and Bell (2015, pp. 475–476). The interview guide enables us to ask follow-up questions and consider the responses based on what the respondents are expressing. Qualitative interviews also give us the opportunity to ask follow-up questions based on the respondent's previous comments (Bryman & Bell, 2015 p. 275). The interview guide is divided into five sections, each of which will be covered in more detail below. With this formulation, we hope to better understand how the respondent thought about diversity and inclusion.

We gave them background information on the study's objectives before we started the interview process and assured them that we would not ask for any sensitive information and that they could choose to remain anonymous if they so desired. In line with Saunders et al. (2012, p. 389), who claim that interviewees will be more relaxed if they can remain anonymous, we should let the interviewees know that we would not seek confidential information. We refer to the respondents as interviewees and then a given number for each interviewee because many of the interviewees requested anonymity and because using anyone's name would not add value.
The second section consists of less formal, semi-structured background questions. We start the interview by finding out about the candidate's background and the kind of position they currently hold in the business. In the section we also try to understand the effects of the topic, we should be more knowledgeable about the leader's field of expertise and duration of experience. Lastly, in order to integrate diversity within the organization, we try to understand what kind of leadership power the interviewee possesses.

In the third section, we drive into more into topic where we try to learn about the company's history, the employees' perspectives on diversity and inclusion, and how important they feel these factors are to the success of the business. We also try establishing an understanding about the company's importance of diversity and inclusion and how the leader works to ensure it.

Moving on to the next section of the interview, we try to achieve in-depth understanding of a leader's evolving perspective on inclusion and diversity. Look into any difficulties that leaders encountered when integrating diversity and inclusion and how they overcame them. We ask about what kind of strategies are used by leaders to incorporate diversity and inclusion into the workplace culture and how other employees within the company feel about it. Additionally, we inquire about how other leaders can make things better for themselves who seeks to incorporate diversity and inclusion within their company based on the advice of experienced leaders, and who can compare and work on different approaches based on unique situations.

Lastly, we concluded our interview by asking the respondents, if they would like to do things differently to have more diversity and inclusion in their organization to get deeper understanding of the leader’s idea to use something new for diversity and inclusion. And if they have something to add if they have forgotten any important thought or information about diversity and inclusion.

4.4 Interviews overview

The interviews were conducted through digital means via phone and in-person sessions. Respondents' companies were situated in various regions across Sweden. Due to time and budget limitations, opting for digital interviews was more convenient for those located in different cities, while some were conducted in person for individuals based in Umeå. Respondents who participated in digital interviews noted their busy schedules, and the digital format allowed them to save time. Furthermore, it provided them with the flexibility to choose their preferred location for the interview, making them feel more comfortable. Since none of the researchers were proficient in Swedish, all the interviews were conducted in English. The interviewees expressed their comfort with conducting interviews in English. Additionally, Table 1 below provides an overview of various participant details, such as location, interview setting, business type, and interview duration. On average, the interviews lasted between 30 to 40 minutes, with the shortest interview being 25 minutes and the longest lasting 55 minutes. We conducted one interview with a representative from each of the seven different organizations. Lastly, although the companies did not request anonymity, we chose to keep their identities confidential due to the nature of our research.
### Table 1. Overview of Participants

<table>
<thead>
<tr>
<th>Participants</th>
<th>Region</th>
<th>Type of Business</th>
<th>Interview Settings</th>
<th>Interview Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respondent 1</strong></td>
<td>Västerbotten, Sweden</td>
<td>Restaurant &amp; Bar</td>
<td>In Person</td>
<td>30 min</td>
</tr>
<tr>
<td><strong>Respondent 2</strong></td>
<td>Västerbotten, Sweden</td>
<td>Restaurant &amp; Bar</td>
<td>In Person</td>
<td>25 min</td>
</tr>
<tr>
<td><strong>Respondent 3</strong></td>
<td>Västerbotten, Sweden</td>
<td>Restaurant</td>
<td>In Person</td>
<td>36 min</td>
</tr>
<tr>
<td><strong>Respondent 4</strong></td>
<td>Skåne, Sweden</td>
<td>Restaurant, Bar &amp; Nightclub</td>
<td>Phone</td>
<td>55 min</td>
</tr>
<tr>
<td><strong>Respondent 5</strong></td>
<td>Västerbotten, Sweden</td>
<td>Restaurant, Bar &amp; Nightclub</td>
<td>Phone</td>
<td>35 min</td>
</tr>
<tr>
<td><strong>Respondent 6</strong></td>
<td>Stockholm, Sweden</td>
<td>Convention center, Residential Hotel, Restaurant &amp; Bar</td>
<td>Phone</td>
<td>26 min</td>
</tr>
<tr>
<td><strong>Respondent 7</strong></td>
<td>Västerbotten, Sweden</td>
<td>Restaurant &amp; Bar</td>
<td>In Person</td>
<td>35 min</td>
</tr>
</tbody>
</table>

### 4.5 Data analysis

Thematic analysis is widely recognized as a prominent tool for qualitative data analysis (Braun & Clarke, 2006, p.77). Although there are many different approaches to data analysis, thematic analysis and grounded theory are the most popular methods for analyzing qualitative data (Bell et al. 2019, p. 517). Furthermore, it should be regarded as a fundamental method for qualitative analysis (Braun & Clarke, 2006, p.78). Qualitative data can be effectively examined through thematic analysis, offering flexibility in the data analysis process (Saunders et al., 2019, p.651). Another critical aspect supporting the adoption of thematic analysis in qualitative research is its systematic nature. Additionally, Saunders et al. (2019, p.652) emphasized that regardless of the research approach employed, thematic analysis can be applied in the data analysis process, whether it's inductive, deductive, or abductive. As previously mentioned, our approach will be inductive. In an inductive approach to thematic analysis, there is no predefined coding system; rather, the coding system gradually emerges during the data analysis process (Saunders et al., 2019, p.652). Braun and Clarke (2006, p.77) suggested that thematic analysis is as systematic as the qualitative data being analyzed, making the analysis process inherently logical. The primary goal of thematic analysis is to identify prominent themes within a text while simultaneously providing a richly detailed description of the data (Braun & Clarke, 2006, p.77; Saunders et al., 2019, p.651). Two of the research questions in the thesis center on the participants' subjective experiences, so a lot of data will be categorized as a result. Bell et al. (2019, p. 518) make it clear that thematic analysis is appropriate when categorizing large amounts of data when the goal is to produce new insight. In the subsequent discussion, we will delve into the six distinct steps involved in the process of analyzing qualitative data using thematic analysis.

The initial step in qualitative data analysis involves becoming acquainted with the data obtained.
from interviews (Braun & Clarke, 2006, p.77; Saunders et al., 2019, p.651). This first step involves getting to know your data, which can be achieved by transcribing interview transcripts. Transcription is essential when employing interview methods to collect research data. We recorded the interviews and simultaneously took notes. Additionally, Saunders et al. (2019, p.644) emphasize the significance of transcribing both recorded material and notes from interviews. Transcribing all the data you intend to analyze ensures that no data is lost. All interviews were digitally conducted, and all participants consented to the recording of the interviews. The process of recording and transcribing interviews allows researchers to revisit and review details as needed (Saunders et al., 2019, p.651).

Collis and Hussey (2009, p. 145) recommend recording interviews, which we did with the consent of all our respondents. We opted to use our mobile phones, specifically the Samsung S20+, for this purpose due to their ready availability and ability to capture high-quality audio. The primary motivation behind recording the interviews was to facilitate transcription, enabling us to conduct more in-depth analysis later on. Notably, we refrained from extensive notetaking during the interviews to ensure that we remained fully engaged with the respondents, as suggested by Bell and Bryman (2011, p. 476). This approach allows us to not only focus on the content of what is said but also on how it is expressed, an important aspect to consider (Bell et al., 2019, p. 445). Following the interviews, it is essential to make notes regarding the overall experience, location, setting, and any specific points of interest, as advised by Bell and Bryman (2011, p. 476). Transcribing all the collected information also plays a crucial role in preparing for the coding process (Saunders et al., 2019, p. 644). During this stage, researchers become acquainted with the data and record their initial thoughts, aligning with Braun and Clarke's recommendation (2006, p. 77).

The second phase involves the systematic organization of data acquired through interview transcriptions. Similar data meanings are grouped together (Saunders et al., 2019, p.653). During this stage, researchers should categorize all data into distinct sections before proceeding with analysis. This coding process involves symbolizing or summarizing the meaning of data items by assigning codes to each data unit. It is crucial for researchers to identify and label all potential codes when conducting an inductive approach study (Braun & Clarke, 2006, p.89; Saunders et al., 2019, p.653). In our case, we have adopted an inductive approach and formulated our research question before data collection. Consequently, we can utilize the research question to guide our selection of information to code for future analysis (Saunders et al., 2019, p.653). The objective of this study is to investigate leaders' motivation and their handling of diversity and inclusion within an organization. Therefore, we have established distinct categories based on our research question and the study's objective. Additionally, this approach helps us comprehend the role of leaders in fostering diversity and inclusion.

The subsequent two phases involve researchers in the process of determining themes from the coded data and subsequently reviewing all the generated themes. During this stage, the coded information is scrutinized to identify common segments, which are then used to establish distinct themes. Additionally, Attride-Stirling (2001, p.392) recommended that during the phase of defining and naming themes, it is possible to refine themes by revisiting the initially selected ones. This entails revisiting identified themes to assess whether they are too broad and encompass a multitude of codes. The define and refine step succinctly summarizes several significant themes, thus assisting in condensing the dataset into a more manageable form (Attride-Stirling, 2001, p.392). By employing this approach to data analysis, authors can ascertain the specific focus of each theme (Braun & Clarke, 2006, p.87). Finally, the last stage of thematic analysis is where researchers perform crucial analyses based on the various themes,
which are subsequently linked back to the research question and relevant theories (Braun & Clarke, 2006, p. 87).

Furthermore, our transcript has been coded according to the three elements of our research question: diversity and inclusion, leader’s role in fostering diversity and inclusion, and diversity management. Based on the method of analysis we used. Additionally, we identify other concepts that are related to our research. Several themes and sub-themes have been identified based on our coding process for empirical findings. When the theme was first created, it served as an example for our primary subjects. More in-depth development of the sub-themes was done in relation to the main theme. The coding process is divided and integrated in accordance with our theory from Chapter 2.0 and our research question, as outlined in the six steps for analyzing qualitative data mentioned above.

4.6 Ethical consideration

According to Collis and Hussey (2014, p. 30), ethics pertains to the moral values and principles that underpin a code of conduct. It is imperative for all academic studies, irrespective of their research domain or methodology, to give due consideration to ethical concerns. This becomes especially crucial in qualitative studies that involve human subjects, as emphasized by Saunders et al. (2019, p. 254). It is important to think about ethical issues when conducting interviews, and consolidation must be done while conducting research (Saunders et al., 2019, p. 252). Research ethics encompasses the manner in which research is conducted and how the outcomes or findings are communicated (Collis & Hussey, 2014, p. 30). Bell et al. (2019, pp. 114-123) in their study present several ethical considerations that should be taken into account:

1. No harm to participants

As researchers, it is our ethical duty to take every possible measure to safeguard the well-being of our research participants. To achieve this, it is imperative that we have a comprehensive understanding of what constitutes harm. Numerous factors can contribute to harm, including whether the research has induced stress among participants, emotional repercussions such as damage to self-esteem, potential harm to the company (Bell, Bryman, & Harley, 2019, p.114), and various other considerations. Ultimately, it falls upon us as researchers to prevent any harm that may arise from our study (Saunders et al., 2019, p.254). Therefore, our primary objective is to minimize and eliminate any potential harm throughout the research process. To accomplish this, we have taken several proactive steps. From the outset, we have transparently communicated the purpose and nature of our research to participants, ensuring they are fully aware of their involvement. Additionally, we have provided estimated interview durations in our initial approach correspondence, relieving participants of stress and time constraints. This enables participants to conveniently schedule their participation. Furthermore, we have taken the initiative to introduce ourselves briefly to each participant before the interview. This introduction includes sharing our names, the focus of our research, and an overview of the interview structure. This thoughtful approach allows participants to feel more at ease and prepared for the interview, reducing stress for both the participants and the researchers involved.

2. Appropriate informed consent

No one engaged in the research should be deceived into participating, and researchers should not gain trust through manipulation or dishonesty. Informed consent stipulates that individuals
must explicitly agree to participate in the research (Bell, Bryman, & Harley, 2019, p.114). Consent can be seen as a mutual understanding of trust between researchers and participants. According to the research ethics framework established by the Economic and Social Research Council (ESRC), researchers must provide comprehensive information and ensure that participants are fully aware of the situation, enabling them to make independent decisions. Consent should be obtained in a written format (Bell, Bryman, & Harley, 2019, pp.118-119). As previously mentioned in the section on the principle of non-harm, an email was sent to all potential participants, providing a more detailed explanation of the research’s aim and purpose. Additionally, at the outset of every interview, the research topic and purpose were reiterated. Informed consent also ensures that interviewees are fully aware of the recording of the interview. In our case, a commitment was made to maintain the confidentiality of the interview prior to the process. We acknowledge that each interviewee has the right to request the cessation of recording during the interview, and we will respect their decision. By adhering to the ethical principles outlined above, we believe that we have adhered to the principle of obtaining appropriate informed consent as researchers.

3. Invasion of privacy

In the study of Bell, Bryman, & Harley (2019, p.123), it was emphasized that there are several reasons why participants may perceive violations of their privacy and feel mistreated by researchers. Consequently, such research can be deemed potentially harmful to the participants. To safeguard and show due respect for the privacy of participants, it is imperative for us as researchers to bear in mind that our studies involve real individuals and actions. Treating each participant with respect is of paramount importance. By doing so, participants will not feel like they are being treated as mere subjects of the research (Bell, Bryman, & Harley, 2019, p.123). Participants may also experience privacy concerns when they feel insufficiently informed. However, the notion of privacy is closely intertwined with the concept of informed consent (Bell, Bryman, & Harley, 2019, p.123), which we previously discussed in this chapter. If researchers provide an adequate amount of information and allow each interviewee time to process that information and make an informed decision to participate, it can help minimize privacy infringements (Bell, Bryman, & Harley, 2019, p.123). As researchers, we recognize the necessity of handling privacy matters with the utmost care. Furthermore, we respect participants’ choices, such as whether they prefer not to have their interviews recorded or decline to answer certain questions. Additionally, we have treated the data collected through the interview process exclusively for the purposes of this study. Lastly, we have handled the information we receive in accordance with participants’ preferences, whether they choose to divulge personal or company-related details. A reaffirmation of these privacy considerations will be provided prior to the interview session.

4. Whether deception is involved

When researchers present their research in a misleading way, it is considered deceitful (Bell, Bryman, & Harley 2019, p. 123). In order to obtain trustworthy results, it is crucial that interviewees provide clear answers to all of the questions. The interview should not involve any form of deception, such as leaving participants in the dark about what they are agreeing to, or "tricking" them into providing information (Bell, Bryman, & Harley 2019, p.123). We think we have minimized deception in our research by following the interview guide and disclosing information about the research before the interview.
5.0 Empirical findings

This chapter offers a compilation of the data collection, which is presented in text with a summary table at the end of each segment. The data is presented with illustrative excerpts and is divided into sections based on themes that have been identified and their connections to the research themes.

5.1 Structure of content

During the interviews, respondents made similar statements and engaged in discussions, which facilitated the organization of ideas and themes regarding how they manage diversity and inclusion. Many of these diversity and inclusion benefits, motivation to impose and experienced challenges were described by the respondents were relatable. Since the respondents answered questions on a theme basis it’s easy to structure them separately. Following the themes, the actions related to diversity and inclusion and leader’s role and how to manage are presented under each category. Similar to how diversity and inclusion and challenges were presented in the theoretical chapter, this categorization in this chapter aims to provide a clear overview of the topics discussed by the respondents. The structure of the themes in which the data is presented aligns with the categories listed below and serves as the conclusion to the interview themes regarding the role of leaders in integrating diversity and inclusion within an organization. The approach begins by introducing each theme with an initial focus on diversity and inclusion within the organization. This is followed by discussing the motivating factors related to the same subject. Lastly, the discussion delves into the actions taken by leaders to support and enhance diversity and inclusion within the organization, along with the factors that drive their commitment to fostering a diverse culture.

For the clarification of findings, the themes have sub-themes. The themes and subthemes are provided below:

**Theme: Diversity and Inclusion**
- Sub-theme: Ideas on diversity and inclusion
- Sub-theme: Motivations for diversity and inclusion
- Sub-theme: Importance of diversity and inclusion

**Theme: Leadership Role in Fostering Diversity and Inclusion**
- Sub-theme: Challenges of diversity and inclusion
- Sub-theme: Diversity and inclusion practices
- Sub-theme: Leadership style and strategies

**Theme: Diversity Management**
- Sub-Theme: Diverse hiring process
- Sub-Theme: Managing diversity in the organization
- Sub-Theme: Long-term goal for sustainable diversity and inclusion
5.2 Findings

5.2.1 Diversity and Inclusion

5.2.1.1 Ideas on diversity and inclusion

The first theme related question we asked was “What do diversity and inclusion mean to you and why is it important?” And we received a variety of responses with different knowledge levels.

Respondent 1 stated “For me, diversity often means different ways of thinking. And how do you process information, because people from different areas of the world process information differently and they want to solve the same problem very differently. And I think that is very interesting and I think that different, differing opinion solutions to the same problem are very beneficial. And inclusion is that everyone in a group in a work setting or environment has a right to speak and be heard and have some a baseline of respect. And granted towards you and granted towards their colleagues.”

Respondent 2 mentioned that “You get so much more when it's diverse because people have different experiences, different look on life and that's like mixing every group together, they get the best results, and it's quite important for me because I'm a personal color working in Sweden”.

Respondent 3 explained that in any sort of business not every person is perfect at everything. So, for the geographical impact and for the environmental impact everybody is good at something that we need to identify and give them a chance to show their potential so that both the employer and the employee can be satisfied with the business. Therefore, for identification of talent and workforce with high potential diversity is important. Respondent 4 briefly expressed his understanding on diversity and inclusion, he discussed the dual roles of ethics and practicality in business, emphasizing their interconnectedness. Ethical considerations, such as non-discrimination based on factors like race, religion, and gender, are seen as a fundamental aspect of Swedish culture. These ethics align with practical benefits, as a diverse and inclusive workplace provides access to a wider pool of talents, essential for competitiveness. He also suggested that while profit motives often dominate, ethical principles should be equally important, as they reflect the company's identity and its ability to attract diverse talent. Balancing ethics and practicality is crucial for successful recruitment and overall business success.

Respondent 5 shared “It's sort of like embracing and valuing differences. It could be from race, background, gender. It could be age or even religion or perspective. In most cases, matching talents a rapid environment, it's always very profitable to have people with different opinions and different experiences, but also having a keen eye for diversity makes it very smooth for people to be able to first of all work with you and also contribute or express their opinion the best.”

Respondent 6 referred in today's constantly evolving business world, organizations that prioritize diversity, encompassing factors such as culture, ethnicity, gender, sexuality, age, and educational background, are more likely to excel. Embracing a wide range of perspectives enables these companies to draw inspiration from unexpected and unconventional sources, fostering innovation and adaptability. Respondent 7 believes that diversity in the workplace is
crucial because it brings together people from various backgrounds, enhancing teamwork and fostering a rich learning environment. Different perspectives and experiences contribute to a more inclusive and productive work environment.

These responses collectively highlight that diversity goes beyond just demographic factors; it encompasses a diversity of perspectives, experiences, and skills. Embracing diversity is seen as essential for problem-solving, talent identification, ethical considerations, innovation, adaptability, and overall workplace productivity. It also contributes to a more inclusive and equitable work environment.

5.2.1.2 Motivations for diversity and inclusion

To learn the motivation of leaders to enforce diversity and inclusion we asked our respondents what motivates them to promote diversity and inclusion. **Respondent 1** replied “I want diversity because as a person, I am not perfect, but I think that people who are good at problem solving have found their own solutions in their own life. They have a lot to give, and they have a lot to teach, and they can teach. They teach me what I have learned during my life. I can teach them and, in a way, it’s symbiotic. Where the exchange of ideas and problem-solving skills and communication has greatly increased our work, our teamwork capabilities. And that is very, very positive. At least where I work where you need to be a team working towards unified goal.”

According to **Respondent 2**, diverse environments benefit people in various ways. They enhance individuals' lives by allowing them to share experiences and learn new things. Moreover, from a business perspective, diversity fosters learning from each other, given the variety of experiences and backgrounds present, ultimately benefitting everyone involved and this is what motivates her to have a more diverse work culture. She also added “It's an experience like that is the big thing for me because people who are diverse, they're loyal. They're just, like, really nice people. And just like to have a group of hard-working lawyer people. That's exactly what every employer wants.” **Respondent 3** highlighted that everyone has unique skills and strengths. The participant used the example of a job in their counter, suggesting that someone from Sudan may perform better in certain customer interactions compared to someone from another country. He particularly praised the young Swedish generation (Generation Z) for their adaptability and communication skills, making them suitable for such roles.

**Respondent 4** expressed that on a large scale, finding qualified individuals to perform essential manual tasks on the ground can be extremely challenging and is a crucial factor for the success of the business. This is the reality of the situation. Having the option of choosing from a larger human resources pool with better suitable qualifications and experiences regardless of any background is the main motivation of diversity. **Respondent 5**’s main motivation is to establish an inclusive environment within their organization, emphasizing that it operates as a communal space. They want everyone to feel like they have ownership and comfort within the organization, promoting inclusivity. They believe that diversity contributes to checks and balances and fosters an atmosphere of inclusion and welcome. **Respondent 6** believes creating a diverse and inclusive workplace fosters a sense of belonging and connection among employees, ultimately enhancing productivity. Organizations embracing diverse practices benefit from improved business outcomes and innovation. These are the motivations behind promoting diversity and inclusion. **Respondent 7** stated about wanting a mix of people with diverse backgrounds for a more enjoyable and productive work environment. And express a
preference for working with a variety of individuals and find it more enjoyable compared to working with a homogenous group.

The motivations of leaders to enforce diversity and inclusion vary among respondents. Respondent 1 values diversity for the exchange of ideas and problem-solving skills it brings to the team, emphasizing its symbiotic nature. Respondent 2 sees diverse environments as enriching individuals’ lives and fostering mutual learning, both personally and from a business perspective. Respondent 3 highlights unique skills and strengths in diverse teams, emphasizing adaptability and communication skills, particularly in younger generations. Respondent 4 focuses on the practicality of having a broader pool of qualified individuals for essential tasks, regardless of background. Respondent 5 aims to create an inclusive environment where everyone feels a sense of ownership and comfort. Respondent 6 believes diversity and inclusion enhance belonging and productivity, leading to improved business outcomes and innovation. Respondent 7 values a mix of people with diverse backgrounds for a more enjoyable and productive work environment compared to homogenous groups.

5.2.1.3 Importance of diversity and inclusion

Similar answers came from respondents when we asked about the importance of diversity and inclusion. In the opinion of Respondent 1, having a diverse workforce from around the world is highly valuable. This diversity brings together a wide range of creativity, information, and knowledge that can't be accessed solely through the internet or research. People from different backgrounds contribute unique solutions to everyday problems, making diversity in the workplace an essential source of potential and innovation. Similarly, Respondent 2 and Respondent 7 stated that diversity, in terms of people and their backgrounds, positively impacts both personal and business aspects of life. It allows individuals to share experiences, learn new things, and benefit from each other's unique perspectives. This diversity is seen as essential because it ultimately benefits everyone involved. She also added that inclusion is also important to that everyone feel accepted and belonged therefore can work comfortably together. Respondent 3 mentioned “diversify can make a place a workplace more effective and pleasant”.

In response to our question Respondent 4 highlighted the ethical concern of discrimination, emphasizing the wrongness of excluding individuals based on their failure to fit certain criteria. He also emphasized the importance of diversity and inclusivity in a business context where diversity not only benefits the workforce but also the customer base. A diverse and inclusive business can attract a wider range of customers, which is especially crucial in today's climate. Maintaining this image and reflecting it outward is a priority for the business. In summary, diversity and inclusivity are seen as essential for both internal and external aspects of the business.

Respondent 5 described the importance of diversity and inclusivity from two perspectives managerial and work environment, he explained from a management perspective, having more diversity in the workplace, especially in the industry, offers several advantages. Firstly, it broadens the market appeal of the company. A diverse workforce can help the company relate to a wider range of customers, making it easier for people from different backgrounds to connect with the products or services. This inclusivity can attract students and individuals from various backgrounds, as they see that the company understands and can relate to their needs. This effect is particularly significant in a location like Northern Sweden, which is distant from many other continents and countries. The presence of a diverse workforce can create a sense
of comfort for potential customers, knowing that they can find understanding and relatability in the company. From the perspective of the work environment, diversity brings a multitude of benefits. It fosters creativity by bringing together individuals with different perspectives and ideas. This diversity of thought can lead to innovative solutions and approaches to challenges. Moreover, having a diverse workforce improves overall morale as employees learn about each other’s backgrounds, experiences, and cultures. This learning extends beyond the workplace, encouraging individuals to be more open to understanding and appreciating other cultures. As a result, stereotypes can be broken down, creating a more inclusive and harmonious work environment. In summary, diversity in the workplace not only enhances performance but also promotes a culture of learning, creativity, and mutual respect. Respondent 6 also answered similarly to Respondent 5 and Respondent 4 and mentioned that diversity and inclusion make a company more appealing to top talent from various backgrounds, leading to lower turnover rates and higher employee engagement, which in turn saves recruitment and training costs. Additionally, a diverse team can better understand and connect with diverse customer bases, resulting in increased market share and the ability to expand into new markets or demographics. Furthermore, organizations are expected to demonstrate social responsibility, and a commitment to diversity and inclusion aligns with societal expectations and values. It also promotes a sense of belonging and psychological safety among employees, improving overall job satisfaction.

The respondents collectively agree that diversity and inclusion in the workplace have several advantages, including fostering innovation, enhancing business performance, improving employee morale, and meeting ethical and societal expectations.

5.2.2 Leadership Role in Fostering Diversity and Inclusion

5.2.2.1 Challenges of diversity and inclusion

When we asked the respondents about the challenges they have experienced regarding diversity and inclusion many interesting responses came out. Respondent 1 said “It was a struggle during some dinner services because everyone got super tired at the same time but when the sun came down it was back to normal again, but it was definitely eye opening. How different service was from a month previous to Ramadan than to during Ramadan, and especially the last week of Ramadan, it showed that people were getting tired, and it affected them.” Respondent 2 and Respondent 3 experienced similar challenges and mentioned only one challenge which is language barrier and exemplified with one of her co-workers and explained that it’s not impossible to work someone who doesn’t know common language but it’s just difficult when you cannot communicate. Respondent 3 also highlighted that language barriers can cause forms of miscommunication which can lead to mistakes at work and can break the workflow and it can also create stereotypes about certain backgrounds.

On the other hand, Respondent 4 stated “language barriers in Sweden it's not necessarily a problem because like I told most people to have to attend to be, to tend to have a foreign background, for example, in in the last places I've been working in tend to be highly educated, so their English skills are very well, and Swedes have a very high proficiency level in English overall. So, in terms of communication, it's not necessary.” He also identifies two major problems: He highlighted the issue of sexism, particularly in male-dominated work environments, where women may face discomfort and challenges. The speaker emphasizes the importance of creating a professional and comfortable atmosphere for all workers, as well as addressing inappropriate behavior among colleagues and in interactions with customers or
guests. Moreover, Respondent 4 discussed the vulnerability of migrants, especially those from outside the European Union, whose migration status often depends on their work permits. They note that this situation can lead to employers taking advantage of these workers, as they are tied to one specific employer and may not have much say in their working conditions. This vulnerability stems from the fear of having their applications denied or being sent back to their home countries. He suggested that addressing these issues is crucial for creating a more diverse, inclusive, and safe workplace.

Respondent 5 and Respondent 6 discuss the importance of being considerate about dietary preferences, especially when working with colleagues from different cultural backgrounds, particularly Muslims who avoid certain foods like bacon and pork. They emphasize the need to provide vegetarian meal options to accommodate diverse dietary choices. Respondent 5 also touches on challenges related to translation and communication in a multicultural workplace. They highlight their approach of fostering a collaborative and egalitarian atmosphere among employees, promoting a "big family" dynamic rather than a hierarchical one. Respondent 6 recalls a hiring experience where a qualified candidate struggled with language barriers, making it difficult for them to communicate effectively in English or Swedish. Despite their qualifications for the job, the language issue led to their rejection.

Respondent 7 expressed to us that so far, she has not faced any challenges regarding diversity and inclusion because her workplace is run by professionals and has already a friendly and pre-structured diversified working environment.

In summary, the respondents discussed various challenges related to diversity and inclusion, including language barriers, cultural considerations, sexism, and the vulnerability of migrant workers. They also shared experiences where their workplaces were successful in fostering an inclusive environment.

5.2.2.2 Diversity and inclusion practices

When we asked them about how they promote diversity and inclusion in their organization we got many different approaches from our respondents. Respondent 1 replied "in our organization, we actively promote diversity and inclusion by implementing a diverse hiring policy. We ensure that our recruitment process reaches a wide range of candidates from different backgrounds and actively strive for a diverse workforce."

Respondent 2 has a commitment to diversity and inclusion in their restaurant. They actively seek employees from diverse backgrounds, provide equal growth opportunities, value employee feedback, and maintain an open-door policy to address diversity and inclusion concerns or suggestions.

Respondent 3 stated "At our restaurant, we actively promote diversity and inclusion by ensuring our staff reflects the diverse community we serve. We provide diversity training for all employees and celebrate cultural heritage months with special menus and events that highlight different cuisines from around the world." He also mentioned that to promote diversity he prioritizes cultural holidays therefore he gives off day to the employees who are related to those holidays and because of diversity it is possible because when it’s from same background everyone needs day off on the same day which is not beneficial for the business.
Respondent 4 replied to our question that "we prioritize diversity in our leadership positions. We believe diverse perspectives at the decision-making level led to better outcomes and a more inclusive workplace. We actively mentor and promote employees from all backgrounds."

Respondent 5 told us to make sure inclusivity is their organization, they host several times staff parties and meetings to make their service better on topics like food culture, diversity, and working strategies. Mostly the parties are for bonding and getting to know each other. They encourage their staff to engage in these conversations, creating a more understanding and inclusive working experience for all.

Respondent 6 mentioned "We practice diversity and inclusion through ongoing employee training and education. We offer sensitivity and together to minimize unconscious bias, cultural sensitivity, and increase inclusivity to ensure that all employees feel belonged."

Respondent 7 in response to our question said "Our organization supports diversity and inclusion by promoting open conversation. I believe that discussing problems together can solve problems and bring out new creative ideas with communication when everyone feels they are being heard they feel more inclusive."

Overall, these respondents employ a range of strategies to promote diversity and inclusion, including hiring practices, training, open dialogue, and cultural celebrations.

5.2.2.3 Leadership style and strategies

When asking about leadership styles and strategies by asking how they deal with diversity in the workplace each of them answered with their unique leadership style and strategies for promoting diversity and inclusion in their workplace Respondent 1 believes in leading by example. He actively engages with her diverse team, fostering an inclusive environment by encouraging open communication and collaboration. Respondent 2 values input from her employees when making decisions related to diversity and inclusion. She holds regular team meetings to discuss diversity initiatives and encourages employees to propose ideas for making the restaurant more inclusive. She ensures that everyone’s voice is heard and respected. believes in the power of teamwork and collaboration. She fosters a culture of inclusivity by organizing cross-functional teams dedicated to diversity initiatives. Respondent 3 uses a cultural exchange-based system to promote diversity and inclusion. He assigns people to cook in the restaurant, they don't eat food from the menu regularly because we prepare our own lunch every day, and Each day, a different person makes something unique for us, often representing their culture. This diversity provides a great conversation starter among us, whether it's someone from Iran or Romania cooking for the day.

Respondent 4 emphasizes the importance of being open-minded, positive, and empathetic in their interactions with others, especially in a workplace setting. They believe that demonstrating knowledge and empathy towards different cultures and perspectives leads to more favorable relationships and a happier work environment. They have a wealth of information and use it intentionally and unintentionally to build positive relationships and treat employees equally, regardless of their position in the company. Their approach is based on valuing human respect and dignity to ensure everyone feels important and included in the workspace.

Respondent 5 discusses an inclusive activity within an organization. They hold annual career
meetings where employees discuss their experiences for over a quarter (about four months). The organization encourages interaction among colleagues by having a rotating schedule, where employees work in different roles or stations periodically. This approach aims to create personal bonds among employees, fostering mutual respect and understanding, thus reducing diversity-related issues. The organization doesn't see the need for explicit diversity initiatives but values diversity in terms of individual differences, not just nationality.

**Respondent 6** emphasized in this communication is on the importance of open dialogue, with the individual expressing a willingness to receive feedback from employees. They have also taken proactive steps to promote diversity and inclusion within the company by providing diversity training to all employees, including managers. Furthermore, they have expanded the company's holiday calendar to be more inclusive, acknowledging holidays from various religious beliefs, such as Eid and Poojas, demonstrating a commitment to creating an inclusive and culturally sensitive work environment.

**Respondent 7** focuses on hosting more parties and encourages open communication at work, allowing employees to share their feelings or information whenever they want, and she is also focused on open communication and discussion about diversity and inclusion related issues. She also believes in giving her team autonomy and freedom to implement diversity and inclusion initiatives that resonate with them. She provides resources and support but allows her employees to take the lead. This approach encourages creativity and ownership among the staff.

Each of these leaders has their unique approach to promoting diversity and inclusion, reflecting a variety of leadership styles and strategies to create welcoming and equitable working environments.

### 5.2.3 Diversity Management

#### 5.2.3.1 Diverse hiring process

The respondents also shared their hiring process and how they ensure diversity through it, **Respondent 1** stated that he has not been involved in any hiring process. **Respondent 2** prioritize hiring individuals based on their qualifications, work ethic, and dedication rather than focusing on their appearance, name, or other irrelevant factors. The emphasis is on finding hardworking and loyal employees who can contribute to a company's success, as ultimately, businesses aim to maximize profits quickly. She also added that she would provide employment opportunities to as many people as possible regardless of any background, particularly those who are new to the workforce, to offer them a helping hand. The goal is to be the first place where they gain work experience, acknowledging that many jobs require prior experience. If she had the resources, she would hire and train a significant number of individuals, helping them develop the skills they need before allowing them to move on to other opportunities. **Respondent 3** has a plan of introducing new techniques and methods in their sushi restaurant, potentially by hiring skilled chefs, including immigrants from Japan. They aim to bring something unique to their city's culinary scene, inspired by the expertise of Iron chefs known for their sushi skills. This plan is seen as an advantage for his business and for the community. According to **Respondent 4** in terms of recruitment, there's often a disconnect between social values and the private sector's profit-driven motives. Private businesses typically prioritize making money and maximizing profits, which may not align with enforcing certain social values. Consequently, they tend to hire based on their immediate needs to maintain a workforce suitable for their company size. This discrepancy is often
resolved through government intervention. If I were to run my own business, I would personally implement both ethical and practical standards in hiring because I see value in doing so from both an ethical and practical perspective. This approach would be crucial to me for various reasons.

Respondent 5 observes diversity within the hospitality business and believes that while creating a diverse workplace is not the biggest challenge, ensuring equal opportunities is crucial. He said “I see that the hospitality business has a lot of diversity in it. I don't think creating a diverse workplace is the biggest challenge here, but uh, creating equal opportunities I think is something everyone should be encouraged to look at”. He added that due to high demand for workers, many businesses hire people from abroad but feel that inclusiveness can be inconsistent depending on individuals’ personalities. He emphasizes the importance of assigning tasks that align with employees’ personalities to enhance engagement and performance. Ultimately, understanding colleagues' needs and aligning tasks with their interests is seen as essential for creating a more engaged and harmonious workplace.

Respondent 6 made it clear that “we hire and promote employees who are qualified and capable of the position regardless of their ethnicity or background, doesn't matter where they're coming from or whatever their age is. Whoever is qualified, yeah, we do it. We hire it and promote them. So yeah, my company does ensure diversity and inclusion.”

Respondent 7 assured us that they recruit based on qualifications and experience and she is happy with the existing diverse workforce she has now in the organization.

Overall, the respondents had varied perspectives on hiring and diversity, with some prioritizing qualifications and others emphasizing equal opportunities and inclusion.

5.2.3.2 Managing diversity in the organization.

While asking “How they manage diversity in the organization?” We got many interesting answers, Respondent 1 emphasizes the importance of establishing common ground among all individuals, regardless of their differences. This common ground is characterized by a shared goal and a common base of knowledge, promoting cooperation and respect. The author strives to lead by example in creating a workplace where everyone can work together, despite potential disagreements, and where people are judged based on their contributions rather than their backgrounds. The author hopes that this culture will be carried forward by employees who leave and will be embraced by those who succeed them. Respondent 2 encourages hiring people based on their skills, work ethic, and dedication rather than judging them by their appearance or name. It emphasizes the importance of giving everyone a chance and highlights that businesses ultimately aim to make money quickly, which can be achieved by hiring hardworking and loyal employees while managing diversity. Respondent 3 discussed some unique practices at their workplace, which involve fostering camaraderie and communication among employees. One of their key strategies is making sure everyone remembers each other's nicknames, emphasizing the importance of addressing colleagues by name to quickly establish friendly relationships. Additionally, they mention having a daily DJ responsibility where employees take turns playing music through a music system. This music-sharing activity encourages natural interactions among coworkers, as they discuss the songs played and build connections, especially because the workplace comprises people from different parts of the world, leading to diverse playlists and fostering strong relationships, which are vital in a diverse work environment.
Respondent 4 shared his thought on managing diversity, he expressed that the importance of inclusivity and ethical considerations in the workplace is highlighted, particularly concerning minority employees, with a focus on a sizable Muslim workforce. The suggestion is made that businesses should provide non-pork food options and non-alcoholic alternatives to cater to diverse dietary and cultural needs, not only as an ethical gesture but also to boost staff motivation. Staff parties and similar activities are seen as opportunities to strengthen workforce motivation by demonstrating care and inclusivity. The tension between social values and profit-driven motives in the private sector is acknowledged, and it's noted that government intervention may be necessary to address disparities in recruitment practices. The speaker expresses a personal commitment to implementing both ethical and practical standards in their own business, emphasizing the value of such an approach for multiple reasons. Similarly, Respondent 5 mentioned approach to handling diversity in this context is twofold. First, it involves clearly stating in the handbook that everyone's opinions and contributions are equally valued, emphasizing an inclusive environment. Second, the company promotes engagement among its personnel, allowing them to interact, learn about each other, and form strong bonds. Activities like team-building events and parties facilitate cooperation and communication, particularly in addressing sensitive topics like race, gender, and religion. This approach helps employees become more comfortable discussing diversity-related issues and fosters mutual understanding and respect.

Respondent 6 quoted related to our question “Communication is the key tool”. To effectively manage diversity, it's essential to maintain open and transparent communication with employees. This includes addressing conflicts and fostering open conversations to resolve issues and promote understanding among team members. Surprisingly, Respondent 7 also quoted “Communication is the key”. She desires to talk to this person and understand what has happened and how they are feeling about it and plans to have a meeting with everyone to address the problem and figure out a way to bring about change in the workplace, particularly if something is not allowed.

Overall, the respondents highlighted a range of strategies and approaches to manage diversity in their organizations. These strategies include fostering common ground, emphasizing skills and work ethic in hiring, implementing unique practices for camaraderie, promoting inclusivity, encouraging open communication, and addressing diversity-related issues through engagement and open dialogue. The common theme is the importance of creating an inclusive and respectful workplace where diversity is valued and leveraged as a strength.

5.2.3.3 Long-term goal for sustainable diversity and inclusion

The respondents have different plans regarding sustainable long-term goals of diversity and inclusion. Respondent 1 did not have any future plan, but he stated that to create a sustainable diversity and inclusion plan, establish clear goals and leadership commitment. Foster common ground and shared objectives among employees, prioritize inclusive recruitment, and provide diversity training. Encourage feedback and prompt issue resolution, adapt workplace policies, and support employee resource groups. Track progress, adjust strategies, and communicate achievements. Engage with external partners, comply with legal requirements, allocate resources, and regularly assess the plan's effectiveness. Sustainability in diversity and inclusion hinges on ongoing dedication and data-driven improvement for an inclusive and equitable workplace. He also added that maybe some of the things out this on his control, but he will still try to achieve sustainable diversity and inclusion with that he has now in control.
Respondent 2 hopes for continuity in their approach to hiring, emphasizing diversity and anonymity in the process. They mention their website only uses text for hiring, ensuring applicants’ identities are not revealed through pictures. They believe this encourages genuine efforts from both sides. The speaker also values discussing and collaborating with their assistant to maintain their hiring philosophy, even if they were to move away.

Respondent 3 shared his plans and expressed that he currently owns two restaurants and has plans to expand their business to different cities in the future. To achieve this, he recognizes the need to appoint additional managers because handling more than two restaurants on their own would be impractical. He plans to train these managers, emphasizing the importance of a diversified and inclusive workplace environment. Additionally, they intend to maintain regular communication and follow-up with the managers in these new locations, based on their past successful experiences with this approach.

Respondent 4 explained the degree of diversity may vary across different job roles. Creating a lasting culture of diversity within a company is challenging but crucial. It largely depends on the commitment of owners and long-term managers to cultivate such a culture and pass it on to future generations within the organization. This can lead to a sustainable culture of diversity that outlasts the tenure of any individual in the company.

Respondent 5 expressed the belief that currently, there is no framework in place to foster honest diversity. He mentioned that the city, presumably where he works, has many students and people from various countries, giving hope for diversity to thrive. However, He also acknowledge their inability to scale or predict its future success. Despite this, he had positive experiences working with individuals from diverse backgrounds, including different cultures, genders, and religions, and expect this trend to continue in the near future.

Respondent 6 prioritizes creating an inclusive team environment by addressing biases, listening to employees, and acknowledging their daily contributions. The company's hiring and promotion practices focus on qualifications and capabilities rather than ethnicity, background, or age, ensuring diversity and inclusion which will ensure long term sustainable diversity and inclusion.

Respondent 7 said “the importance of future leadership in an uncertain context. It emphasizes the need for diverse perspectives and suggests that the effectiveness of leadership depends on the specific situation. There is also need of continuity from one leader to the next, but it ultimately depends on the qualities and adaptability of the leadership.”

Ultimately, the respondents have different strategies and perspectives on achieving sustainable diversity and inclusion. These approaches range from clear goal setting and leadership commitment to hiring anonymity, training managers, and valuing diverse perspectives in leadership. The common thread among them is the recognition of the importance of ongoing dedication to creating an inclusive and equitable workplace, each in their unique way.
6.0 Analysis and Discussion

In this section, we delve deeper into the empirical data and analyze them in conjunction with the theories outlined in the theoretical background chapter. Through careful examination and thoughtful conversation, a more comprehensive comprehension of the actuality of a leader’s role in promoting diversity and inclusion within the workplace can be attained.

6.1.1. Diversity and Inclusion

Understanding leader’s perceptions on diversity & inclusion is an important part of our study. Not only because this knowledge allowed us to shed light on the presented research gap, but also it serves as a starting point to understand the detailed view of leader issues which are focused on workplace diversity & inclusion.

From the interviews, we can see that most leaders have a very good understanding of what diversity & inclusion are or what the term consists of. These responses collectively highlighted that diversity goes beyond just demographic factors; it encompasses a diversity of perspectives, experiences, and skills which are directly reflected in the argument made by Ayub and Jehn (2018, p. 617). Embracing diversity is seen as essential for problem-solving, talent identification, ethical considerations, innovation, adaptability, and overall workplace productivity. It also contributes to a more inclusive and equitable work environment (Ayub & Jehn, 2018, p. 618). Some interviewees had some difficulties in finding differences between diversity & inclusion. Most of the participants in this study related leader efforts and positive attitude to ensure diversity & inclusion in workplace and the necessity of being a moral, ethical company that is aware of its impact on the overall working environment which has correlation with Madera on influence employee positive attitudes toward diversity management (2018, p. 100). Respondent 4 briefly discussed the dual roles of ethics and practicality in business, emphasizing their interconnectedness. Ethical considerations, such as non-discrimination based on factors like race, religion, and gender, are seen as a fundamental aspect of Swedish culture. These ethics align with practical benefits, as a diverse and inclusive workplace provides access to a wider pool of talents, essential for competitiveness. He also suggested that while profit motives often dominate, ethical principles should be equally important, as they reflect the company’s identity and its ability to attract diverse talent. Balancing ethics and practicality are crucial for successful recruitment and overall business success. The statement supports the argument of Podsiadlowski et al. (2018, p. 160) that stresses the importance of ensuring equal and fair treatment and avoiding discriminatory practices. But there are different reasons for leaders to ensure equal employment opportunities in the workplace. For the betterment of the organizations, leaders emphasized equal and fair treatment through addressing the need for specific support for minority groups, reducing social inequalities (Podsiadlowski et al., 2018, p. 160).

Nevertheless, we could see from the response of interviewees that organizations base their notion about diversity & inclusion on some of these above-mentioned elements. For example, the legal & ethical responsibilities of organizations for ensuring diversity & inclusion could be seen as an important concern for most of the respondents. They expressed the need to nurture a culture of inclusiveness for the overall betterment of the organizations. In the same line of thought, respondents of two organizations who understand the importance of diversity are willing to make necessary changes in their regulations to be more welcoming towards employees from different cultural backgrounds. Not necessarily implying that they are not practicing the culture, but rather on a proactive position to improve the existing regulations.
about recruiting a diverse workforce, something that they believe can significantly improve their organization’s performance.

6.1.2. Motivations of Leaders for diversity and inclusion

When comparing the results from the interviews with the theory, similar types of motivating factors of leaders about diversity and inclusion appear. When asking the interviewees about the motivation of diversity and inclusion, the most often mentioned topics are not the influences of gender, age, and someone’s background rather all interviewees stated that those topics do not define someone, it is all about the competencies of the person. As per the interviewee, the key motivating factors are having a team of individuals with diverse backgrounds and problem-solving abilities with distinct abilities and areas of expertise. They can encompass bigger pool of human resources, yield enhanced business outcomes and foster innovation and offer more enjoyable and productive work environment, as compared to working with a homogenous group (Ayub & Jehn, 2018, p. 618). When team leaders actively promote an environment that promotes diversity & inclusion and fosters the open expression of individual traits and ideas, team members are motivated to contribute and share their distinct opinions and ideas, which can be shaped by their personal experiences inside the team (Leroy et al., 2021, p.804).

As presented in the theoretical background chapter, leaders might have different motives, or, in other words, they can be guided by some driving forces to welcome diversity & inclusion into their organizations (Leroy et al., 2021, p.804). Such motives are explained by Gröschl (2011, p.7) and they can be related to improved organizational performance. As per the interview result, these elements stand for the main motivating reasons of why leaders tend to emphasize diversity & inclusion in their business. Many scholars have attempted to understand the real motives of leader behind diversity & inclusion, whether it is the organization performance, or economic, social or environmental motive stands out the most (Leroy et al., 2021, p.800; Cañas and Sondak, 2010, p.5; Ayub & Jehn, 2018, p. 624). So far, as the literature review suggests, several authors have reached a universal finding that it improved organizations performance. As per the interview of leaders, there is no generalized motive is applicable to all leaders from different industries, because we understand that these motives might substantially differ according to context, for example culture, country, time, legislation and circumstances of where organizations operate.

6.1.3. Importance of diversity and inclusion

The impact of the work environment on employees’ general well-being and consciousness is demonstrated in theoretical study. According to the interviewees, it is imperative to have a secure environment that fosters open communication and encourages the integration of feedback. Additionally, it is crucial for the workplace to cultivate a sense of teamwork, while also being mindful of the manner in which colleagues and clients are approached, as these factors significantly impact the overall atmosphere and productivity within the office. According to Interviewee 6, the majority of employees possess knowledge regarding the issues and basic values; nevertheless, the challenge lies in effectively translating this awareness into practical implementation. The participants concur that there are numerous benefits associated with diversity and inclusion in the professional setting. Organizations that are able to create a diversify and inclusive environment by embracing the diverse qualities, talents, and perspectives of all individuals, regardless of their differences. This fosters a sense of belonging and enables team members to feel valued and recognized for their contributions. (Shore et al., 2011, p.1267).
The importance of diversity & inclusion that leaders discuss are closely related to the study conducted by Barak (2016, p.202), who brought up important reasons for promoting diversity & inclusion mainly for fostering innovation, enhancing business performance, improving employee morale, and meeting ethical and societal expectations. Interviewees explained that they tried to recruit employees from different cultural backgrounds in order to motivate them and make them believe that they are not a minority (Zhao et al., 2014, p. 173). These findings suggest that leaders of different organizations think that activities towards diversity & inclusion does have a positive effect on intrinsic motivation for employees as they can perform to their fullest without facing any adverse issue in the workplace. Respondent (1) and (3) argued diverse workforce is highly valuable and enjoyable to work. Therefore, high performance is an important aspect these leaders seek from diverse workforce.

Survey answers concerning the importance of diversity and inclusion in organizations show a wide variety of reasons apart from the improved performance. These are mainly focused on friendly working environment, culture of innovation, equal opportunity for all etc. In our opinion, leaders are likely and expected to give the perception that they are acting in the best interest of their employees but ultimately, they are doing it for the betterment of the organizations. They may even feel that they are acting in the best interest of their employees. However, this is not always the case and sometimes leaders welcome diverse workforce because they believe it would bring positive outcome. Respondent 6 expressed a viewpoint consistent with that of Respondent 5 and Respondent 4, highlighting the positive impact of diversity and inclusion on a company's attractiveness to highly skilled individuals from diverse backgrounds. This, in turn, contributes to reduced employee turnover rates and increased levels of engagement, ultimately resulting in cost savings associated with recruitment and training efforts.

6.2.1. Opportunities of diversity and inclusion

Overall, respondents showed their eagerness about how critical being welcoming for a diverse and inclusive workforce for a sustainable future as well as continuous growth. Such appreciation goes in agreement with the logic of Cañas and Sondak (2010, p.5), where authors pose that prominent corporations are actively adopting diversity and openly articulating their dedication to promoting diversity as a strategic endeavor within their respective organizations. An organization that prides itself in making a positive influence by nurturing a culture of a diverse can reap benefit from a more improved and competitive way of doing business. Having a diverse & inclusive workforce is linked to several key advantages. These include the potential for increased levels of creativity and innovation, a broader pool of talented individuals, and a fairer decision-making process assisted by the inclusion of varied perspectives and values (Kochan et al., 2003, p.123) In line with that, most of the respondents in this study also acknowledged that vast opportunities that a diverse workforce bring for an organization. The opportunities mostly are diverse knowledge, shared experience, innovative culture, no discrepancies etc. Employees may not feel sidelined because their managers do not discriminate, thus boosting their self-confidence, which positively impacts the performance of the organization. When team leaders are motivated to share individual experiences and ideas, team members are motivated to articulate their unique viewpoints and ideas, which may bring positive output for the team (Leroy et al.,2021, p.804). Respondent 7 in this regard asserts that the presence of diversity within the workplace is of utmost importance due to its ability to facilitate the collaboration of individuals hailing from diverse backgrounds, hence promoting effective teamwork and cultivating a dynamic learning atmosphere. The incorporation of
diverse viewpoints and varied life experiences fosters an inclusive and highly efficient professional setting. The strength and competitive advantage of an organization are derived from the variety that exists within its diverse workforce in addition to the suppliers, owners, franchisees, consumers, and communities (Cañas & Sondak, 2010, p.5).

If we look at the opportunities of incorporating diversity & inclusion within the business of the interviewed leaders, we can easily find out that the motivation for the organizations to engage in diversity & inclusion not only focused on one aspect of either economic or social motives rather they want to explore the opportunities and positive results that bring a diverse workforce. A similar argument is made by Cañas and Sondak (2010, p.7) about diverse workforce which is comprised of individuals from various backgrounds is likely to enhance financial performance.

6.2.2. Challenges of diversity and inclusion

In brief, the participants engaged in a comprehensive dialogue regarding a range of obstacles pertaining to diversity and inclusivity, encompassing linguistic impediments, cultural factors, gender discrimination, and the precariousness experienced by migrant laborers. Additionally, the participants also recounted instances in which their respective businesses effectively cultivated an environment that promoted inclusivity. This has relation correlation between the expansion of workforce diversity and the possible rise in distrust and conflict is attributed to the decrease in shared commitment and group identity (Yukl,2010, p.27),

Diversity & inclusion, and belongingness present a multitude of issues, as evidenced by the gaps identified in the literature analysis and the insights gained through interviews. The primary challenge, as previously noted, pertains to the need for heightened knowledge regarding the effects on both persons and organizations. The researchers have identified similar important problems associated with integrating diversity and inclusion into organizational culture like the interviewee mentioned. These challenges include language barriers, cultural and religious disparities, and variations in food habits (Cañas & Sondak, 2010, p.7; Gröschl, 2011, p.12). The findings from all interviews indicate that language obstacles have a significant influence, aligning with the existing literature. According to the interviews, there are two primary factors contributing to the language barrier in Sweden. Firstly, enterprises express apprehension about the required modifications in their operational procedures, which they perceive as potentially impacting their established work practices. Secondly, there exists a concern among these companies that language differences may compromise the effectiveness of safety instructions. According to Interviewee, it is suggested that individuals from Sweden exhibit a tendency to avoid occupying excessive space within their community or social circles. This inclination towards maintaining a sense of integrity may consequently contribute to the emergence of potential linguistic obstacles. Although there is a discernible inclination among businesses to adopt diversity, there seems to be a dearth of explicit acknowledgement and discourse on the challenges included for leaders on the subject of managing diversity (Cañas & Sondak, 2010, p.6). The obstacles faced by each country vary due to the cultural factors at play. The primary issue lies in adapting the company's strategy to align with the specific country of operation, with effective communication serving as the foundational element. In contrast, Respondent 4 expressed that language barriers in Sweden are not necessarily a significant issue. They noted that the majority of individuals they have encountered, particularly in the workplaces they have been employed at, tend to possess a foreign background and are highly educated. Consequently, these individuals exhibit strong English language skills. Additionally, the respondent highlighted that Swedish, in general, possess a
high level of proficiency in English. In the context of communication, it is deemed unnecessary. He additionally highlighted two significant issues of concern: The author emphasized the matter of sexism, namely inside work contexts that are predominantly male, where women may encounter feelings of unease and obstacles. The speaker underscores the significance of establishing a professional and conducive environment for all employees, while also addressing unacceptable conduct among colleagues and in encounters with customers or visitors.

An additional obstacle pertains to the collective willingness of all parties involved. As highlighted by respondent 5 & 6, the process of implementing changes, particularly in contexts involving individuals, necessitates a considerable amount of time. Furthermore, it is imperative that all persons demonstrate a willingness to adapt in order for meaningful changes to occur (Schmidt, 2021, p. 28). It is crucial for leaders to recognize that the management of diversity is a multifaceted endeavor, often resulting in unforeseen consequences. Proficient leaders, despite their genuine intentions, may face difficulties in anticipating and resolving the hurdles that emerge over the course of diversity management diversity (Cañas & Sondak, 2010, p.6). Moreover, they highlight dietary preferences of diverse employees. These challenges mostly stem from managing a diverse workforce.

6.3.1. Leadership Role and Strategies

Each of these leaders(interviewee) possesses distinct approaches to fostering diversity and inclusion, so exemplifying a range of leadership styles and techniques aimed at establishing inclusive and equitable work environments. All respondents agreed on a common ground that is the commitment of leaders to ensure diverse and inclusive organization. This has direct relationship with the argument made by Cañas and Sondak (2010, p.5) about the role of leader’s commitment & strategies to make a diverse and inclusive organizational culture. The leaders need to demonstrate a significant dedication to promoting diversity and inclusion in relation to gender, race, ethnicity, and religion (Hasan, 2022, p.102). Organizations need to promote the strategy of their leaders because they do realize that importance of diverse workforce (Reicher et al., 2005, p. 563). The main strategies and roles that interviewees play in their organization to properly function a diverse and inclusive workforce are active engagement with team and give importance on receiving input from staff when making decisions pertaining to diversity and inclusion. In addition, they give more importance on ensuring equitable participation and acknowledgement of all perspectives, nurture a cultural exchange-oriented framework aimed at fostering diversity and inclusivity and display knowledge and show empathy for many cultures and perspectives to contribute to the development of positive relationships and a more contented work environment. According to Reicher et al. (2005, p. 564) leaders promote open communication in the workplace fosters an environment where employees are able to freely express their emotions and disclose pertinent information at their discretion.

We found similarities with the strategies that are mentioned by various authors (Hogg, 2001, p.194; Reicher et al., 2005, p. 557) with the strategies mentioned by most respondents. As mentioned by the interviewees, workplace engagement, proper communication and unbiased nature of leader can help to make his/her employees to perform at their optimum level. Moreover, if the employees get a positive vibe from a leader and provides intrinsic and extrinsic motivation that can make employee motivated which ultimately enhance employee creativity (Leroy et al.,2021, p.800). The interviewees can relate to the validation that an employee wants which results in the feeling of being seen and valued in the team and company no matter your function or title. Interviewee 6 has experienced that if employees feel the sense of belongingness in the organizations, then they can perform according to the expectation of
leaders and leader’s role is to engage and motivate the employees towards achieving the organizational goal. Based on our interview, we could also recognize the importance of proper strategy by leaders in organization to engage employees which ultimately facilitates them to achieve sustainable long-term growth.

6.3.2 Diversity Management

The interviewees focused on three perspectives for diversity management. These are hiring process, managing diverse employee and aligning them to achieve long term goal. For the hiring process, the respondents had varied perspectives, with some prioritizing qualifications and others emphasizing equal opportunities and inclusion. All the respondents unanimously agreed that they focus on qualification of the employee irrespective of color, cultural background and nationality which are considered as key features for diversity management (Hardin-Ramanan et al., 2018, p.172). According to Hardin-Ramanan et al., (2018, p.172) the key features comprise diversity management include several elements, such as ethnicity, culture, nationality, and demographic data, which include age, gender, religion, marital status, and education. Organizations frequently function in a spontaneous and adhoc manner, neglecting to fully acknowledge and incorporate various forms of individual variations (Gröschl (2011, p.8). So, according to respondents a qualified and specialized candidate is only selected because it helps them to run their business quite smoothly and in future the qualified candidate can be a source of competitive advantage both strategically and operationally (Gröschl, 2011, p.12).

For managing diversity in the organization, the participants in the study identified various techniques and approaches that they employ to effectively handle diversity within their own workplaces. The aforementioned techniques encompass the cultivation of shared understanding, prioritization of skills and work ethic throughout the recruitment process, adoption of distinctive approaches to create camaraderie, advancement of inclusivity, facilitation of open communication, and resolution of diversity-related concerns by active participation and open discourse. The prevailing idea revolves around the significance of establishing a workplace environment that is inclusive and respectful, wherein variety is esteemed and utilized as a source of strength as well as managing dissimilarities among workforces. Workforce diversity is categorized into three discrete classifications: perceived dissimilarity, professional dissimilarity, and value-based dissimilarity (Hobman et al., 2003, p.313). Respondents 1 and 2 underscore the significance of fostering a shared foundation among individuals, irrespective of their varied characteristics. The common ground in question is distinguished by the presence of a mutually agreed objective and a shared foundation of knowledge, which serves to foster collaboration and mutual regard which is supported by Abidi et al. (2017, p.72) where he proposed an alternative perspective on workforce diversity. The rest are emphasizing proper communication and ensuring equality in the workplace.

In order to attain long-term objectives pertaining to sustainable diversity and inclusion, the participants exhibit diverse techniques and perspectives with regards to establishing sustainable diversity and inclusion. The variety of approaches encompasses several strategies, including the establishment of explicit objectives and the demonstration of leadership dedication, the use of anonymous recruiting practices, the provision of managerial training, and the recognition of the importance of varied perspectives in leadership. The shared characteristic among these individuals is their acknowledgment of the significance of continuous commitment towards establishing a workplace that is inclusive and equal, albeit through distinct approaches. The
thoughts of interviewee are supported by author by saying that it is imperative to possess a dependable and comprehensive understanding that can facilitate the more effective setting of an organization's strategy, enhance the oversight of diversity and inclusion management, and elucidate the incongruous impacts of diversity and inclusion (Podsiadlowski et al., 2013, p. 170).
7.0 Conclusion and Implications

In this chapter, an effort is undertaken to address the research questions of the study by presenting key findings, along with drawing conclusions from the analysis and discussion. Subsequently, the chapter delves into discussing the theoretical, practical, and societal contributions before finally concluding with an examination of the study’s limitations and suggestions for further research.

7.1 Conclusion

In conclusion, the research analysis has shed light on several key aspects related to diversity and inclusion in the workplace. The findings from interviews with various leaders have provided valuable insights into their perceptions, motivations, and strategies when it comes to promoting diversity and inclusion within their organizations. It is evident that most of the interviewed leaders have a strong understanding of the concept of diversity and inclusion. They recognize that diversity extends beyond mere demographic factors and encompasses a variety of perspectives, experiences, and skills. Embracing diversity is viewed as essential for problem-solving, talent identification, innovation, and overall workplace productivity. It also contributes to creating a more equitable and inclusive work environment.

Two research questions serve as the foundation for achieving our research’s goal, and they are as follows:

*Question 1: How do leaders manage diversity and inclusion in the organization within the hospitality industry?*

*Question 2: What are the reasons that motivate the leaders’ to put effort to implement actions to promote diversity and inclusion in organizations within the hospitality industry?*

*Firstly,* diversity management involves strategies for hiring, managing, and aligning a diverse workforce. While qualifications are highly prioritized, leaders also recognize the importance of creating a workplace where diversity is respected and used as a source of strength. Long-term objectives for sustainable diversity and inclusion are seen as achievable through explicit goals, leadership commitment, anonymous recruiting practices, managerial training, and recognizing the importance of diverse perspectives in leadership. However, the pursuit of diversity and inclusion is not without its challenges. Language barriers, cultural factors, gender discrimination, and the need for collective willingness to adapt are some of the obstacle’s organizations face. These challenges vary based on cultural context and the specific industry in which the organization operates. The importance of diversity and inclusion in organizations is multifaceted, as it positively impacts not only business performance but also employee morale and the overall work environment. The leaders interviewed expressed a commitment to creating a work culture that fosters innovation, equal opportunity, and a friendly atmosphere.

*Secondly,* the motivations behind leaders' emphasis on diversity and inclusion vary, but common themes include the belief that diverse teams lead to improved problem-solving, access to a wider pool of talent, and the ethical responsibility to create an inclusive workplace. Leaders also recognize that a balance between ethics and practicality is crucial for successful recruitment and overall business success. In terms of leadership efforts and strategies, the research has highlighted the importance of leaders actively engaging with their diverse teams and emphasizing the value of input from their staff in decisions related to diversity and
inclusion. Effective communication, the promotion of a sense of belonging, and open communication are also crucial strategies that leaders employ to create an inclusive work environment.

In summary, the research analysis underscores the significance of diversity and inclusion in today's organizations and the critical role that leaders play in promoting and managing these aspects. The findings from the interviews provide valuable insights into the challenges and opportunities organizations face in their quest for a more diverse and inclusive workplace.

7.2 Theoretical contribution

This study addresses to fill a significant research gap by investigating the specific role of leadership in ensuring diversity and inclusion in the workplace, with a focus on restaurants, hotels, bars, and nightclubs in Sweden. While prior research has offered valuable insights into diversity and inclusion management, it has often taken a broad, generalized approach. Our research, however, provided a context-specific perspective, acknowledging the unique dynamics of the Swedish workplace, particularly within the hospitality sector.

This theoretical contribution draws upon the works of various scholars, including Bell (2017), Cox (2001), Cox & Blake (1991), Ayub and Jehn (2018), Podsialowski et al. (2013), Madera (2018), Katherine and Fredrick (2011), and Kayhan et al. (2022, p.39), who have explored diversity and inclusion in diverse global contexts. While their studies have contributed significantly to the understanding of diversity management, none have delved into the specific leadership practices required in Swedish restaurants, hotels, bars, and nightclubs.

Most of the respondents showed a strong emphasis on the importance of prioritizing diversity and inclusion and managing diversity. This aligns with the theory, as it suggests that these issues should be high on the agenda to minimize challenges and maximize benefits (Cox, 1993, p. 11). Although there are no specific prescribed practices for managing diversity (Podsialowski et al., 2013, p. 161), our research revealed that different leaders employ various approaches. However, they all share the common goal of giving priority to fostering an inclusive and diverse workforce to tap into a wider pool of talent and generate creative ideas. This emphasis on inclusivity and diversity is driven by the fact that organizations are often small and resource-constrained, necessitating a focus on these values to make the most of available resources.

Our research addresses the research gap on Chapter 1.4 by providing a theoretical framework that contextualizes diversity and inclusion management within Sweden, taking into account the influence of regional cultures. Moreover, it explores leadership behaviors that are conducive to creating an inclusive work environment in the hospitality sector. By doing so, this study has the potential to contribute to diversity management theories, organizational behavior and offer practical insights that can inform both leaders and policymakers in Sweden's diverse work settings.

7.3 Practical contribution

This study sets out to not only make theoretical contributions but also to provide valuable insights for leaders seeking to promote diversity and inclusion within their organizations. By presenting practical examples, engaging in discussions, and offering key insights into crucial aspects and strategies for integrating diversity and inclusion in the workplace, this research
aims to assist leaders in their recruitment processes and in effectively managing diversity. It is our hope that the nuanced insights provided can reduce misunderstandings and mitigate discord within organizations, both prior to and during diversity management, thanks to the expanded perspectives of different leaders.

Furthermore, this study can serve as a valuable resource for leaders in related fields, offering a roadmap for addressing specific challenges related to diversity and inclusion. From an employer and organizational standpoint, this research can facilitate a deeper understanding of one's own strategies and how they can be effectively implemented. It also highlights various strategies, along with their associated benefits and drawbacks. Importantly, this research assists organizations in comprehending their internal processes by observing the practices of other organizations. By exploring challenges and how they were successfully addressed, this study can help prepare organizations for potential obstacles. Additionally, it underscores the importance of having a robust diversity management plan in place, emphasizing the necessity for companies to actively consider diversity and inclusion and the positive impact they can have on society.

Moreover, this study offers a valuable platform for comparing the approaches and behaviors of different leaders, which can be of great interest to the participating leaders themselves as they review their own practices. The eagerness of all respondents to receive the final report underscores the relevance and necessity of this study in addressing existing needs. Through rigorous analysis and insightful discussions, this thesis has significantly contributed to the expansion of the field of leadership roles and motivations in promoting diversity and inclusion. It may even serve as an informative resource for individuals aspiring to become future leaders in this area.

**7.4 Societal contribution**

This study makes a significant contribution to society by enhancing our comprehension of leaders' motivations and their approaches to diversity management. Successfully integrating diversity and inclusion equips organizations to adapt and thrive in a rapidly changing business environment. This adaptability is essential for surviving future crises and challenges, making diversity and inclusion a fundamental requirement for long-term economic objectives and sustained societal contributions, both financially and socially.

In terms of ethical considerations, this thesis reveals that discrimination is not prevalent among the respondents, indicating equal treatment and opportunities for all. It serves as a valuable reference point for minimizing discrimination in the recruitment process and fostering diversity.

In summary, this thesis provides valuable insights to various stakeholders in Swedish society regarding the promotion and management of diversity by leaders. Promoting diversity by leaders can foster social cohesion, reduce the risk of discrimination, and enhance the sense of belonging in the workplace. This insight is particularly crucial given the ongoing societal issue of increased immigration. Furthermore, organizations are becoming more transparent about their recruitment practices and values, which contributes to a positive shift towards greater acceptance.

Additionally, this study addresses the perception of different leaders, shedding light on their motivations, challenges, and strategies in diversity management. Finally, organizations
recognize the value of their diverse employees, making them more attractive as employers and allowing them to make their unique contributions to society.

7.5 Limitations and Future Research

Like any research endeavor, this study has certain constraints that deserve attention. To start, it's important to acknowledge the typical limitations associated with qualitative research methods, which often rely on a limited sample size. Consequently, this approach provides an in-depth and subjective understanding of individual subjects but is drawn from a relatively small group of participants. Given the research's focus on a master's thesis, we encountered constraints related to both time and financial resources. Conducting face-to-face interviews with our study participants was not feasible due to the geographical dispersion of the companies involved, located in various regions across Sweden. The financial backing required for travel and data collection was lacking. Notably, the study's time constraints presented a significant limitation, as they curtailed the size of the sample used, owing to the restricted data collection period. Hence, it becomes challenging to extrapolate the findings to a broader population. Therefore, the study's results should be seen as a valuable contribution to the field of diversity management and organizational behavior, offering inspiration for further research in the Human Resource Management field. Nevertheless, it's essential to recognize that these findings may not be representative of all leaders or organizations and may not apply to contexts beyond the scope of this study.

For this research, we selected organizations operating within the same industry but situated in various regions of Sweden. Our rationale was rooted in the belief that our study could yield successful insights by engaging in interviews with companies meeting the diversity and inclusion criteria. Nevertheless, it is crucial to acknowledge that our research did not encompass all industries. It would be valuable to explore the applicability of this research in other sectors. Thus, we propose that future researchers consider conducting studies with larger sample sizes, allowing for the inclusion of a broader spectrum of industries. Given the nature of this study, there exists a significant potential for generalizing the findings across a more extensive sample, a concept we will further elaborate on in the section discussing recommendations for future research in Human Resource Management area.

To further advance and refine the field of diversity and management research, this proposal suggests an investigation into the impact of alterations in labor laws and migration regulations on diversity and inclusion. The study aims to explore how organizational leaders can maintain diversity while adhering to limitations on the recruitment of migrant workers.

Moreover, the scope of this research is confined to Sweden. To assess the generalizability of findings to other Scandinavian countries, the broader European Union, or potentially Southeast Asian nations, similar research should be conducted in these regions. Expanding the study's participant pool across various industries is also essential for gathering more comprehensive data. It is noteworthy that the hospitality industry, characterized by minimal specific education, knowledge, or language prerequisites, offers a unique context. It would be intriguing to investigate whether disparities exist when compared to industries with more extensive recruitment criteria, such as business consultancy or financial professions.
8.0 Quality criteria

In this chapter, we will explain the quality criteria including credibility, transferability, dependability, confirmability, and authenticity.

8.1 Truth Criteria

In order to establish credibility and acceptance of a research study by the wider academic community, it becomes imperative to assess its quality. This evaluation often hinges on two key factors: reliability and validity, as noted by Saunders et al. (2019, p. 216). Reliability, replication, and validity can be used to categorize the quality criteria in general. But those standards are more focused on quantitative research (Bryman, Bell & Harley, 2019, p. 366). Validity pertains to the assurance that the researcher has accurately measured the intended variables, while reliability entails the consistency of results when measurements are repeated (Saunders et al., 2019, pp. 213-214). However, there are differing views on whether or not these two requirements are appropriate for interpretive qualitative studies (Bell et al., 2019, p. 363; Saunders et al., 2019, p. 216). From a philosophical and technical standpoint, Saunders et al. (2019, p. 216) argue against their use because qualitative studies with interpretive assumptions are predicated on the idea that reality is socially constructed and multifaceted, influenced by both the respondents' perception of reality and the researchers.

When applying the conventional criteria of reliability and validity to qualitative studies, such as the one in question, they may suggest a lower quality of the study. This is primarily due to the exploratory nature of this thesis, which aimed to delve into the individual experiences and perspectives of respondents. The highly subjective nature of the responses collected would likely yield different outcomes if the study were replicated with a different set of participants. It's worth noting that despite this subjectivity, the data can still possess high quality; however, it runs the risk of being perceived as lower in quality when evaluated through the lens of reliability and validity.

In response to this challenge, Guba & Lincoln (1985, cited in 1994, p. 114) introduced an alternative set of quality criteria, including credibility, transferability, dependability, confirmability, and the addition of authenticity as a supplementary factor to assess trustworthiness. These criteria are deemed more appropriate for evaluating the quality of qualitative studies and have been chosen for application in the assessment of this study, as discussed in the subsequent sections.

8.1.1 Credibility

Credibility is a key aspect to consider when the interpretation of reality can vary among individuals, as it raises the question of how one's interpretation of social reality can be deemed credible to others (Bell et al., 2019, p.363). Additionally, Shaenton (2004, p.64) has asserted that credibility hinges on the congruence of findings with reality. Given that research outcomes from interviews can be subject to different interpretations by researchers, it is imperative to establish the research's validity. One way to achieve this is by sharing empirical findings with participants to ensure that interpretations are accurate (Shaenton, 2004, p.64). As mentioned earlier, our interviews were initially conducted in English. And as interviewer and interviewee both communicated in English there is no extra process of translation which makes the interviews more credible and transparent.
To mitigate potential credibility issues, we took the additional step of providing summarized empirical findings to each respondent. This enabled us to validate our empirical data and eliminate any influence of the researcher's personal perception on the interpretation. Furthermore, maintaining consistency in the interview process and data analysis methodology serves as another pillar of research credibility (Bell et al., 2019, p.363). Therefore, all interviews followed the same structure and were processed uniformly.

Shanton (2004, pp.64-69) has explored various measures to enhance the accuracy of observations and thereby contribute to credibility. We incorporated some of these measures into our research process. For instance, ensuring that interviewees feel comfortable and have the right to withdraw consent, maintain anonymity, and refrain from disclosing specific information contributes to a more open and truthful dialogue during interviews (Shenton, 2004, p.66). We adhered to these practices throughout our interview process.

Moreover, regular meetings with peers and supervisors played a role in information exchange and bias reduction, aligning with Amin's (2020, p.1479) recommendations for assessing credibility. Peer reviews conducted by supervisors and colleagues helped identify potential flaws in the research process (Shenton, 2004, p.67). Most significantly, the two researchers held daily meetings to discuss and address potential issues within the research, further bolstering the credibility of our study. In summary, we believe that our research upholds high standards of credibility through the measures and practices outlined above.

### 8.1.2 Dependability

To further enhance the credibility of the study, we have taken measures to ensure its trustworthiness. This involves a rigorous review of dependability, as outlined by Guba and Lincoln (1994, p. 114) and Bell et al. (2019, p. 365). Dependability pertains to the consistency of research, signifying the necessity of ensuring that the findings can be reproduced in the future (Bell et al., 2019, p.365). To secure the dependability of the study, researchers should make diligent efforts to comprehensively document pertinent information, encompassing aspects such as the study's design, interview procedures, notes, and transcriptions (Bell et al., 2019, p.365). It is imperative to maintain detailed records of the study's processes to mitigate issues of dependability (Shenton, 2004, p.71). Shenton (2004, p.72) recommended that research should incorporate various sections to ensure its dependability, including an elaborate explanation of the research design and its execution. Additionally, researchers must address the data collection process (Shenton, 2004, p.72). In this particular study to ensure the reliability of our research, complete records were maintained, thanks to the interviews being conducted in person and over the phone, which included audio recordings. These records encompassed interview transcripts and personal notes. In instances where there was uncertainty about context or the exact expressions used, the authors had the capability to refer back to their notes and transcripts or even revisit the entire interview segment for clarification. It's important to note that, in accordance with regulations and university policies, these data sets are not shared with peers. Instead, access is limited to the authors themselves, their supervisor, and potentially the examiner. This stringent control over data access ensures the privacy and security of the information collected. Researchers should be able to furnish all relevant details, which we believe we have accomplished. In our methodology chapter, we have outlined our scientific rationale for the study. Furthermore, within the practical methods chapter, we have provided a comprehensive exploration of the data collection and interview procedures. Notably, the interview guide was consistently employed throughout the interview process, and listed in Appendix 1 However, it's important to note that the interviews cannot be replicated in
an identical manner due to their semi-structured nature, with questions depending on the interviewees' responses.

8.1.3 Transferability

Transferability refers to the extent to which research findings can be applied in different contexts. This can be achieved through a thorough and detailed description of the related phenomenon. This comprehensive depiction involves interpreting various aspects of the research, including the design and methods employed. In an effort to comprehend and analyze the role of leaders integrating diversity and inclusion within an organization and to interpret the significance of respondents' input, it is imperative to construct a detailed narrative that provides a comprehensive understanding of the context from which the respondents draw their insights. The concept of transferability, as defined by Guba and Lincoln (1994, p. 114), closely aligns with external validity. This necessitates the creation of a "thick description," which involves a thorough portrayal of the cultural and contextual assumptions that envelop the respondents. The primary objective here is to enable the reader to fathom the rationale behind their actions and decisions (Korstjens & Moser, 2018, p. 121; Bell et al., 365).

A robust description enables fellow researchers and readers to gain a deeper understanding of the phenomenon, facilitating comparisons in diverse settings.

Additionally, Shenton (2004, p.70) suggests that achieving transferability requires providing detailed information, particularly regarding data collection and interviews. This should encompass:

1. The number of participants and organizational details like location.
2. Any restrictions placed on participants.
3. Elaboration on data collection methods.
4. In-depth insights into the interviews, including their quantity and duration.
5. A description of the timeframe for data collection.

By embracing this meticulous approach in our study and incorporating all the details, we believe our research offers a comprehensive account of our research methods and participants. Consequently, it empowers other researchers to assess and assess the applicability of our findings. However, it's essential to acknowledge that the approaches of integrating diversity and inclusion varies among different leaders and depends on the type of business. As a result, our research may not universally apply to all companies or settings. Researchers interested in applying our findings in different contexts should consider factors such as geographic location and the type of organization (Shenton, 2004, p.72).

8.1.4 Confirmability

Conformality in research pertains to the principle that researchers who have acted in good faith and uphold personal values should not allow these factors to introduce bias into their research, recognizing that achieving complete objectivity is challenging in business research (Bryman, Bell & Harley, 2019, p.363). Confirmability addresses the issue of bias and its impact on the trustworthiness of the study (Guba & Lincoln, 1994, p.114). Whether conducting semi-structured interviews digitally or in person, maintaining complete objectivity and impartiality can be challenging. However, the concept of confirmability aims to promote discussions conducted in good faith while preventing personal values from influencing interviews, conclusions, and theoretical contributions (Bell et al., 2019, p. 365). In simpler terms,
researchers must consciously refrain from contaminating their research and its resultant findings with their personal values. It is our duty, as researchers, to ensure the validity and reliability of the data, avoiding any undue influence from our own interpretations. As previously discussed, we acknowledge how prior knowledge and experiences can shape our perceptions. Furthermore, we recognize that research cannot be entirely devoid of these influences.

Nevertheless, we have made every effort to approach relevant empirical findings as objectively as possible, striving to minimize biases introduced by researchers. To minimize the potential for personal bias, we took precautions during the interviews by strictly following the interview guide, with both authors present at all times. This ensured that personal values did not divert respondents in unintended directions. While the interview guide alone does not automatically eliminate personal bias, it significantly enhances our ability to remain neutral throughout the process. You can find the unchanged interview guide in Appendix 1, allowing readers to compare it with the empirical data.

Finally, we have outlined a comprehensive methodology chapter, providing readers with the opportunity to assess the extent to which the data and conclusions are considered valid (Shenton, 2004, p.72). Shenton (2004, p.72) referred to this as an “audit trail,” wherein the process and detailed description of procedures are reviewed, enabling others to understand how the research progressed.

### 8.1.5 Authenticity

The authenticity of the study is another important quality criterion to take into account when conducting qualitative research in addition to trustworthiness (Bryman, Bell & Harley, 2019, p.363). The concept of authenticity, as outlined by Guba and Lincoln in 1994, holds a unique position in research, particularly within the constructivist and interpretivist paradigms. It encompasses several essential elements, including fairness, ontological understanding, pedagogical insight, catalytic assistance, and tactical support (Guba & Lincoln, 1994, p. 114).

Fairness, in the context of this study, signifies the commitment to faithfully represent the perspectives and ideas expressed by the research participants. Throughout this investigation, a diligent effort was made to accurately convey the responses from various participants while ensuring a balanced portrayal. Additionally, five different criteria should be taken into account when determining the study's authenticity: fairness, ontological authenticity, educative authenticity, catalytic authenticity, and tactic authenticity (Marrow, 2005, p. 252). The degree to which the various points of view are equally represented in the social context determines the fairness of the research area (Bryman, Bell & Harley, 2019, p. 365).

In contrast to the other authenticity criteria, fairness, according to Amin et al., (2020, p.1479), is one of the most crucial considerations in a qualitative study. The collected data, the analysis, and the presentation of the data were all handled and presented in the same way to ensure the study's veracity. All interviewees had the chance to share their thoughts on the relevant subject as a result of the interview structure (Amin et al., 2020, p. 1480). Additionally, to guarantee that everyone included is treated equally and fairly, we approached our interview subjects and the interview process in a way that is consistent with the ways shown in Appendix 3 and 4.

Ontological and pedagogical authenticity aims to provide respondents with a deeper comprehension of their own social contexts and those of others. This study's findings suggest that participants gained valuable insights into their professional milieu after reviewing the results (Guba & Lincoln, 1994, p. 114). Marrow (2005, p.253) outlined, ontological
authenticity is described as the participants' capacity to enhance or heighten their self-awareness about their own perspectives throughout the research process. Educative authenticity, as defined by Amin et al. (2020, p.1480), pertains to the manner in which participants develop the ability to grasp, comprehend, and appreciate the viewpoints of others. Despite the author's awareness of potential biases and their influence on the study's conclusions, every effort was made to maintain a high level of professionalism in the research process.

Catalytic and tactical authenticity refers to whether the study provides participants with the knowledge and resources necessary to carry out the necessary actions (Guba & Lincoln, 1994, p. 114). Additionally, catalytic authenticity evaluates how research generates stimuli and encourages behavioral changes in participants during the research journey. Lastly, Tactical authenticity is characterized by the level of empowerment participants possess and their willingness to take action both during and after the study (Amin et al., 2020, p.1480).

For our study, we find the other four authenticity criteria less pertinent, as they primarily relate to how research influences participants' perspectives on the subject matter. Our study is not geared towards altering participants' behaviors and attitudes concerning the research topic. However, it may become accessible after the researchers share their empirical findings with the participants. Furthermore, participants can assess and compare the different approaches of leaders in integrating diversity and inclusion within an organization, thereby fostering mutual understanding and awareness among them.
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## Appendix 1: Interview Guide

<table>
<thead>
<tr>
<th>Interview Questions</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Introduction</strong></td>
<td><strong>We're introducing our research topic and goals briefly at the outset of the interview. The interviewee will be informed of the interview's structure and estimated duration. Additionally, interview consent will be sent out prior to the interview, and all ethical issues will be discussed. We will respect the interviewee's decision to remain anonymous.</strong></td>
</tr>
<tr>
<td>1a. Brief Introduction of our research</td>
<td></td>
</tr>
<tr>
<td>1b. Introduction of interview</td>
<td></td>
</tr>
<tr>
<td>1c. Ethical considerations</td>
<td></td>
</tr>
<tr>
<td><strong>2. Background Information</strong></td>
<td><strong>We begin the interview by learning about the interviewee's background and the type of leadership training they have.</strong></td>
</tr>
<tr>
<td>2a. What is your educational background?</td>
<td></td>
</tr>
<tr>
<td>2b. What kind of leadership training do you have?</td>
<td></td>
</tr>
<tr>
<td>2c. How long have you been working in the Hospitality Industry?</td>
<td><strong>Have a better understanding of the industry that the leader works in and the duration of their experience to understand the effects of the subject matter.</strong></td>
</tr>
<tr>
<td>2d. What kind of leadership position do you have in the organization?</td>
<td><strong>To understand what kind of leadership power the interviewee possesses to integrate diversity within the organization.</strong></td>
</tr>
<tr>
<td>2e. What are the day-to-day responsibilities do you have in the company as a leader?</td>
<td></td>
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<tr>
<td><strong>3. Theme: Diversity &amp; Inclusion</strong></td>
<td><strong>Gain background information of the company and their understanding on diversity and inclusion and what they think about diversity and inclusion is for their company.</strong></td>
</tr>
<tr>
<td>3a. What do diversity and inclusion mean to you and why is it important?</td>
<td></td>
</tr>
<tr>
<td>3b. What motivations and reasons for actively working towards diversity and inclusion in your leadership role?</td>
<td><strong>Get an understanding of how important diversity and inclusion is for the company and how the leader work on ensuring it.</strong></td>
</tr>
<tr>
<td>3d. How do you handle situations where diversity and inclusion goals conflict with other organizational priorities?</td>
<td></td>
</tr>
<tr>
<td>3e. What personally motivates you to promote diversity and inclusion within your organization?</td>
<td></td>
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<tr>
<td>3f. How do you see diversity and inclusion benefiting your organization in the long term?</td>
<td></td>
</tr>
</tbody>
</table>
3g. How does your organization ensure that diversity and inclusion efforts are applied and sustained over time, even with changes in leadership?  

### 4. Leader’s action on Diversity & Inclusion

<table>
<thead>
<tr>
<th>4a. How do you manage diversity?</th>
<th>To understand a leader’s development of perception on diversity and inclusion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4b. Has your viewpoint on inclusion and diversity changed over time?</td>
<td></td>
</tr>
<tr>
<td>4c. What are some specific challenges you have faced when integrating diversity and inclusion initiatives within your organization, and how have you addressed them?</td>
<td>Investigate if leaders faced some challenges while integrating diversity and inclusion and how they deal with these challenges.</td>
</tr>
<tr>
<td>4d. Do you want your workplace to be more diverse in the future or you are satisfied with the current state, or do you want to reduce the diversity? Why?</td>
<td>Get an understanding of the strategies taken by leaders to integrate diversity and inclusion in existing workplace culture and how it’s received by other employees within the organization.</td>
</tr>
<tr>
<td>4e. What strategies have you used to create a more inclusive workplace culture, and how have they been received by your team?</td>
<td></td>
</tr>
<tr>
<td>4f. What advice would you give to other leaders in the hospitality industry who are looking to integrate diversity and inclusion initiatives within their organizations?</td>
<td>Get an understanding of how other leaders can improve their situation. Those who want to integrate diversity and inclusion within their organization based on experienced leader’s suggestion and compare and work on different strategies based on different situations.</td>
</tr>
</tbody>
</table>

### 5. Conclusion

| 5a. Would you have done anything differently or do you personally want to do something more for diversity and inclusion and bring something new to your organization? | Generate an understanding of the leader’s idea to use something new for diversity and inclusion. |
| 5b. Is it something you would like to share or add that we have missed? | The possibility for the leader to add additional information regarding their knowledge about diversity and inclusion. |
Appendix 2: Information Letter

Hi [Name],

Here is some information for our upcoming interview on [weekday, date. Time].

The interview will take place either in person or over the phone therefore, you can choose whichever options suits you the most. As previously mentioned, our study investigates how leaders promote diversity and inclusion and what motivates them. The purpose of the study is to investigate a leader’s motivation to promote diversity and management and how they manage it, to contribute with outside organizations accumulated knowledge to the relatively new research area concerning leadership, diversity, and inclusion. In preparation for the interview, we would like to give you a brief overview of its content, with the intention of making the interview as focused and time efficient as possible.

The main subjects we will focus are:
- Your background and experience as a leader on diversity and inclusion
- Importance of diversity and inclusion within an organization.
- Leader’s action and motivation on diversity & inclusion.
- Challenges integrating diversity and inclusion.
- Space for you to leave other comments.

We would also like to emphasize that your participation in the study is voluntary, confidential, and anonymous. You have the right to decline specific questions or to cancel the interview entirely if desired. With your verbal approval, we wish to record the interview. Please read through the attachment information regarding GDPR and how we handle it according to Umeå University’s policy personal data. Feel free to get back to me with any questions.

We are grateful that you want to participate, and we hope that our study will be rewarding for you. If desired, you will have access to the final report, which will be published in the Digitala Vetenskapliga Arkivet (DiVA).

We look forward to our conversation!

Sincerely,
Ashadul Alam Molla
[phone number removed]
[email address removed]

Jannatun Nur Shawlin
[phone number removed]
[email address removed]