

**ANALYSIS AND RECOMMENDATIONS FOR AN INCLUSION  
PROGRAMME**

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## Summary

### *English*

The project is based in a current challenge for a company which is promoting a practice for inclusion within minority groups. The groups targeted within this project were: refugees, rehabilitated and people with disabilities. The aim is to highlight the strengths of the practice, identify the weaknesses and provide suggestions that guides the organization in its efforts to make the programme better. Qualitative methodology was used for the data gathering. Thematic analysis method was employed for the information analysis. Results are presented to illustrate the beneficial outcomes the programme offers and its areas of opportunity of improvement and some recommendations are given. Overall findings suggest that inclusion goes beyond than the focus of increasing the representation of a diverse workforce or adding a word in the organizational vocabulary. For the achievement of a real inclusion the development of further sustainable and cyclical policies and practices are needed.

### *Portuguese*

O projeto é baseado num desafio atual de uma empresa que está a promover um programa de inclusão para grupos minoritários. Os grupos alvo dentro deste projeto foram refugiados, reabilitados e pessoas com deficiência. O objetivo deste projeto é destacar os pontos fortes e identificar os pontos fracos, bem como fornecer sugestões que orientem a organização nos seus esforços para melhorar o programa em prática. A metodologia qualitativa foi utilizada para efetuar a recolha de dados, enquanto o método de análise temática foi utilizado para proceder à análise da informação. Os resultados são apresentados de forma a ilustrar os benefícios do programa, assim como as áreas onde existem oportunidades de melhoria e, ainda, com o objetivo de sugerir algumas recomendações. As principais descobertas sugerem que a inclusão vá além do simples aumento de uma força de trabalho diversificada, ou de adicionar uma palavra no vocabulário organizacional. Para conseguir uma real inclusão, é necessário desenvolver políticas e práticas mais sustentáveis e cíclicas.

## **Executive Summary**

### **Diversity and Inclusion**

Societies are no longer homogenous but rather heterogeneous. Diversity is our reality and it is recognized that everyone has the same right to be acknowledged, respected and valued at the same time to participate by being their true selves.

To which level differences are perceived, accepted and included is influenced by:

- How individuals react to differences (their own and others);
- The society's laws and policies that promotes or inhibits differences; and
- The policies and programmes institutions create.

The mental ideas or/ and categorization we held, and the respect and behaviour we have towards certain groups or individuals in the workplace, act as reflections of the culture we live in. Most often, these conceptions represent barriers for people to not fully contribute within society. The respect and integration towards individuals that "don't fit" into the mainstream are values that need to be promoted.

In the labour market, with the intention to face the issue of discrimination and inequality, some companies have started to implement inclusive practices in the path of a real inclusion at the workplace. There are companies that have started focusing in a cultural diversity and inclusion, while others try to provide opportunities to minorities.

### **Purpose of the Project**

In 2015, a multinational Portuguese created an inclusion programme, with the intentions to provide support to people with lack of opportunities (rehabilitated, refugees and people with disabilities). The aim of this project is to analyse the programme characteristics and identify its strengths considering the existing knowledge according to state of the art and the stakeholders' perspectives. In addition, is also intended to provide recommendations for its improvement.

## **Methodology**

Qualitative methods were employed for this study, to understand motivations and opinions of different groups of stakeholders. Namely:

*-Meetings-* some meetings were undertaken with the objective to clarify the purpose of the project, as well as, getting to know the persons in charge of the programme.

*-Observation-* during the visits to the Group's headquarters, events and stores, was possible to get an overview of the company's ideologies and perceptions.

*-Non-formal conversations-* with the representatives and responsible of the associations collaborating with the organization, and with some managerial positions of the company.

*-Company Reports-* documents that the Group has created regarding inclusion topics.

*-Interviews-* Three different interviews were designed: for the coordinator, for tutors and for the interns of the programme. The questions have been raised with the purpose to understand the level of inclusion of the participants and the preparation that the employees have regarding the topics of diversity and inclusion. The interviews were recorded in order to obtain their transcripts for further analysis.

*-Inclusive Practices Reports-* Manuals where governmental organizations expose inclusive practices.

## **Analysis**

Meetings help to give direction to comprehend the company's goals for the project. In addition, observation and non-formal conversations offer an overall perception of the organizational culture and position about diversity and inclusion. The company's reports are presented for provide an understanding of their concepts, ideas and values towards diversity. While the inclusive practices reports provided perception of which and how characteristics should be taken into account for the development of a practice.

For the interviews examination, thematic analysis technique was implemented. With this method, all the data gathered provide a wider view because it acted as a guideline previous the information gathering, at the same time create awareness while identifying new topics after the data collection.

## Findings

Three different categories were organized into a template: Inclusion programme characteristics, positive factors of the programme, and factors that might affect the programme.

*1- Inclusion programme characteristics-* in this section is presented the Group's documents that support their idea about diversity and inclusion. First, the company's Code of Conduct, where the commitments towards employees and the expected response of them in exchange are expressed. Second, it is explained the preparation that tutors receive for this role. Additionally, the tutors' manual which is used as a guidance for this role is shared. This first section has been created with the company's reports.

*2- Positive factors of the programme-* some positive factors were detected. These points symbolize the strengths the programme brings and the reason why is a good practice that should be held and extended, also, why it requires a constant adjustment.

*3- Factors that might affect the programme-* in this section, the factors identified as biases and barriers are explained. The intention to point them out, is to make the Group aware of these factors, which will help them for the improvement of the practice.

## Recommendations

The inclusion programme has benefited and changed the lives of all people involved. Participants have gotten economic and social support, while current employees have received a life lesson and opening their horizons. In addition, it represents a good start to adopt an inclusive practice.

In the course of the project some areas of opportunity were identified, such as, job design, tutor's role, training and inclusion through all the organization, providing some recommendations with previous research.

In the case of the tasks design, an inclusive job design should be promoted and implemented by Human Resources Management, it must be flexible and constant, in order that it can be redesigned when needed, and that presents evaluation and adjustment options. The adoption of this practice, also helps in the identification of other main aspects of the organization that influences the acceptance of individuals' differences.

Besides, for the responsibility that tutors have in the programme they should have the opportunity to contribute in the design of job tasks. Moreover, they should receive sensitivity training. Furthermore, a specific training about diversity and inclusion would be highly



recommended in all hierarchical levels to create awareness and increase knowledge about these topics.

If people have access to information and are aware about diversity, this might prevent stereotypes and prejudices. Any person is the same and multicultural approaches defend and protect our differences. Multiculturalism approach brings plenty of positive outcomes, it will allow the company to be more competitive and adapt to current challenges easily. With this approach all differences will be respected and valued, and individuals will have the opportunity to fully participate and provide a valuable resource to organizations. Additionally, it will create an organizational culture where departments are not being limited. A worker should have the adequate person-job fit, consequently, to offer a variety of areas and jobs to interns that maximize their competencies and abilities and considering their specific needs (when the person has work limitations), would increase job satisfaction and as a result work commitment.

## I. Introduction

People are different, however, we have the same rights. This principle sounds logic and easy to achieve since it should be a birth right, but there are many biases and obstacles to be conquered. To achieve this idea as a default mind-set, a lot of factors and concepts need to be overcome and modified. But how we deal and behave with the social opinions we have been building through the time, affect the way we interact with others in the environment we live, as a consequence, one of the scenarios we bring these ideologies is to the workplace.

Mor Barak (2015) illustrated what happens when people are forced to fit and mix while giving up to their unique characteristics by using the following metaphor:

“As a child, I spent a week of my summer vacation at my cousins’ magnificent villa, overlooking the Mediterranean. We walked in the gardens collecting flowers of different colours—blues, reds, pinks, lilacs, purples, yellows— and placed them in glass jars with water. By the end of the week, we had produced a magnificent collection of rainbow-colored water in separate containers. We placed the glass jars in a row on a shelf and proudly admired our creation. Then we got the brilliant idea for an experiment: If the individual jars had such wonderful colours, what an amazing colour could all of them produce together? We poured the differently-coloured water from the separate jars into one big container and held our breaths. To our chagrin, the result was a dull grey.”  
(p.85)

This example explains that when individuals are forced to give up to their identities, their ideas fade into an assimilated dull grey, on the contrary, when individuals are allowed to display their true colours, then they will shine brightly to create an inspiring rainbow (Mor Barak, 2015).

The current challenge for organizations is not only to become diverse, also by overcoming ideologies such as: what is the importance to have a diverse workforce? People with different characteristics than ours are capable to perform well? What if they change our organizational culture? Are we prepared to received people that are different from the mainstream? And what about if we lose our identity? How to manage differences? and how a real integration can be achieved? However, if all efforts are putting together a real inclusion can be adopted. Many scholars have been researching about the positive outcomes that diversity can bring, as well as, creating models for achieving an inclusion that values every person unique characteristics.

Being conscious about this condition, a Portuguese multinational, has been working since 2015 in the creation of an inclusion programme that targets some minority groups, such as,

refugees, rehabilitated and some disable people. The company has focused its efforts in provide opportunities to those groups because from their perspective, those are disadvantaged and marginalized groups, rejected by society or with higher risk of social exclusion.

This project aims to support the Group in their efforts to make their inclusive programme part of their practices by:

*1-Analysing the company's social inclusion programme-* by studying the practices that the group is promoting, as well, as the quality to achieve diversity and inclusion through qualitative research. As a result, the benefits that this practice offers are going to be highlighted.

*2- Identifying factors that act as bias and inhibit a full success of the practice-* It is important to detect opportunities for improvement by providing recommendations based on research, because the fact of opening doors to people who are in social risk, is a great start but is not enough, companies interested in create an inclusion climate should put all efforts together and work in all areas. For instance, having as a mind-set the creation of a unique environment, is a myth that it is necessary to transform and instead pursue a real diverse and inclusive climate taking into account the characteristics of their employees.

*3-Providing recommendations-* based in research, some examples of how the organization can improve the areas of opportunity are offered.

## **II. Context of the Issue**

### **The Company**

The project was conducted in a Portuguese multinational company. The Group strategy relays in adapting to the country culture where they are present with the intention that people feel identified with their brands.

### **Justification**

Most often minority groups are disadvantaged and rejected by society, putting them in a higher risk of social exclusion. Apart of the discrimination that minority groups face, they also deal with economic situation, since they do not have equal opportunities of employment, making difficult for them to get good economic standards.

On the other hand, the issue of facing and overcome discrimination towards minorities, got a new challenge in 2014 when Europe needed to receive massive numbers of refugees due to the war and poverty of some countries of Asia and Africa, becoming a major challenge, in terms of providing them residence and also job opportunities that match their profile. Equally important, it has been a challenge for the refugees since they don't speak the host language, plus to deal with the fact that they being forced to be in a strange country where they had no one and where they needed to start everything over again. Moreover, in most of the cases their education is not recognized in Europe, ending up working in something that wasn't related with their professions or passion. Somehow, they have not any longer the right to decide and their only priority has become to survive.

The issue of dealing with discrimination is not a special case for a specific group, but to all minority groups, yet the way each group is integrated needs to fulfil each group's requirements (e.g. access and working conditions for people in wheelchairs), exclusion is a worldwide battle to overcome, and policies need to change and be more inclusive and respectful towards differences.

## **Inclusion Programme**

Being conscious about the difficulties that minorities face on a daily basis, the Group wanted offer an alternative. In 2015, the company developed an inclusion programme, under the responsibility of the Corporate Employee Relations Department (CERD). The programme has the main objective to reintegrate into society people in social risk by offering them an internship in the groups' stores with the intention to offer them economic and social support.

The initiative started opening the company's doors to associations that worked with different minority groups, such as, rehabilitated, refugees and some people with disabilities in Portugal.

The first edition of the programme ran in Lisbon with 20 interns. The company didn't know what to expect and some areas were sceptical about the decision. They didn't know how the participants will adapt and how they will be managed. At the end of the first edition, the programme had good response among the participants and the employees, it was a success, reason why, they decided to continue running this practice. Nowadays, the inclusion programme is being applied throughout Portugal and with the Corporate Employee Relations Department intentions to spread it in all locations they have presence.

For this project we are going to focus in three minority groups: rehabilitated, refugees and people with disabilities. Those groups are the ones that the inclusion programme has provided job opportunities so far, therefore, the project processes have contact with participants from the groups mentioned above.

Throughout the work, it is intended to comprehend under which believes the Group is running the inclusion programme, the intentions they have, how the practice works and the roles of the stakeholders involved. All the characteristics just mentioned, are essential to be clarify, in order to identify where the practice is allocated in the path of a real inclusion and what does the company need to make it an inclusive practice.

### III. Literature Review

In order to better understand and analyse the company programme, it was essential to conduct a literature review about Social Inclusion and Diversity. The use of the terms diversity and social inclusion has been increased the last decades. However, one of the main misunderstandings comes when most often individuals use these words interchangeably, when truly they are different but at the same time one complements the other.

#### **Inclusion**

Societies are complex, and people adopt numerous roles and different identities and the level to which people are included or excluded in society, impacts individuals and institutions (Dovidio, Abad-Merino & Tabernero, 2017).

Dovidio et al. (2017) maintain that social identities delineate two different categories that an individual can possess, defining them as: ingroup members or outgroup members. When an individual is affiliated in an ingroup membership, he or she is part of a “bounded community of mutual trust and obligation that delimit mutual interdependence and cooperation” (p. 23). Besides, the affiliation to the ingroup offers visible benefits through support. Also, it provides physiological value, with a substantial rise of the senses of security and esteem. On the other hand, the outgroup membership, are those individuals that are not part of one’s group, they often provoke threat and stimulate competitiveness, in those factors their exclusion and exploitation is justified by the ingroup members.

Taking as a central the above definition about inclusion, it can be identified as social inclusion as “the process of encouraging social interaction between people with different socially relevant attributes or an impersonal institutional mechanism of opening up access to a participation in all spheres of social life” (Silver, 2015, p.3). Whereas, inclusion at the workplace is defined as the degree to which an employee is accepted and treated as an insider by others in a work system as within an organization (Roberson, 2006).

Nishii (2013) claims that the core value of inclusion is valuing organizational members for their unique characteristics and create an environment where they can feel comfortable being their true selves. Additionally, Mor Barak and Levin (2002) argue that the basis of the psychological well-being resides in the level of inclusion that an individual experience.

Nevertheless, in the efforts to adopt inclusive practices, there are many factors that affect and biases them, such as, social exclusion, stereotypes, prejudices and culture.

First, social exclusion which is defined by Estivill (2003) as “an accumulation of confluent processes with consecutive ruptures arising from the core of the economy, politics and society, which gradually distances and places people, groups, communities and territories in a position of inferiority in relation to centres of power, resources and prevailing values” (p.69). At the workplace, the distinction between inclusion – exclusion in an organizational culture, is the degree of involvement of institutional activities (e.g. policies and practices) that promote or inhibit better access and channels to company information (Mor Barak, 2017).

Second, stereotypes are identified as the mental impression that we form about members of other groups (Mor Barak, 2008); The third factor are prejudices, because they come from “people’s internal conflict between ideals and biases, both acquired from the culture” (Fiske, 2002, p. 126), and act as a preconceived judgment or opinion assumed by members of a group; most likely it is an irrational attitude of hostility directed against an individual, a group, a race, or their supposed characteristics (Mor Barak, 2008). The judgements and/ or opinions we held to certain groups make easier to relate the other person as different and unworthy of equal rights and treatment. Stereotypes and prejudices can lead to fit in extreme forms of discrimination (Fiske, 2002). What’s more, they provoke to treat an outgroup as a single unit, without differentiation of those who are different, as a consequence, individuals are not given opportunities to demonstrate their single and unique characteristics, rather they are treated according to the stereotypes and prejudices we held towards them (Mor Barak, 2017).

The above factors are linked with the culture a person acquires through the time and the environment an individual has been developing his or herself. Culture is being taught and learned since the early age, it teaches us about group distinctions and the different social groups perceptions of some groups as inferior or superior without a formal learning (Jones, Dovidio & Vietze, 2014).

But why culture matters on the impact of discrimination? Jones et al. (2014) defined culture as “a set of tools, real and symbolic, that allows us to share rituals, practices, and customs” (p.268). Culture also includes the verbal and non-verbal communication, the values, the beliefs, the rituals, the symbols we honour and the language we speak and the way we speak it. We need to highlight that culture is subjective, which Jones et al. (2014) defined as “the influence of cultural standards and practices on what is considered right and wrong, good and bad, acceptable and unacceptable; and which human categories are important, how they are perceived and valued, and the course of interactions within culturally diverse contexts” (p. 269).

In short, culture can be described as the medium we live in. We born in a culture already, which teaches us from the beginning group distinctions and how we do value social groups, as

a result, culture influences how people react to discrimination (Jones et al. 2014). Therefore, the organizational cultures endorse, and as individuals, the behaviour that we adopt at the workplace, are reflections of the level we respect, accept and value differences.

Thus, if a real inclusion is wanted, it is necessary to overcome the biases and barriers that inhibit it through adopting a sustainable transition for inclusion.

### **Definition of Diversity**

To promote inclusion, first we need the main ingredient: diversity, which refers to these characteristics that make us different from one another. When we talk about diversity we usually link it with demographic differences: race, ethnicity and gender. But diversity is much more wider. For instance, we are different by virtue of our country of origin, our culture, age, values, able-bodiedness, sexual orientation, socioeconomic status and political affiliation. In addition, diversity is also marked by our psychological tendencies, abilities and preferences (Jones et al., 2014).

To exemplify diversity, Hall (1976) illustrated it as an iceberg, where the visible part represents what we are able to see above the ocean's surface, being people's actual behaviour (e.g. language, dress, food) and the invisible, beneath the sea surface, representing the meanings that individuals in specific cultural contexts attribute to the visible part (e.g. values, norms, gender roles, perceptions). Mor Barak (2017) suggests that this analogy provides a deeper understanding of the contextual culture by offering a meaning to verbal and non-verbal communication and improving interpersonal relationships.

There are different perspectives of how people value diversity and how it can be promoted. Two of the main perspectives are colorblindness and multiculturalism.

*Colorblindness*-Colorblind approach is related to the speech "I have a dream" from Martin Luther King in 1963.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal. "I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

(<https://www.americanrhetoric.com/speeches/mlkihadream.htm> )

In the year 1985 on Martin Luther King's birthday, the former Secretary of Education William Bennett framed the colorblind perspective during a speech he gave in Atlanta, Georgia stating:



“People of good will disagree about the means [but] I don’t think anybody disagrees about the ends . . . I think the best way to achieve the ends of a colorblind society is to proceed as if it were a colorblind society . . . I think the best way to treat people is as if their race did not make any difference.” (Sawyer, 1986, p. A8)

Colorblind perspective started as an initiative of not making discriminations for the skin colour while making important decisions. In the professional field, at the hiring decision and in education for the acceptance of colour students (Jones et al., 2014). Is important to note that this approach does not refer just to the race or skin colour, it refers to not take any group characteristics in decision making (Jones et al., 2014). However, there is plenty of research that suggest that we cannot ignore group differences. It has been demonstrated that colorblind approaches also reinforces traditional standards, policies and processes that supports advantaged groups (Dovidio et al., 2017), being a system justifying to maintain that condition (Jost, Gaucher, & Stern, 2015).

*Multiculturalism*- The term was created in 1970’s Quebec to point out the “policy of honouring differences with the goal of preserving different cultural communities within a society or organization, valuing purity of traditions” (Morris, Chiu & Liu, 2015, p. 636). This approach promotes the recognition of the importance and existence of culture differences. In addition, it highlights the value of preserving different cultures or cultural identities within organizations and societies due to the beneficial outcomes it brings. Multicultural perspectives are desirable (Jones et al., 2014) since they are perceived as a way of integration where the retention of cultural differences is accepted within society and organizations; where minority identities, practices and values are recognized and protected. Besides, an interaction across groups is promoted (Silver, 2015). By principle every person, no matter which cultural group is part of or the characteristics that possess, has rights and society should respect and treat none of its main cultural groups as more significant than others (Hong, Zhan, Morris & Benet-Martínez, 2016).

Moreover, research has showed that multiculturalism carries more positive outcomes for minorities than colourblindness (Gündemir, Dovidio, Homan & De Dreu, 2016). For instance, colorblind perspective is related with assimilation, which is not the ideal way of interaction across groups, it is noted that the ideal interaction is through the integration that is a representation of what a multicultural perspective aims for (see figure 1).

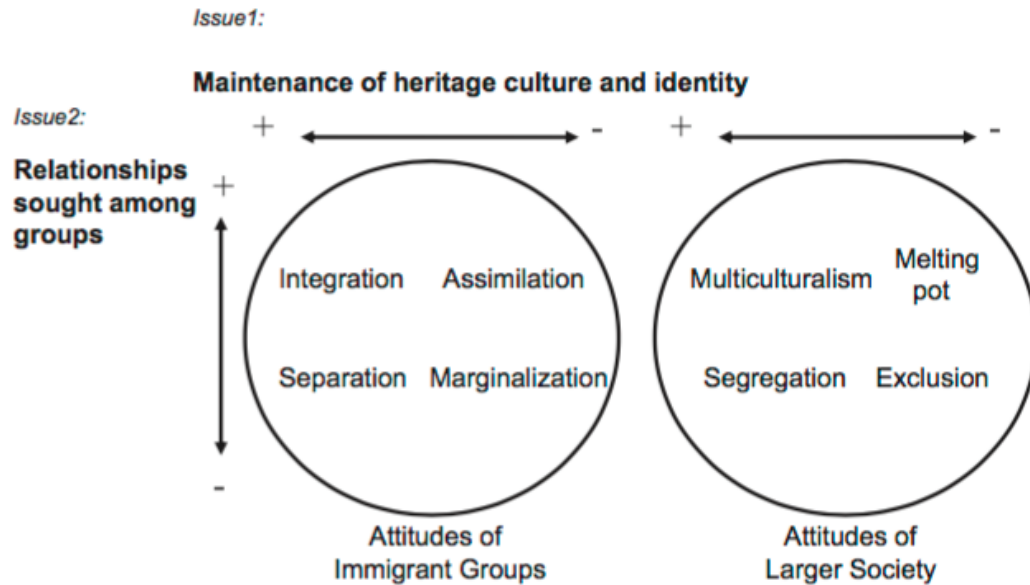


Figure 1 Acculturation strategies for minority and majority groups (Sam & Berry, 2010, p. 477)

The model in figure 1 was created by Sam and Berry (2010) to represent the two issues of acculturation. Where the first issue represents the degree to which people would like to maintain their heritage cultures and identities; and the second, represents the degree to which people would like to have contact with the individuals from the outsider group and be involved in the daily life or larger society. The extent an individual tilts his or her preferences towards these two issues of culture maintenance and contact, leads to the adoption of four acculturation strategies: separation, marginalization, assimilation and integration. Each of these strategies is explaining below.

-Separation is when an individual maintains his or her own culture, but sees no need for contact with the majority.

-Marginalisation occurs when an individual want neither to maintain his or her own culture nor to be in contact with the majority (often for reasons of exclusion or discrimination).

-Assimilation occurs when individuals see no need for maintaining their own culture, but would like to be in contact with the majority group.

-Integration is when a minority member wants to maintain his or her own culture and in the same time be in contact with the majority.

Last decades the psychology of diversity study has been increased with the intention to become a more inclusive and respectful society. For the purpose of this project, is important to define that a diverse workforce does not refer only to the physical differences between people that make them “different”, it also refers to the belonging to minority groups, which often leads

to make these people susceptible to employment (Mor Barak, 2008). In 2010, Mazur referred to diverse workforce as the reflection of a changing world and marketplace. But becoming diverse is just the first step for transforming an inclusive organization and is representing a challenge when recruiting a diverse workforce. This merges when institutions tend to select new members who share their values, in short, individuals that are similar to the already corporate members, because their adding will continue to make everyone feel comfortable in a known environment (Mor Barak, 2017). Usually companies incline to select candidates with specific characteristics, these that have been successful so far, leaving behind those individuals who not match easily with the mainstream institutional culture, as a consequence, the employees end up by leaving or being fired (Mor Barak, 2017). Adopting an inclusive recruitment practices bring companies the possibility to obtain a mixed workforce, this will symbolise an avoidance of having an unhealthy system that won't allow the institutions in expanding their talent acquisition, their long-term and continuous growth and most importantly to adapt to environmental changes (Mor Barak, 2017). A diverse workforce creates high value to organizations and when individual differences are respected, the workplace will be benefited by creating a competitive advantage and increasing work productivity (Mazur, 2010). Yet promoting diversity is not sufficient and inclusion should be the main purpose (Arenas, Di Marco, Munduate & Euwema, 2017). Mor Barak (2006) use the following metaphor to represent what organizations can achieve if inclusion is fostered:

“I propose an image from the art world – the painter’s palette. Like colours when are forced to blend and give up their unique characteristics, the result is a dull grey. Allowed to display their true colours, they shine brightly and together create an inspiring work of art” (p. 292)

We live in a diverse and therefore multicultural society, but how diversity is perceived, accepted and included is influenced by three main societal levels: how individuals react to differences (including their own as well as others); the policies and programmes that institutions formulate; and the society laws and policies that determine encouragement or inhibition to differences. Consequently, cultural variables influence social behaviour in ways that might affect performance at work (Jones et al., 2014). For instance, the workplace is affected by our daily behaviour or/and respect regarding differences, transforming the workplace a mirror of our society way of thinking.

All individuals are different which results in a heterogeneous world, and one of the biggest challenges is that organizations recognizes diversity as the “social default”. Therefore, when it comes to organizations, is crucial that they learn how to manage diversity effectively to become attractive, to retain and to achieve the maximum productivity of their employees (Dovidio et

al., 2017). The way an organization can obtain or maximize diversity positive outcomes is through diversity management which Mor Barak (2014) refers to “the voluntary organizational actions that are designed to create greater inclusion of employees from various backgrounds into the formal and informal organizational structures through deliberate policies and programs” (p. 218).

The purpose of diversity management is “to ensure that everyone can succeed based on his or her individual characteristics” (Best, Soyode, Muller-Camen & Boff, 2015, p.45). In addition, it seeks to transform a majority-oriented culture to a heterogeneous-pluralistic culture by creating a fair organizational environment in which no one is disadvantaged neither privileged (Mor Barak, 2017). Diversity management can be promoted through the creation of a fair and safe environment where everyone has access to the same opportunities and challenges, by using management tools in a diverse workforce (Mazur, 2010) and putting all efforts together to create an inclusive climate that involves fair systems and diversity environment (Ortlieb & Sieben, 2014). Also, the promotion of inclusive leadership and inclusive practices, with the purpose of fostering the satisfaction of belongingness by respecting uniqueness needs (Ortlieb & Sieben, 2014). As well as, through joint actions that institutions can adopt representing both employers and workers. These actions are identified as social dialogue, which seeks for a sustainable and continuous adjustment through information exchange of the relevant stakeholders involved (Arenas et al., 2017).

Diversity management brings plenty of positive outcomes and since most workplaces are made up of diverse cultures, they should learn how to adapt and manage it in order to be successful (Mazur, 2010). The level of diversity management can be measured through employees’ perceptions of the degree to which their organization supports diversity management efforts and encourages a climate for inclusion (Mor Barak et al., 2016). When a diverse workforce arises problems, they are not caused by the employees’ composition, they are caused by the inability of the organizations to promote a real inclusion in all levels of the company (Mor Barak, 1999). Reason why, it is important to emphasise that an inclusive organization goes beyond about numerical presence of diverse workforce or diversity management practices, what really makes an inclusive workplace are all the efforts to create it through: an inclusive climate, inclusive leadership, and inclusive practices (Mor Barak, 2017). In short to foster a real integration, to become inclusive.

If a company becomes inclusive, it transforms into another group to which each employee belongs, making individuals feel included within an organization and perceive they have become part of the same group (Mor Barak et al., 2016). When real inclusion is adopted much

is gained for the organizations and for the employees, some of the positive outcomes it provides have been demonstrated as:

- The improvement of individual well-being;
- Better organizational commitment;
- Increase access to a more diversified client base;
- Greater creativity, innovation and problem solving;
- Improve Corporate Image;
- Higher Organizational performance;
- Reduce employee conflict;
- Increase commitment to an organization;
- Improve retention;
- Also it can improve the way they feel about their job;

-Acceptance and inclusion impact individuals' self-esteem. This outcome is especially important to achieve for this programme, since it is directed for people in social risk and therefore, they are susceptible to discrimination, which is a factor quite important to avoid.

Previous studies have shown, that discrimination leads to physical and health suffer, as well as, it has a negative impact in their behaviour and the decision-making (Arenas et al., 2017). Individuals' behaviour and motivation is impacted by the senses of inclusion- exclusion that he or she perceives, since they are linked with the psychological processes, such as, anxiety, depression, satisfaction and self-esteem (Mor Barak, 2011).

Research findings constantly demonstrated that much is gained when inclusion is fostered and to achieve a real inclusion is a win-win situation all companies should seek for. The adoption of inclusive practices, leadership and processes in a cyclical and sustainable manner play a critical role in the promotion of inclusive workplaces.

### **Inclusive Leadership**

Research suggests that leaders are key factor to promote an inclusive climate, the degree to which extent inclusion is achieved depends on the quality of the leadership that an organization has. One leaders' function is to be a role model for their followers, therefore, they have great impact on how employees perceived their work environment (Brimhall et al., 2017). If a leader treats everyone as an important member of the organization, as a consequence, the employees will tend to accept the others' individual's characteristics and valuing them (Nishii & Mayer, 2009). The degree in which an individual feels included in the organization depends to which

level he or her is accepted and valued by the leader and colleagues (Shore et al., 2011). In order to create an inclusive environment, the quality of leader-follower interactions is crucial (Brimhall et al., 2017).

## **Inclusive Practices**

The purpose to adopt inclusive practices is to educate everyone about diversity and its issues, including laws and regulations (Mazur, 2010). To illustrate this, ILO (International Labour Organization) and European Union Commission have published manuals through the years with examples from companies pointed out for their good practices (e.g. International Labour Organization, 2014; Fundación Diversidad, 2018). An example of companies recognized for having good inclusive practices is Accor.

Accor defines itself as a place that welcomes, integrates and respects individuals from diverse backgrounds and knows how to retain them. In 2011, the group created four pillars to guide its inclusion: diversity of origin; gender equality; the inclusion of people with disabilities; and diversity of age.

Concerning people with disabilities Accor's Diversity Charter states, that the group is committed to an active inclusion policy that retains legislations locally; and it has been released in 15 languages.

The commitment of the Group's efforts is at national and international levels. What is more, they constantly are raising awareness and promoting contact between hiring managers and people with disabilities through events and meetings. Some examples of these practices are, first, in 2013, the Group organized meetings between business managers and the Brazilian Rede Empresarial de Inclusão Social members, where the main goal was to discuss about the recruitment and inclusion needs for people with disabilities. As second example, in France, were delivered training and discussion groups about embracing a diverse recruiting and skills, the emphasis of increasing awareness and contact has as main purpose to avoid stereotypes and prejudices about working with disabled people.

As a French national level example, in 1992, the Group established to guarantee facilities for the inclusion of people with disabilities, as well as, the commitment to have an inclusive recruitment, constant training, communication and awareness of people with disabilities, including the recruitment area. Another great practice that they implemented is at the Novotel Saclay in Paris, where people with visual impairment are usually hired for the kitchen area, training is delivered constantly by a specialised training centre, during the training the purpose

is that staff experience the disability for themselves using special glasses that reproduce the effects of visual impairment, in this way the participants can understand what it feels like having the same circumstances that their disabled co-workers, the participants are able to share their experience and knowledge acquired with the rest of the co-workers creating an awareness in the rest of the team. The results of this training has significantly modified the culture, because people are more conscious and take into account visual impaired colleagues needs, reason why they have improved the facilities, e.g. different coloured chopping boards and adjusting neon lighting. This is an evidence of the importance of top management support, because changes and addressed people with disabilities would not been possible without their long-term support.

Another example of a company recognized by its inclusive practices is Kaubamaja.

Kaubamaja is the oldest department store in Estonia. In 2012. they joined the Diversity Charter and committed to equal treatment and opportunities, believing that diversity is a key to ensure their customer's satisfaction. The Group monitors the perceptions of their employees and measures their satisfaction levels through:

- a) Monitoring – they conduct a satisfaction survey with their employees, where they measure strengths and weaknesses on 3 different scales regarding: my job, my manager, my company.
- b) Recruitment-evaluating the speed of recruitment.

Kaubamaja, also, assesses employees' motivation and satisfaction levels, by measuring their communication, environment, teamwork and the quality of the management and leadership. The Group also examine the employees' reasons of leaving. Another practice they implemented, is their cooperation with the Estonian Unemployment Insurance Fund through offering internships and jobs to people in social disadvantage. Thanks to the Group's efforts, in 2012, they were ranked among the best 10 employers in Estonia.

To sum up, diversity becomes the interaction of the visible and invisible characteristics, and how organizations relate them both, relies on their organizational culture (Mor Barak, 2017). And how diversity is approached and managed, determines if diversity becomes a valuable asset or a disadvantage for a company (Dovidio, Abad-Merino & Tabernero, 2017). If diversity represents problems, is not due to the diverse workforce, but “in the unfortunate inability of corporate managers to fully comprehend its dynamics, divest themselves of their personal prejudicial attitudes, and creatively unleash the potential embedded in a multicultural workforce” (Mor Barak, 2017, p. 2). It is important that organizations identify whether diversity and inclusion represents a mind-set and practices, or simply an addition in organizational language (Roberson, 2006).

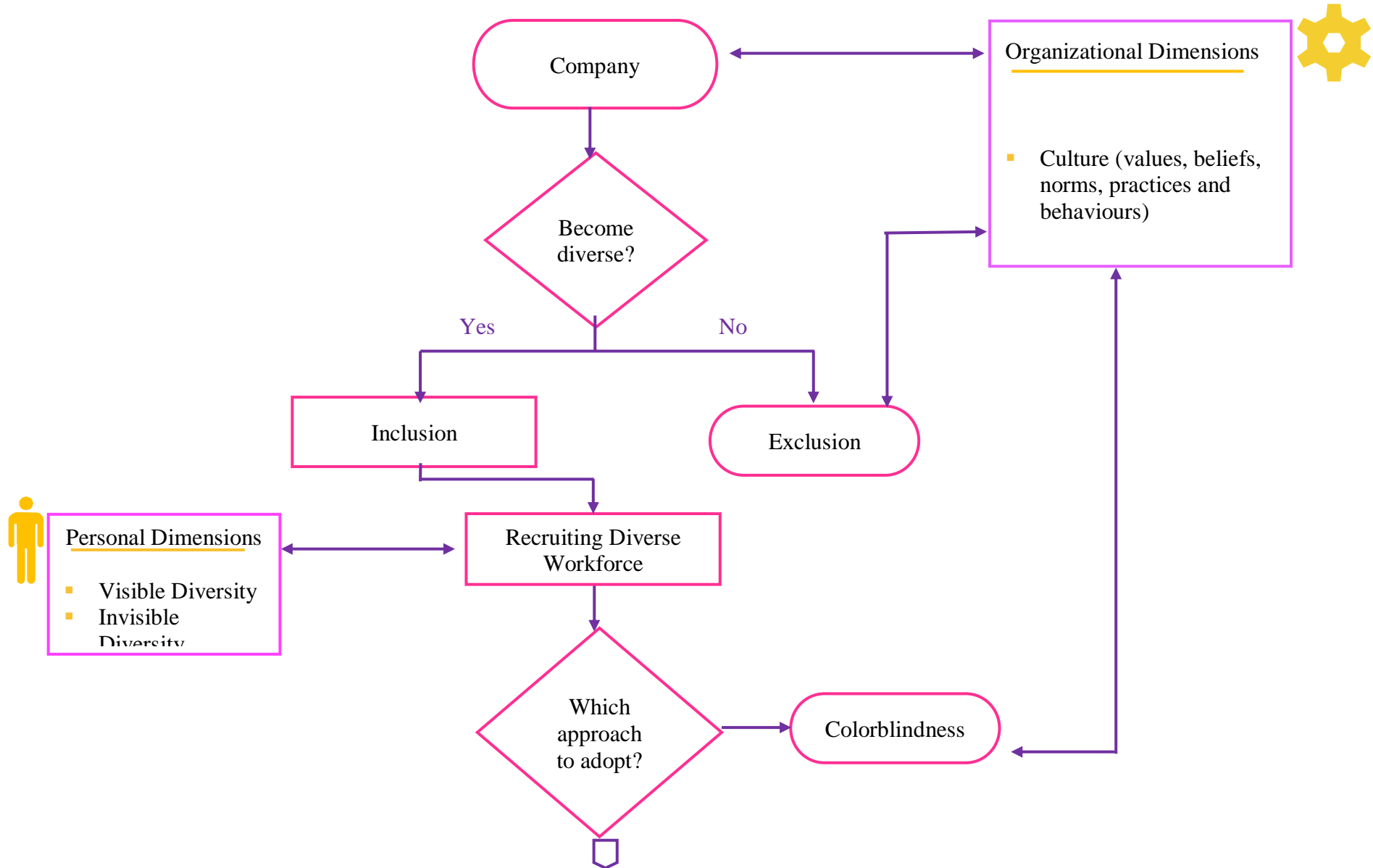
Moreover, promoting an equality of opportunity and treatment is not enough (Arenas et al.,

2017), lots of efforts are needed to achieve a real inclusion respecting and giving value to each person unique characteristics. Reason why the goals of this project aim to create a guideline that provides support to the Group in its long path to a real inclusion.

#### **IV. Conceptual Framework**

Figure 2 was created to represent a synthetization of the literature review above discussed. In addition, this figure worked as a guideline for the methodology, providing insights of what could be looked for during the data gathering. Also, it represents how to achieve an inclusive workplace which might help the company by giving them a wider view of what diversity and inclusion is (see figure 2).





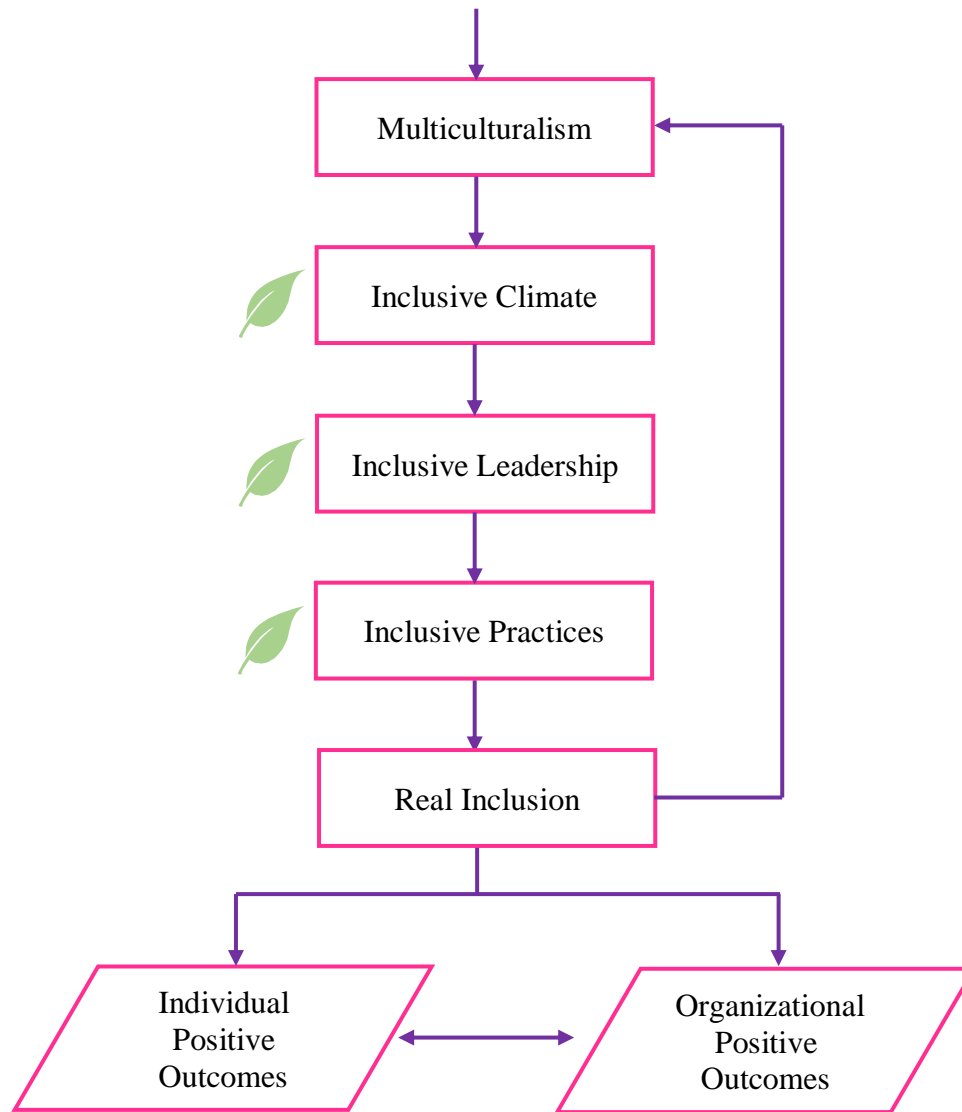


Figure 2 Conceptual Framework "A path to achieve an inclusive workplace"

## **V. Methodology**

### **Context and Aim**

The aim of the project is to give one contribution in the validation of the company's social inclusion programme. The initiative pretends to integrate people in social risk into society by offering them a job opportunity, with the intention to provide them equal opportunities. Since this is a valid programme created based in the current challenges with company's own knowledge, our goal is to identify and recognized why is such a good practice with the purpose to sustain its importance and why other companies should integrate programmes like this as a regular practice. Additionally, it is also intended to identify opportunities for the programme improvement. The proposal was accepted, starting the project on September 2017.

### **Organizational Setting**

The following study was conducted in a multinational Portuguese Group, which aims to open doors to people in social risk. The main purpose was to get to know the company beliefs and practices regarding an inclusive climate to analyse the level of involvement and participation that they have and provide. The study was performed in order to gain further comprehension to the effects that diversity, inclusion, perception of fairness, social support and training have on the important outcome of the creation of an inclusive practice.

### **Research Methodology**

The type of research selected was a qualitative study due to the facility that it provides. Also, to gain an understanding of underlying reasons, opinions, and motivations. As well as, the opportunity that offers in dive deeper into the phenomenon. The following methods were used: interviews, observation, non-formal conversations, company's reports and inclusive practices reports.

## Data Collection

Each of the methods used for this project are explained below to justify how they were applied.

*-Meetings-* Reunions with the Group were undertaken with the objective to clarify the purpose of the project and to understand the company's requirements that the outcomes of this project need to meet.

*- Observation -* During the development of the project I had meetings in the Group's Head Quarters. Also I was invited to some events (e.g. kick-off event for the rehabs, the graduation of people with autism). Additionally, there was some stores visits. Both, offered a deeper understanding of the interaction across group members.

*-Non-Formal Conversations -* Along the events I assisted, I had the opportunity to establish non formal conversations, first with the responsible of the associations that participate in the project (e.g. the person who is the link between the company and the rehabilitation association, the responsible and the psychologists of the autists training association, some people from the association who helps refugees), this allowed to comprehend the specific goals that they want to achieve within the programme, which happened to be their reinsertion and increase their trust towards society. Second, with top executives of the Group which brought a wide overview of the Groups' mind-set.

*-Company's Reports -* The access to the Group's code of conduct and the tutor's manual are essential documents to understand the company's perspective and beliefs about diversity and inclusion. These reports can represent the organizational behaviours towards these topics.

*-Inclusive Practices Reports-Manuals* where governmental organizations expose inclusive practices (e.g. ILO, European Commission) were used in order to have a comparison regarding the examples of recognized inclusive practices. With this comparison it can be analysed which has taken into account for the development and implementation of them.

*-Interviews-* A semi-structured design was selected for the interviews due to the flexibility that it brings while talking with the interviewees. With this design, the interview was used as a guideline for the topics that were intended to discuss, and at the same time, permitted to detect new ones. Also, it allowed to dive into details that were considered crucial for the research.

The three different semi-structured interviews were applied in the following levels:

- Program Coordinator: To know all the insights of the programme and practices, the history, the ambitions, the difficulties, the advantages and also to get to know the company's inclusion climate perception and level.

- Tutor: To understand the preparation for the role, the inclusion perception managed inside the stores and their opinion of the experience overall.
- Interns: Intended to have a wider overview by sharing their stories; their experience before join the programme, during the job experience and the impact it had to their lives.

The interviews' questions have been raised with the purpose to understand the participants' level of inclusion perceived, the preparation that tutors have regarding the topics of diversity and inclusion and the conceptualization and intentions regarding these topics of the project coordinator (find interviews templates in annex). They were applied individually, face to face and not during working hours since the pressure could affect in their answers (in case of the interns). Also, they were recorded in order to obtain their transcripts for further analysis. The process of apply the interviews took around two months, since different locations in Portugal were visited.

### ***Participants Selection***

The selection of the participants was based in different categories: group and tenure; their availability and the desire to participate, since the process was managed as voluntary. To better understand the categories of group and tenure a short explanation is given below.

**a)** Group- people were selected taking into consideration to interview people from the different groups and in the case of the tutors they should work with different groups among them. The sample is composed by the coordinator of programme, participants (6 refugees, 3 people in rehabilitation and 3 people with autism) and tutors (3); Also by having conversations with the persons in charge of the project in three different associations.

**b)** Tenure- to get more objective and critic opinion about the experience it was stablished that the participants of the study needed to be in the final stage of the programme or concluded it.

### ***Interviewees' Demographic Information***

Sixteen interviews were conducted, counting the one with the project coordinator. The characteristics of the participants in the program and tutors were the following.

*Refugees*-From the 6 interviewees in this group 2 were female and 4 males, with high school education concluded, people interviewed in this group are young adults between 18 and 40

years old, 5 from Guinea- Guise and 1 from Egypt and who living arrived to Portugal in average of 2 to 5 years ago.

*Rehabilitateds*-1 female and 2 males in recover process from drugs and alcohol in the age of 60-65 years old, with high school education.

*People with disabilities*- 1 female and 2 males with autism in the age of 20-25 years old.

*Tutors*- 1 female and 2 males in the age of 40-50 years old, 2 with bachelor and 1 with high school studies concluded, and with tenure between 12 and 25 years of tenure.

## VI. Analysis

Thematic analysis technique was applied for the study of: the levels of inclusion and general well-being among the employees representing minority groups, as well as, the company's support, and the tutors' perception and preparation. This technique provides flexibility allowing to find themes and concepts embedded in the interviews (Braun & Clarke, 2006). Besides, it offers a research tool which provides a rich and detailed relation of the data (Braun & Clarke, 2006; Brooks, McCluskey, Turley & King, 2014; King, 2004).

To present the results, it was decided to organize them into a theme template. The template analysis is a mixed but connected group of techniques for thematically arrange and analyse written data (King, 2004). The principle is to create a list of codes in order to represent the themes, which most often these are going to be defined before (a priori) the data collection (King, 2004). While the researcher reads and interprets the text, codes are going to be modified or added (a posteriori). The aim of the template, is to organize it in a manner to represent the connection between themes (King, 2004). For this project the template was structured in three main different categories:

- 1- Inclusion programme characteristics;
- 2- Positive factors of the programme;
- 3- Factors that might affect the programme

On one hand, the a priori themes, had impact in how interviews were designed, also guided the other methods to obtain the information wanted. For instance, while observing, consciously attention was paid to how the interaction across groups happened. Another example is, while having non-formal conversations, the issues addressed had the intention to get information regarding points of view of people that influences the organizational culture. On the other hand, a posteriori codes, which were discovered through the data analysis and helped to modified the previous ones, as well as, adding other topics. Table 1, was elaborated for better comprehend how and when the codes were identified (see table 1).

Table 1  
*Analysis Codes used for the Identification of results themes*  
 1- A priori codes  
 2- A posteriori codes

	1	2	Justification
<b>Inclusion programme characteristics</b>	✓		To analyse the project it was necessary to get to know its characteristics.
<b>The programme process</b>	✓		One of the main goals of the interview with the coordinator was to know how the project works.
<b>People hired</b>		✓	During the interviews it was known that the company might offer job contract to some interns.
<b>Group's code of conduct and Tutor's manual</b>	✓		In a meeting with the head of the department, she let us know about the code of conduct, where the behaviour and commitment expected from the workers towards the company is expressed.
<b>Tutor's Preparation for the Programme</b>	✓		Since the beginning, it was important to know how they get prepared for the role.
<b>Positive factors of the programme</b>	✓		One of the project's aims, was to highlight the benefits it brings.
<b>Inviting minorities socially unrepresented</b>	✓		The mere fact of opening doors to minorities could be translated to opportunities for them.
<b>Job opportunities for minority groups</b>		✓	During the interviews it was described that the interns have the opportunity to be hired.
<b>Colleagues support</b>	✓		The interview structure for the participants, intended to understand the relationship with their co-workers and tutors.
<b>Factors that might affect the programme</b>	✓		One of the main goals of the project was to identify the areas of opportunity of improvement.
<b>Job design</b>		✓	From the interviews and observation, it was perceived that not all the participants are able to do the same job that the company decides.
<b>Specialized training</b>		✓	It wasn't expected that they do not have a specific training for the programme.
<b>Tutors' role</b>		✓	During the interviews it was detected that the tutors just follow a plan and they do not have any decision regarding the tasks design.
<b>Stereotypes and Prejudices</b>	✓		The interviews had some questions in order to detect the level of integration and support.
<b>Trust</b>		✓	While conducting the interviews, it was perceived a low degree of trust towards the programme's participants.
<b>Inclusion through all the organization</b>		✓	It was just during the interviews that was noticed that the interns are limited to just two areas.



After the illustration of when the themes were identified, the organization designed for the topics is going to be presented in figure 3. In order to design the following template, it was necessary to create links between the information obtained through the different methods.

For instance, meetings help to give direction of what the company wanted to be analysed. Besides, observation and non-formal conversations offer an overall perception of the organizational culture and position about diversity and inclusion. What's more, the company's reports are presented for provide an understanding of their concepts, ideas and values towards diversity. While the inclusive practices reports provided awareness of which and how characteristics should be taken into account for the development of an inclusive practice. Last but not least, interviews provide fruitful information from the stakeholders involved.

All the mentioned methods, helped in the connections between themes (e.g. the programme states that participants are included, yet the interns feel segregated into a specific department and job position). As noted earlier, the thematic analysis provides the freedom to link themes in order to go further into an issue.

In the first point, "Inclusion programme characteristics", the written documents that the company has regarding inclusion and the programme are presented with the intention to justify their point of view and how they address this topic, as well as, their commitment towards employees.

Secondly, the positive factors detected through the interviews are shared, highlighting the benefits that this programme brings to the company and the participants.

Thirdly, the areas of opportunity for improvement are illustrated by sharing the senses and perspectives that people involved have about. This part is crucial if improvements of the programme are intended.

Next, the template of the analysis is presented (see figure 3).

## **1- Inclusion Programme Characteristics**

### 1.1- The Programme Process

#### 1.1.1- People Hired

### 1.2-Group's Code of Conduct

#### 1.2.1- Staff

#### 1.2.2- Career Progression and Non-Discrimination

#### 1.2.3- Safety, Health and Well-being

#### 1.2.4- Freedom of Association

#### 1.2.5- Privacy

### 1.3-Tutor's Preparation for the Programme

#### 1.3.1- Training

#### 1.3.2- Manual

##### 1.3.2.1- Introduction

##### 1.3.2.2- Instructions

## **2- Positive factors of the programme**

### 2.1- Inviting minorities socially unrepresented

### 2.2- Job opportunities for minority groups

### 2.3- Colleagues support

## **3- Factors that might affect the programme**

### 3.1- Job Design

### 3.2- Specialized Training

### 3.3- Tutors' role

### 3.4- Stereotypes and Prejudices

#### 3.4.1- Trust

#### 3.4.2- Inclusion through all the organization

Figure 3 Template of the Social Inclusion Programme Analysis

## VII. Results

### 1. Inclusion Programme Characteristics

The general programme characteristics have been obtained from the programme's coordinator, each phase and the principal actors are going to be presented throughout this section. In addition, the Group's written documents created regarding diversity and inclusion are going to be presented in order to understand the company's perceptions, ideologies and managerial style about these topics, to sum up, the core values under which the programme exists. The official documents they have are: Group's Code of Conduct and the Tutors' Manual.

#### 1.1- The Programme Process

This programme works as an open call to associations in Portugal. So far the associations that had participated in the programme have as part of their plan or process an attempt to reintegrate their participants to the society through a job opportunity (e.g. the association that treat rehabilitated people, has as last stage of its rehabilitation process, the reinsertion to society and reality through a job).

The Inclusion Programme process has the following phases.

- a) Open call of opportunities- the associations are free to contact the company and present their plan.
- b) Company analyses the proposal and if they approve they start the recruitment process.
- c) Recruitment process for candidates- the people selected as a candidate are presented to the group for the associations they are part of, therefore, the criteria for being a viable candidate depends on each associations perspectives. The group just act as the last interview in the recruitment process, and the criteria that the participant needs to meet, is to be framed in either of the three minority groups they have been working with.
- d) Tasks designation- the participants selected are for determinate period of time in a determinate store area (the internship is being executed in two store areas: reposition and fruit). Each association works in different manner and for different time (e.g. refugees work for 3 months only 3 days per week since they need to compile with a Portuguese course. On the other hand, autism project lasted 10 months, the

programmes are designed by each association independently, based on what they need to transform or train from the participants)

- e) Kick-off event -The internship starts with this event that is when the interns meet their tutor and an introduction of the company is given, they received their uniforms and accessories, this time works as an opportunity of interaction with their tutor.
- f) Performance appraisal- The participants are monitored by a tutor (who usually is the store manager), he/she sends periodic reports about their performance. At the end of the internship and depending on their evaluation and vacancies, the company may offer a job contract.
- g) Diploma- when the internship ends the group provides a diploma for their participation, which brings their cv a high impact because of their mere participation with such a renown multinational company, giving them the possibility to make easier their future job searches.
- h) Work Contract- the first contract is for 6 months and that will be renovated each semester during the first 3 years. After three years of consecutive contract renewal they are candidates to get a permanent job contract (decision based in Portuguese Law). Currently the programme is working mainly with 3 groups: refugees, rehabilitated and people with disabilities. Nevertheless, company's intentions are not limiting the opportunities to certain groups, reason why any association who would like to join the programme is welcome to apply for the opportunity. The Corporate Employee Relations Department is seeking for expanding this programme through all locations.

### **1.1.1- People Hired**

Next, it is presented table 2 with the yearly total of participants of the internship, as well as, the yearly total of each group, and the total hired (the ones who received a job contract) after its conclusion. The data is from 2015 to August 2018 (see table 2). It is important to note some aspects:

- The Company joint into a single label refugees and migrants.
- People under the label "Social Risk" are people who are or were in rehabilitation for substance abuse (either alcohol or/ and drugs).

Table 2  
*Total of participants that received a job contract after the internship conclusion*

	<b>2015 / 2016</b>	<b>2017</b>	<b>2018 (January to August)</b>
Refugees and Migrants	38	16	30
People in Social Risk	22	19	22
Disabilities	23	21	32
<b>Total Interns</b>	<b>83</b>	<b>56</b>	<b>84</b>
<b>Total Hired</b>	<b>25</b>	<b>14</b>	<b>52</b>

## **1.2-Group's Code of Conduct**

The Group has created a Code of Conduct where they express their commitments towards their employees, as well as, the aspects they are expecting in exchange. For this project it is relevant to expose the Code of Conduct's five main topics in terms of diversity and inclusion in order to perceive the company's ideologies and essential values. The five topics are: Staff; Career Progression and Discrimination- Free; Safety, Health and Well-being; Freedom of Association; and Privacy, all illustrated below (drawn from the company code of conduct).

### **1.2.1- Staff**

The Group is committed to provide its employees' pleasant working conditions; Moreover, fair and adequate remuneration, in order to foster job motivation and a sense of personal achievement and career satisfaction. It is expected that staff comply with the principles and standards set in the Code of Conduct, demonstrating a high level of moral integrity, loyalty and ethical behaviour in every aspect of their work.

### **1.2.2- Career Progression and Discrimination- Free**

The company is committed to guarantee employees a fair salary and opportunities for personal development and career progression based on merit, qualification and equal opportunities, regardless of their parentage, gender, sexual orientation, religion, age, marital status, family circumstances, nationality, ethnic origin, handicaps, political or ideological convictions and union membership.

The company promotes continuous training for their staff with the intention to foster their personal development and career progression, standardising training programmes, especially in the distribution sector.

### **1.2.3- Safety, Health and Well-being**

The Group ensures an atmosphere and working conditions that are safe and healthy. All forms of harassment, bullying and mobbing are strictly forbidden. Furthermore, the Group makes every effort to disseminate principles, values and standards that are essential for maintain and consolidate a culture of risk prevention in the workplace.

### **1.2.4- Freedom of Association**

The Group recognises its employees' various forms of freedom of association, particularly those of a professional, recreational or socio-cultural nature, as an expression of the principles of responsibility, solidarity, shared goals and interests, community spirit and mutual assistance inherent to human nature and which encourage the development, modernisation, identity and cultural affirmation of their reality.

### **1.2.5- Privacy**

The company guarantees every employee the right to privacy and confidentiality in respect of their private lives and information of a personal and non- professional nature, including their personal and clinical data.

## **1.3-Tutor's Preparation for the Programme**

The person who became a tutor in stores most of the times is the manager and in case of the cash-and-carry stores, the tutor is the responsible of the area. Their role is to deliver training and provide support to the interns along the experience, include them in the team, as well as, become their performance monitor. When a store receives more than one participant, the supervisor of an area is allocated to supervise the interns' work, becoming a "sub-tutor", in order to support the tutor since they cannot supervise everyone at the same time.

The tutor plays an essential role in the programme, being the responsible for the training of the new comers, provides support and guidance during the whole internship, as well as, regulates interactions among the co-workers. Furthermore, is who monitors, supervises and evaluates their performance. Tutor's opinion has an important impact in the final decision of offering a contract to an intern.

### **1.3.1- Training**

To become a tutor, the company does not provide a specialized training, the company rely on its employees' experience and capacities. The training they count with is the one given when they joined the company that is a management training.

However, they receive a manual where they can find instructions and petitions the company has, as well as, general guidelines. The Group relies in the initial training the employees received, when they joined the company and the expertise they have gained, this theme is more developed and illustrated in the section "specialized training" where it is explained the importance to have training for diversity and inclusion.

The Group organizes a kick-off event in which delegates of the Corporate Employee Relations Department, representatives of the association, tutors and interns get to know each other. In addition, the tutors and interns are introduced. The participants are free to share what they want about their stories; is also where they received a general introduction about the company, as well as, their uniforms and initial instructions. Tutors have said that this event is a great opportunity to know and be aware of which issue their new intern has.

### **1.3.2- Manual**

The tutor's manual contains two main sections: Introduction and Instructions. This handbook works as a guideline for the tutors where main information is given about why inclusion is important and the steps they should follow with the interns.

#### **1.3.2.1- Introduction**

In this section the Group intends to create awareness about inclusion, sharing their motivation to create the inclusion programme and inviting tutors to participate in this initiative.

“The themes of Diversity and Social Inclusion, for their importance, have been emphasized in the strategies of social responsibility and sustainability of Companies, assuming an increasingly differentiating role. Aware of the importance of the social inclusion of people who, due to different limitations, have greater difficulties in their professional integration, the Group has been implementing projects aimed to the reception of the most vulnerable groups of the population regarding access to the labour market. This is the case of people with disabilities, migrants, young people at risk, among other target audiences. This work is done through partnerships and collaborative relationships with diverse partners that result in the design and implementation of diversity and social inclusion projects. Transversal objectives for all these projects are providing an opportunity in a real and practical context of work, also called "Internship", training and motivation of target audiences in their professional development, through the acquisition of technical, social and relational skills necessary for a job placement. Some of these projects may have the ultimate aim of hiring of the trainee.

In the course of these training courses, the trainees will have made contact with the real world of work, experienced an active professional life and acquired the technical and relational knowledge necessary for their integration into the labour market. In order to acquire these competences, we would like to highlight and recognize the role of tutors who, assigned to each project, individually forming and contributing to the success of their training, the excellence of their technical and relational skills and their commitment to the Organization.”

“If you are receiving this Manual, it is because you are one of the tutors of the programme who have been collaborating in the projects of diversity and social inclusion or are about to start collaboration of this nature. We would therefore like to thank you for your commitment, motivation and responsibility with which you have embraced this challenge, as well as your effort to reconcile the tasks inherent in this role with those arising from your duties as an Employee.

We know that you will place all personal and professional commitment on this mission, that it can make a difference in the life of another person.

We want you to know that, together with the other tutors dispersed by the different Group Companies, you contribute daily to the promotion of the values that govern us and, in particular, to encourage a culture of social inclusion and acceptance.”



With the introduction, the group provides a general view of how the inclusion programme works and also the reason why they are adopting this practice. In addition, they encourage and motivate their employees to a new responsibility by explaining why is the right thing to do.

### **1.3.2.2- Instructions**

In this part, instructions are given for the tutors, also the behaviours expected from them towards the interns, and the behaviours expected from the interns in relation to the company are expressed. The rules to comply with are in the nature of: Tutor, Tutorial settings; Duties; Comply with the training plan; Evaluation; Duration and hours of training; Absences; Accidents during training; Nature; Privacy; and Teams. The points more relevant for this project are the ones regarding with the training plan, nature and privacy.

In Training Plan section, the company asks the tutor to comply with the training plan and the only adjustments that might be done are regarding if any trainee presents some learning difficulties, promoting patience and continuous support. Additionally, Nature section asks tutor to ensure that the trainee is not exposed to complex and demanding tasks. While in Privacy is stated that the partner which he / she comes from, needs to maintain confidentiality with regard to any information transmitted during the training in relation to the Company, as well as, about the terms of the agreement established. There is an obligation, that includes not disclosing such information to third parties. And that the Tutor should limit the transmission of information to what is strictly necessary to ensure the objectives set out in the Training Plan.

## **2. Positive factors of the programme**

During the development of this project and with the analysis of the interviews' transcripts, some positive factors were identified. These aspects give value to the programme, being the reasons why this practice should keep opening doors to minority groups, this opportunity has been providing good experiences not only to the interns, but also to the current employees (e.g. co-workers, managerial positions and the team in charge of making this possible). Next, each of those positive outcomes will be explained and illustrated.

## 2.1- Inviting minorities socially unrepresented

The company's inclusion programme is permitting the Group to become more diverse. The targeted groups supported are minority social unrepresented that face difficulties when getting a job. During the interviews, positive perceptions within the participants were identified. In the coming section the perception that the programme brings to participants is shared.

...the programme that the company has is very good because they try to help people in rehabilitation. With the problems we had and to trust in us I think is a confidence vote.  
– Rehabilitated- participant 1-

Diversity workforce is not a trend or temporal phenomenon, is the manifestation of a changing world (Mazur, 2010), and it has become today's reality which is not irrevocable (Mor Barak, 2017). To hire a diverse workforce not only has moral implications of "the right thing to do", is also a sustainable strategy for companies to adapt and be competitive, becoming also the smart thing to do (Mor Barak, 2008). In the next paragraph an individual shares her opinion about the experience after two years of being in a rehabilitation centre.

I was thinking that I was going to find none option, I'm 60 years, so it was a very good opportunity, I started to trust more, not just in me, because I accepted that I am capable of. I started to see the system with a lot of mistrust, I was very mistrustful, still sometimes but with this experience I gain a little bit more trust. –Rehabilitated, participant 2-

This participant represents two minority groups: elder and rehabilitated individual, reintegrating in society with a lack of trust in the system. The company hasn't perceived these characteristics, for the Group they just take into account that this person comes from a rehabilitation centre. For this participant, the experience of the internship, her trust has increased. When new comers arrive, in this scenario, to a new workplace, the current employees not only can provide valuable substantial benefits (e.g. support) but also they provide psychological value (e.g., by increasing a sense of security and feelings of esteem) (Dovidio, Abad-Merino & Tabernero, 2017). This programme has provided confidence and trust within the participants with the invitation to collaborate into the job market, for some for the very first time and for others after so long of no working activity.

Well I have a drugs problem for over 30 years ago, I always worked but since 2003 I stopped working due to my condition... I arrived to the rehabilitation centre 2 years ago and I'm in the finale stage of the programme, that is reinsertion to the real world. – Rehabilitated, participant 3-

There are so many larger groups that presents difficulties to get a job. For example, the group that consists in people that doesn't have a high level of education either because they didn't finish school, or quitted it early; and another group is formed by those individuals that have not been employed for a long time (Arenas et al., 2017), making difficult for them to be employed.

I've never worked before because back home I was full time student until I had the accident and I needed to come here. –Refugee, participant 5-

Refugees are obliged to quit their country, abandoning their lives to arrive to a new reality. The integration and employment are fundamental rights refugees and asylum seekers in Europe are in need of (Zijlstra, van Ruitenbeek, Mulders & van Lierop, 2017). When an institution creates a diverse environment and promotes inclusion a win-win situation is obtained.

The benefit for them is that they are social included through a job opportunity. The benefit for us is that we can learn with them. –Tutor, participant 1-

Diverse workforce is a tool that should be used to create awareness within an organization towards diversity and its issues. Laws and regulations that support the inclusion of diversity are also needed to adapt successfully to this changing world (Mazur, 2010).

...we should embrace this kind of programmes and experiences, and to understand that this is also a huge experience for all of us as human beings... and provide others a new opportunity in the job market. – Tutor, participant 1-

Diverse workforce is vital (Jones et al., 2014). If a company creates a strong culture for diversity where a real inclusion is a core value, respecting everyone uniqueness, this will bring a wide array of ideas, talents, skills, perspectives, and experiences (Jones et al., 2014) where everyone will be benefited. As a consequence, organizations will become resilient, stronger and

more competitive (Arenas et al., 2017). Diversity is and must be recognized as a bottom line force. (Jones et al., 2014).

## **2.2- Job opportunities for minority groups**

The creation of this practice is based in the aim of the Groups' intention to help community. Through this programme minority groups in Portugal can have access to a job opportunity. Since 2015, this initiative has offered internships that provides economically support and experience. Besides, it is a way to improve interns' curricular experience, that might make easier their job searching in the near future.

I think is really good to provide job opportunities to these people who are lack of them, and I think is good because they are people who deserve them... that if it wouldn't be for this programme they wouldn't get any job due to the society, thanks to this kind of programme we can get good people, with a big will to work. –Tutor, participant 1-

...finding a job here is difficult... This formation I think is really good; with this formation I think is a way of helping us economically, because the money the non-governmental association provides me is not enough, is not enough for me to survive a month... I'd like a lot if at the end of the internship the Group helps me by offering me a job, and that will help me a lot... to be independent, because depending of an association is complicated. –Refugee, participant 1-

This programme gives me the opportunity to learn this kind of job and get a diploma that will help me to find job in any other place. –Refugee, participant 2-

As already mentioned before, the programme has collaborated with a minority group with a very susceptible situation, refugees, being with others social unrepresented groups (e.g. aging workforce, rehabilitated) targets of exclusion (Silver, 2015). The access and the integration of this minority into the labour market, only represents one example of the current challenges minorities faced while being employed (Arenas et al., 2017).

...everyone should hold or adopt this kind of projects because they are good, and is the only way we can get a job. –Refugee, participant 2-

...to work is a way to be independent. I want to work to be independent and to organize my life, to do the things I'm supposed to do and is the reason why I need to find a job.  
–Refugee, participant 4-

Having a job shapes the opportunities people have in life and provides sufficient income to maintain acceptable living standards. In addition, having a job affects the level of social inclusion and well-being an individual perceives (Arenas et al., 2017). This kind of programme has been created for the accommodation of these new comers into Europe, being so far, one of the few ways Europe has decided to incorporate them into the job market.

We are refugees, it is even harder to get a job, and since I arrived to Portugal for health issues, I cannot stay without a job. I want to be able to sustain myself and my sons and my family who are in Africa because they depend on me. Back home I was a good worker, I used to work and live with my family, I had an organized life and suddenly I needed to quit my country for a medical issue, I arrived here to another reality... – Refugee, participant 6-

Refugees quit their lives and their families in their countries of origin, arriving to a new reality. They faced the necessity to learn a new language and to start their lives over again after experiencing situations that leaves them a psychological trauma.

...if I can I'd like to save enough money to bring my family to Portugal and live together again... I'm so grateful, this experience helps us to gain job experience, job rhythm and also it provides us the opportunity to reintegrate to society, I'm very thankful. –Refugee, participant 6-

Offering employment to refugees promotes their personal fulfilment and allows them to have economic and social participation (Arenas et al., 2017). Moreover, another targeted group within society is aging people. There are studies that contribute with the integration of elder individuals into the workforce. In this edition of the programme aging people in rehabilitation were invited. When they were interviewed, their answers pointed out the desire of being re integrated to society, because they link the fact of having a job with having dignity.

It was good and is good they help elder people, because we are people with more difficulties to get a job, we have other responsibility appreciation and also we have necessities... necessity of work and we deserve dignity. –Rehabilitated, participant 2-

To recognize the rights of aging population (for those that to be into the job market is a personal aspiration), is also a current challenge that needs to be tackled and therefore a group that should be integrated. Research has demonstrated that many factors are affected by the individuals' employment situation that they are experiencing, such as, social networks, levels of civic engagement, trust in other people and on institutions (Arenas et al., 2017).

It changed my life because I'm in rehabilitation, I was in stand by for 2 years so this opportunity had a positive impact in my life, it was healthy.

– Rehabilitated, participant 1-

For drug users, the major barrier to return to the job market are stereotypes, generally they are seen as dishonest, unreliable, manipulative, deviant, self-neglect at the moment they prioritize drugs above everything else (Cebulla, Smith & Sutton, 2004). These stereotypes affect their interactions within society, reason why they prefer to maintain their dependence private. Employment from substance abuse users represents “normality”, provides them new objectives, increases their self-esteem and self-respects, it gives them identity, offering a sense of “get on with life” (Cebulla et al., 2004, p. 1050).

This programme showed me that I am a responsible person... we think we are not capable of doing things because we are used to do things just under the effects of drugs and the truth is that is not true, we can do things without them, this is the most positive thing. –Rehabilitated, participant 3-

Previous studies have reported that the drug users are more optimistic about re incorporate in the job market. Additionally, for rehabilitated people to get and maintain a job represents their reliability and ability (Cebulla et al., 2004).

This was an affirmation to myself, it was a very huge affirmation because I realized that I can be responsible, that I can be punctual, that I know how to do things, it wasn't a huge effort, just the 1st week was difficult because I feel tired, the rhythm was

different...so the first weekend I was quite tired, but within time I was getting used to and everything started to flow. –Rehabilitated, participant 2-

Besides, the fact of having an employment improves their development of routines, creating once again a link between social activities inside and outside the workplace “from which they had previously disengaged or felt excluded” (Cebulla et al., 2004, p. 6).

First I was afraid of this internship, because I was for 2 years in standby, receiving therapy and all the treatment, I needed to know until which point this treatment helped me, so this internship showed me that the treatment indeed helped me to improve, that at the end I found myself being more responsible, soberer, more me. –Rehabilitated, participant 2-

For alcohol users, psychological change is a long-term process part of their recovery and that an employment can support this path, by improving their self-esteem and providing routines that will help in their time and life structuration; this positive factors minimize the risk and supports their decision to give up substance use helping them to build new perspectives (Cebulla et al., 2004).

...if I not get a job I will depend on my family again and I would not like that again because at the end I would not like to be a weigh or cross for my family. I don't want to be a problem for them, I want to become a solution... I want to be a solution for them for a lot of things. –Rehabilitated, participant 2-

...it was a chance to demonstrate me that I'm capable of do things, that I'm a capable person, I'm happy with the results obtained. –Rehabilitated, participant 3-

To have a job shape perspectives and opportunities. To offer the access to the job market has a positive impact in the self-esteem, confirming that they are capable of. In the case of participants with autism, overall, they had a great experience in the ten months of their internship, becoming their job a way to socialize and feel useful.

...I love to come to my job, I want to stay, I made a lot of friends.  
–Autist, participant 2-

When people feel included they get individual satisfactory work outcomes, but also this perception leads to the improvement of teams and organizations performance (Jansen, Vos, Otten, Podsiadlowski & van der Zee, 2015). Being included acts like an action-reaction process, the bigger the feeling of being included is, bigger is the motivation to contribute within the organization (Jansen et al., 2015).

### **2.3- Colleagues support**

The employees who become co-workers from the participants of the programme doesn't have the knowledge of the situation that they are living. The only detail is provided is that a new person that is part of an organization is going to start an internship. The company believes that the disclosure of this information will be a representation of expose the participants and that they have the right to decide if they want to share that information with their colleagues or not.

The data analysis showed that most of the participants felt supported by their colleagues and tutors. Previous research has demonstrated that colleagues and/or bosses give individuals from minority groups a feeling of being included when they offer active support, an encouragement to learn new things and the effort to connect with them (Major, Terraschke, Major & Setijadi, 2014).

I had someone who was closer to me, showing me how and what did I need to do. –  
Rehabilitated, participant 1-

Each intern was assigned a tutor. The Group promotes a team work culture which is fundamental for make others feel welcome and supported. In the case of substance abuse users, support is fundamental and having an employment is perceived as a distraction from the physical and emotional symptoms they are dealing with (Cebulla et al., 2004).

...I felt cherished from my colleagues, I felt that they take care of me and worried about me, for example, if I needed to carry heavy things, always was someone who offered to help me, they told me – no, you are not carrying that, I will do it- and these actions cherished and make my internship easier. –Rehabilitated, participant 2-



Furthermore, several studies have revealed, that having the opportunity to work and being in contact with colleagues represents somehow to have the users “checked”, when otherwise they would be isolated and substance use unchecked (Cebulla et al., 2004). Social support consists in the informational and emotional support received from family members and friends within the personal level; and from supervisors and co-workers in the workplace level (Mor Barak & Levin, 2002). Social support is associated with higher levels of job satisfaction and is a crucial factor of increasing fulfilment (Mor Barak & Levin, 2002).

...if I needed help, people always offered. –Rehabilitated, participant 3-

On the other hand, if the workplace presents stress conditions and a lack of social support the well-being is affected. Well-being is considered the state of overall good mental health and positive feelings an individual possess (Mor Barak & Levin, 2002). Well-being represents an essential factor that every person should seek for and companies must offer to their employees (Mor Barak & Levin, 2002).

...my colleagues have a good attitude towards me. –Refugee, participant 3-

Research has shown that when colleagues support exist, the processes of integration and socialization within an organization are more effective (Zijlstra et al., 2017). In addition, the feeling of being supported creates a sense of belonging. Giving people a belongingness sense makes them feel accepted by society and by the system (Mor Barak, 1999), for members of minority groups the appreciation of being accepted is quite important for their well-being and their self-esteem.

The quality of support that colleagues and tutors offer to participants have in all the stages of their internship (welcome, daily basis and outcomes), impact positively the job satisfaction and outcomes of the programme.

### **3. Factors that might affect the programme**

In the same manner, through the analysis of the data, was possible to identified negative factors that don't make the programme progress, which are categorized as opportunity areas that the company can improve to create a more inclusive practice.

### 3.1- Job Design

In order that organizations can be competitive, they need to have competitive and appropriate candidates, generally being appropriate means to meet workload and work intensity that a job demands (Zijlstra et al., 2017). For this reason, if people want to get a job, they need to be healthy and suitable for the job offer. However, not everyone can collect those criteria, not everyone meets that degree of being “appropriate” (Zijlstra et al., 2017). This is the case for the participants of this project, where most of the participant present a mental or physical health condition.

I’m 62 years old and I would like to get a good job for me, a little bit calmer because this internship was too rough and active for my age because I was doing stock reposition. –Rehabilitated, participant 1-

Nowadays population have more health issues, both mental and physical (Zijlstra et al., 2017). More and more people are presenting chronic health issues, which are not particularly just in elder people but also in young individuals. Yet those healthy conditions don’t represent an obstacle for people to work, what’s more, most of them would like to work, instead of being dependent of social support; and they have the capacity to do so, of course it also depends in the type of situation and the type of work (Zijlstra et al., 2017).

I came to Portugal for health treatment, I haven’t finished my treatment, I’m getting better little by little and I like to be here... I will get a diploma that will help me to work in another place... sometimes days are difficult because all the time you are doing physical effort, active and working, all day long is just work, is very difficult. –Refugee, participant 3-

For individuals that present a health issue is more difficult to fully participate in work demands that they cannot achieve, “because work is exceeding their capacity to work, this calls for new solutions” (Zijlstra et al., 2017, p. 125).

...when I needed to go out to store and work there, it was difficult, I don’t have good visibility, therefore if someone asked who wanted to do those kind of jobs, I didn’t

offer myself because it is very difficult due to my visibility, with fruit is different, and jobs with machines and stuff like that, not at all. –Rehabilitated-

As previously defined, our diversity is also marked by the capacities or abilities that we possess. Therefore, if a real inclusion is sought, companies have the obligation to create solutions that integrate all kind of people. It is essential that people with different variety of abilities are able to participate within society and be employed (Zijlstra et al., 2017).

I have hypertension, I had suffered of it always, the most negative thing I'd say the work rhythm. –Rehabilitated, participant 3-

Human resources should design job descriptions in a manner that individuals can achieve their maximum potential. Ideal work environment is the one which includes and integrates each member characteristics, and that includes capacities, this will lead to recognize diversity and include it (Mor Barak & Levin, 2002).

They should ask participants what would they like to do, in which area they would like to work and also take into account our condition (age or in this case that we cannot have anxious triggers). –Rehabilitated, participant 1-

Job design should take into account diversity in terms of individuals' abilities, in this way organizations can create a job for those members with limited capacities (cognitive, social or emotional) (Zijlstra et al.,2017).

...is difficult for me the interaction with the client, when I need to help him/her, for me is difficult to Interact with them, I feel embarrassed... –Refugee, participant 5-

The core nature of work demands is cognitive, that means that both, social and emotional abilities are needed, which makes quite challenging the meeting of this demands for people with limited abilities. Organizations must include the diverse abilities, and this can be made by the creation of new job descriptions (Zijlstra et al., 2017).

The most challenging thing is my health but that doesn't mean I cannot work because I'm not in bed. At the beginning I have some difficulties in the store because I never

had this kind of job and it took me time to learn and to start to do things automatically.

–Refugee, participant 3-

Besides of the abilities limitations, there also exist the health restrictions or suggestions. This is the case for some of the participants whom present limitations according to health conditions or rehabilitation processes. In this scenario, a rehabilitated intern was offered a contract with the Group, however, the offer was for a night shift, in the rehabilitation centre they suggest to not go out during nights and even less have late activities, with the intention to not be exposed to an environment that makes easier the walk out of the rehabilitation process.

...they already called me to start working during night, but we have the high recommendation to not work at nights due to our problem.

–Rehabilitated, participant 3-

Type tasks is not the only criteria to take into account when designing inclusive tasks, but also the conditions under they are going to be executed (Zijlstra et al.,2017). One of the most serious complaints at the workplace is the work intensity and work pressure, research proves that this can be endorsed to the management style adopted. Therefore, if work pressure has been identified as a serious issue for regular employees, it acts as a trigger to more vulnerable employees (Zijlstra et al., 2017).

Task differentiation consists in design simple duties of different complexity levels that meet the different capacities of people (Zijlstra et al., 2017), this inclusive practice intention is that each individual, independently of her or his abilities, is going to be able to meet work demands, since the job is designed for maximize his/her performance.

### **3.2- Specialized Training**

In the course of the conversations and the analysis of the interviews with the tutors and managerial positions, it was explained that tutors don't receive a specialized training, neither about diversity or inclusion or to create an awareness about a specific group.

To be a tutor of social inclusion the Group didn't provide me a specialized training, I've been tutor thanks to my experience as manager...They gave us some tips of how to work with those kinds of people but there was not a formation or a training to how to work

with them, I think this is a responsibility of the tutor because we are capable to do this function... I really think this is gained with the experience that the manager has.

–Tutor, participant 1-

Tutors based their managerial style and decision-making in expertise and common sense, and in the general manual with instructions they received for this role. In addition, they link the idea to have a specific training with their capabilities since for them is a matter of common sense.

To be a tutor is not necessary a specific training is enough with the training I received to become a store manager, being able to be a tutor is part of the formation I received when I joined the group and also the experience I have gained during these years has allowed me to be able to deliver training. –Tutor, participant 1-

When the group told me that I was selected that I was going to be a tutor, I was afraid, I didn't want to, I didn't know what to expect or how to treat the intern, but when I saw that the interns were "children", you know, because they are too young, my mother sense helped me a lot to deal with them. –Tutor, participant 3-

Employers' usually don't invest in training and specific accommodation for minority groups because these practices are related with investments the company doesn't want to make (Vornholt, et al., 2018). However, employers and co-workers are not educated or well informed about diversity and inclusion and the implications they have, neither in how to deal, support and/ or accommodate (if needed) (Vornholt et al., 2018). Tutors rely just in expertise and common sense, that sometimes this may lead to react correctly, but some other times not. The Group is receiving very susceptible groups that precise specific attention and support, an example is illustrated with the following participant's experience:

I was working in the fruit area, I was responsible of chopped fruit, in the place I was working, at the beginning I was feeling quite lonely because I was totally alone, my colleagues worked outside and they just came in sporadically, and I started to feel very lonely...my tutor perceived that something was going on, one day when I arrived she left her mobile in the room where I was working and played music; and later on it became a systematic reaction, every day she played music for me in her mobile and I felt so much better with that.. to only chopped fruit all day long and without music is

difficult, if they have music people are able to work in another dynamic, everything is different with music. –Rehabilitated, participant 2-

People in rehabilitation need a gradual and stress free or low-stress placements (Cebulla et al., 2004), the present of those are consider triggers that need to be controlled. The exposure to triggers can lead to a possible relapse. Managers and supervisors are the ones that hold the principal role of teaching themselves and others the value and respect towards multicultural differences (Mor Barak, 2017). If a real inclusion is intended, the whole organization (managers, tutors and employees) need to be aware and prepare for the different characteristics and situations of each group, in order to provide the best support and maintain a mutual understanding.

### **3.3- Tutor's role**

Tutor is the person in charge to train, guide, support the intern and who evaluates their performance through the internship. If he/ she thinks that an intern is a viable candidate for a job position, the Group may consider offer a job contract. As we already discussed previously, to become a tutor the employees don't receive any specialize training, but a general manual.

We receive a plan and we follow it. This plan is designed for the participants and I cannot change it or do what I want, this plan contains in which area they are going to work, what do they need to do and yes, it exists a plan for them and I need to follow it.  
–Tutor, participant 1-

Managers of stores or responsible of an area are the ones that become a tutor, and they do not have any participation in the job design. For the internship implementation they receive a plan designed for the Corporate Employee Relations Department (CERD) in which the job tasks and the area are already designated.

...they were hired for a specific function...I cannot change them, of course I'll be in contact with the Group and I give my opinion, if I think they are good or not but also I cannot say that much because in that section is the one they need to be. –Tutor, participant 1-

Tutors are not able to change the internship plan, which means they cannot change the area neither the job tasks the intern should perform. The tutor is limited to train and evaluate intern's performance, but they cannot make any changes. Tutors are the ones that day by day guide the interns, they perceived their capabilities and the willing of each employee.

I would recommend to rotate people weekly, send them to a different area per week, not limiting them just to be in the halls doing reposition or fruit. If I could I'll rotate them for example one week in fish, one week in bakery, just to provide them a wider idea how is to work in a supermarket. A supermarket is not just to do reposition, we have other areas, maybe they won't cut the meat in the butcher, but just show them how is supposed to be done, I think it would be very good to rotate them weekly. –Tutor, participant 1-

Tutors are the people that accompany the intern during the internship, who supervise them, and help them to overcome challenges; they get to know what interns are able to do and where they can perform better. Leaders must have an active participation in the creation of inclusion, since their role is to promote collaboration and recognize talents (Cottrill, Lopez & C. Hoffman, 2014).

### **3.4- Stereotypes and Prejudices**

Stereotypes and prejudices represent a barrier for members of minority or targeted groups, becoming bias that impede them to progress as much as they can. Along the interviews and the visits was possible to see the organizational culture and how the inclusion programme is implemented.

We've tried to welcome people in order that they feel included in society and no one is more than other, they are the same than us and we try to not make differences and it exists a good team spirit, everyone contributes. –Tutor, participant 1-

Everyone is treated in the same way... they are like us. –Tutor, participant 3-

...for me everyone is the same. –Tutor, participant 2-

Unconscious bias and prejudices may affect individuals in the early stages when joining a company (Zijlstra et al., 2017). The prejudices and stereotypes will impact the perception toward others and way people interact with each other (Mor Barak, 2008).

... we gave them the opportunity to be equal –Tutor, participant 2-

... to receive people from a social inclusion programme or receive someone who I interview and hire, for me is the same thing... –Tutor, participant 1-

To be competitive in the global market it is necessary to be open to differences, reason why companies should create open groups climate with the intention to acknowledge and value differences, with this kind of positive actions, awareness towards differences will increment (van der Zee & Hofhuis, 2017).

... my relationship with my tutor is not great, he is not very friendly... with the colleagues is ok...but I don't feel in a good environment... And also I need more time to intimate with someone and in this work I don't have any close relationship with someone –Refugee, participant 5-

This participant is quite introvert and it was very difficult to express herself, besides, this person shares that it is very complicated to deal and interact with customers, and in the job position that was performing there was the need to do it every day. For this participant, apart of the physical effort the job demands, interaction, represents a huge emotional challenge. This individual's characteristics are not taken into account for job position design which leads to work without motivation and to no perform successfully.

### **3.4.1- Trust**

Trust is a value affected by prejudices and stereotypes we held, we create judgments towards certain person or a group based on their supposed characteristics (Mor Barak, 2008). Minority groups are an easy target of social exclusion. Since the programme receives people of these groups, stereotypes and prejudices can be barriers that interfere in the success of this inclusive practice.



At the end I also kind of understand that they are people not prepared to become a cashier and be trustworthy with money. Then the butchery either because it is a specific formation for which you need a specific training, the same to the bakery. It is required a lot of technical knowledge and it is not possible to learn it in 4 or 5 months that they stay with us, we cannot train them in that few time, so it's easier to send them to reposition. –Tutor, participant 1-

Regularly people that faced drugs problems are seen as unreliable, untrustworthy and unsafe (Klee, McLean & Yavorsky, 2002). People have lack of trust on them since they have shown that they prioritize drugs before than anything else, including their selves and family (Cebulla et al., 2004). For each group there is a “label” on, that society has taught us through time and examples.

...they come for a lack of social inclusion and is more difficult to teach elder people than a younger one and that doesn't present this kind of issues –Tutor, participant 1-

There are many prejudices about aging workforce who desire continue working, and the recognition of their rights is another important issue that companies should work on (Arenas, et al., 2017). Leaders have a fundamental role in how the other employees behave and think towards others, followers tend to follow the leader, as a consequence, if a leader treats every individual as important member of an organization, most likely more people are going to feel accepted and included (Brimhall et al., 2017).

Well the company should collaborate with the worker, in my opinion the worker will explain what he or she needs and then with the company find a consensus and help him/her and like this the worker also will help the company. –Refugee, participant 1-

The managerial and leadership style affects the manner in which employees perform and their perception of the work environment. The relationship between leader and followers can be characterized by quality of their interactions, and there are the two types: high and low quality relationship (Brimhall et al., 2017). The high-quality relationship is the one in which mutual respect and trust is the core value, as a result, the treatment that leaders give to the employees is equal important as any other member and trust is mutual. In the contrary, if the relationship is low-quality, there will be lack of trust and the feeling that one is more important

than other. Therefore, the degree to which inclusion is promoted and perceived, relies in the quality of the interactions that leaders have with their employees (Brimhall et al., 2017)

### **3.4.2- Inclusion through all the organization**

Participants with autism, are the ones with the longest internship, they are in the stores for 10 months and during this period, they change 3 times of section. The programme for autists is designed by the organization they are part of and the Group only lend their installations for the execution. Regarding refugees and rehabilitated, the company is the one that design the programme and the job description. The participants are being offered to work in 2 sections: reposition and fruit. All the participants for the two groups just mentioned, identified as a negative characteristic the fact that they are not able to choose the job they want to perform neither the area. They found as negative point that it doesn't exist the possibility to choose from a variety of options.

...they should ask to the participants of the programme what do we want to do, to give us the opportunity to choose in which area we would like to work, like this each person would be able to perform a job they want... but the company doesn't ask, they send people to the area they want, and that person goes and works in that area against his/her will, and that person goes to work without motivation. –Refugee, participant 3-

Furthermore, some of the interns have experience in some areas that the store has. The experience some interns could have, is not taken into account to offer them another position or area.

I asked them if I could do my internship in cold meats, since I used to work in that area, not with the same Group, but they told me it wasn't possible. I see as negative point that they don't allow us to choose where we would like to work or learn. –  
Rehabilitated, participant 1-

Companies are facing a significant problem when it comes to include a diverse workforce in important decision-making processes (Barak & Levin, 2002). When there is a gap between the opportunities that employees who are different from the main stream and the main stream have,

this affects their job satisfaction and well-being, considering this differentiation as a way of excluding them even due they are part of the same company (Barak & Levin, 2002).

they should ask to the people what is the job you would like to perform and/or to learn, for example, -I'd like to work in the kitchen-, and they should say -ah, ok, you'll do your internship in the kitchen- like this they will help a lot of people, asking and allowing -what do you think? Would you like to work in the kitchen? Or in the dry goods? -Refugee, participant 1-

While companies promote inclusive practices (e.g. recruitment preference for refugees, training for diversity) at the same time they can limit a real inclusion when they restrict certain groups the participation or development within the company (Ortlieb & Sieben, 2014) or with the lack of the development of more inclusive practices.

The company could improve the programme by allowing and giving the opportunity to people to stay in with department they would like to work. -Refugee, participant 1-

The quality and constancy in the access to information, the communication supervisor and employee, and the participation and influence in decision-making are processes that have impact in employee's perception of inclusion-exclusion (Mor-Barak, 2017).

we cannot train them in that few time, it represents a lot of investment, so it's easier to send them to reposition. -Tutor, participant 1-

The group's concern about letting interns to participate in other areas, is the relation that they make between the investment needed for training and the length of the internship, since it is for a short period of time. The Group found no necessary to make an investment if there is no guarantee neither that interns are going to like the job, or that they are not going to abandon the internship, or if the company is going to offer a contract.

#### **4. Company's feedback**

After the project was ready, it was sent to the company for receive their feedback about it. The company's perspective is the following:

First, in terms of inclusive job design, they say that if a participant needs a change of allocation, a shift to a more appropriate tutor, an adaptation to its work demands, a reduction (or increase) of its working period (just for provide some examples) such terms are achieved.

Second, regarding the contribution of tutors in the design job tasks, the company assures that during the length of the internship the Employee Relations team, along with each tutor and each Association that provides support to the participants have several feedback sessions in order to adjust the internship so that it can be beneficial to either the Company and the participant.

Thirdly, concerning that the participants are limited to two working areas, the Group affirms that it is possible to find several interns (or even actual employees that arose from this type of projects) in the Distribution centres, in the Headquarters, etc. However, when it comes to specialized jobs within the stores their interns cannot be allocated randomly within the sections since some of them require specific training. Even so, it is also possible to find former participants of the Programme in higher hierarchical levels.

## VIII. Recommendations

The inclusion programme represents a benefit for all people involved. It is a practice that has changed lives and have brought opportunities to a lot of people, and not only the interns but also current employees of the company. Along the project some areas of opportunity were identified and sustained with research, also it was explained the importance to improve and address them. In this section some recommendations are given for the transformation of the programme.

### **Job Design**

To ensure the quality of a tasks design, the functional and human well-being criteria need to be taken into account. In addition, it is important that the criteria and characteristics are dissimilar within groups. Inclusive job design should be promoted and implemented by Human Resources Management, it must be flexible and constant, in order that it can be redesigned when needed, and that presents evaluation and adjustment options (Zijlstra et al., 2017). With the creation of tasks taking into account a variety of capabilities will facilitate the inclusion of people with limitations in an organization. The adoption of this practice, also helps in the identification of other main aspects of the organization that influences the acceptance of differences.

For instance, an example of inclusive work design approach in practice, happened in a hospital, when a combination of the cleaning and food assistant was transformed into nurse's assistant, the main tasks were to clean and feed patients (Zijlstra et al., 2017).

### **Tutor's Role**

Tutors have the capability to contribute in the design of job tasks and adaptation to the worker, also, for tutors would be easier to monitor continuously the person-job fit, since they are the ones with more practical knowledge in how stores or area works. In addition, they interact with the interns every day. As a consequence, tutors have acquired the knowledge to identified if an intern is able to perform better in another task or area.

## **Preventing Stereotypes and Prejudices**

In order to prevent issues regarding the mental prejudices and stereotypes that the company may hold, it would be beneficial for the Group to promote a multicultural approach, it is a long journey but the outcomes that it brings make it worthy. The benefits that multiculturalism brings, will allow the company to be more competitive and adapt to current challenges easily. On the other hand, to become inclusive it is required training and awareness about diversity and inclusion in all hierarchical levels.

## **Training**

In terms of provide sensitivity training, if a company is recruiting diverse cultures, it is highly recommended to deliver training that fosters the development of cultural intelligence or intercultural competencies. This kind of training might help in the avoidance of conflicts and creates flexibility among employees (van der Zee & Hofhuis, 2017). In the case of this programme, it would be ideal, since the Group is multinational, therefore they have interaction with different cultures and they are opening doors to immigrants and refugees. Training should not be limited to certain hierarchical positions, on the contrary, training is required across all the organization to create awareness. In the case of the tutors, a more specialized training would be ideal for the specific groups they are going to work with.

## **Inclusion through all the organization**

An organization invites diverse workforce to join, and this is translated as an inclusive practice, moreover, if the same company is limiting their contribution to certain areas this is a representation of a segregation in which a real inclusion is not promoted and created. It is highly recommended to offer the interns a variety of options to do their internship, in this manner the job satisfaction will increase. The main barriers that an organization faces in the implementation of inclusive policies or practices, are when the company narrows and focus its vision and create internal stereotypes towards disadvantaged groups “as unstable and disposable labour” (Mor Barak, 2017, p. 318).

## Monitorization

This project is important because is a way to provide voice to members of vulnerable groups, is an opportunity to raise their voice and be heard by sharing what do they think, feel and perceived. On the other hand, it is equally important to know what are the company's intentions with this project in order to align what they aimed for and the results obtained. In short, the intention is that this project works as a communication bridge between participants and the company, in order that it can be used as a knowledge tool that helps the company to make this practice an inclusive action.

In terms of inclusive job design, comparing participants' and company's perceptions, it can be noted that the Group takes reactive actions. This means that the company modifies some characteristics of the job description depending of the circumstances presented of the participants. They need to adapt depending on individual's characteristics since they have specific requirements, reason why they cannot predict all the specification since individuals' necessities may vary a lot from one and other. However, some general cautions can be taken depending of each group to avoid common mistakes and/ or targets, which will make a safer practice.

In addition, the Group perspective is that exist constant communication between the Corporate Employee Relations team, the tutors and each association participant to adjust the internship. According to the results obtained, neither the tutors nor participants feel that their opinion or characteristics (in case of some participants) are taken into account for the tasks designation.

Concerning the limitation to specific tasks for the participants of the inclusion programme, the company assures that there is none (of course if skills and profile match with the position wanted), while the opinion of the participants differs.

From the mention points above it is inferred that what the company wants to promote and what participants and tutors experience is not being totally aligned. Since actions are being viewed in a different way, a better alignment should be pursued.

A monitorization that assures that what the company is aiming for is being implemented, this will develop initiatives that supports the Group in what is being translated at the workplace.

## IX. Discussion

The aim of this project is to highlight the benefits that the programme offers and to provide suggestions on how to integrate participants, both, with the intention that the Group can find this project as a support in their intention to spread the programme and make it better.

We have presented the documents that represent the Group's perception of diversity and inclusion, such as, the code of conduct and the tutor's manual. Moreover, the interviews allowed to understand the manner the programme is managed and implemented. Both, can be interpreted as a reflection of the corporation culture and its ideologies.

Nevertheless, to become a diverse workplace is essential that corporations have clear that diversity and inclusion are two different things and they work as two stage processes that should be managed in a sustainable cycling manner (Mor Barak, 2017; Arenas et al., 2017). The first stage, is reactive, with the changing world situation organizations have been incrementing in numbers and achieving a higher representation of a diverse workforce; and the second is proactive, and it depends in which level organizations put efforts together to promote a real inclusion transforming institutions in a safe place where each individual uniqueness is respected and valued (Mor Barak, 2017).

With the creation of the inclusion programme the company has shown that is aware of the challenges minority groups faced about employment. The creation of this practice not only benefits people from minority and unrepresented groups but also benefits the company. In the course of this study, it has been demonstrated the beneficial outcomes that the inclusion programme provides, such as: positive impact in individual's self-esteem, increment of organizational commitment and improvement of corporate image. Yet, to achieve a real inclusion means to change a mind-set where diverse is the default and inclusion is fostered as a core value.

With the analysis and results obtained from the data gathering, some areas of opportunity are identified, such as, job design, training, tutor's role, stereotypes and prejudices and limiting the areas of work. It is highly recommended to take action in order to improve them if the Group wants that the programme represents an inclusive practice.

Leaders have a crucial participation in the process of a real inclusion, their feedback might optimize the adequate diversity characteristics and the organizational necessities (Mor Barak, 2017). Tutors are those whom accompany interns during the programme, for this reason, tutors' formation and participation are fundamental. Preparation in terms of receiving specialized training, being educated and aware about diversity and inclusion, and if there is a group that



requires specific attention, provide the training needed. In addition, participation, in taking into account their opinion for the creation and adjustment of job tasks.

In terms of job design, it can be seen as an improvement area, comparing the results, is perceived that when assigning job tasks, there is missing information, data that tutors might have, since they are the ones in the practical field (stores). Besides, interns feel the necessity to comply with the work despite that in some cases, they have physical or mental limitations, being quite difficult to perform the job tasks in a productive manner. Another case is the rehabilitated people that participate within the project, triggers and stress/anxiety need to be controlled, for this group is important to reintroduce them to the job market in a position of stress free or low-stress (Cebulla et al., 2004). It is necessary to ensure the quality in the job design in order that the individual can meet his/her maximum performance.

Moreover, it is important to highlight that inclusion is not only for minority groups, inclusion is a core value that society and companies should adopt. Within an organization, inclusion is promoted when the individual feels that is being part in formal processes (e.g. access to the information and decision-making) and informal processes (e.g. lunch meetings) (Mor Barak et al., 2016). Thereby, employees' engagement to their work is affected by the degree to which they are included in the decision making processes. Therefore, both, tutors and employees should be taken into account for the job design. Tutors, for instance, by being included in the job tasks creation. Tutors have the practical knowledge regarding how a store or an area works, also they are the ones who interact day by day with the interns, allowing them to identify where the interns may perform better. It is important to not forget that first it is essential to assure that tutors are aware of interns' characteristics and how to respect and value them (e.g. by delivering sensitivity training about the group he or she is dealing with). Additionally, interns should participate, in the way, that their characteristics are taking into account for the tasks designation. In addition, companies should focus more in what actually people can do, rather in what they cannot do, with this perspective the creation of adequate job tasks will assure the maximum performance of the individuals (Zijlstra et al., 2017).

To improve an organizational climate of inclusion, the creation of awareness is fundamental (Mor Barak, 2015), as well as, having connections between Group's policies and practices that foster a real inclusion, a good example might be the initiation of a training for inclusion (Mor Barak, 2015). Another example, if a company is recruiting diverse cultures, a training where cultural intelligence or intercultural competencies might help in the avoidance of conflicts and the creation of flexibility among employees (van der Zee & Hofhuis, 2017).

If an organization has the intention to become inclusive, the incorporation of diversity and inclusion training is needed among all hierarchical levels (Mor Barak & Levin, 2002). Training provides to organization and employees knowledge, skills and abilities (Ortlieb & Sieben, 2014), it also arises the awareness of exclusion and gives the opportunity to learn respectful and inclusive behaviours towards diversity (Mor Barak, 2017). In short, training is a fundamental practice for the development and contribution of inclusion (Ortlieb & Sieben, 2014).

The inclusion project is integrated for diverse people, and throughout the results chapter it is possible to identified many individuals that have a specific health issues or/and condition. Moreover, neither the managerial positions, or the human resources that design job tasks or tutors take into account any of these conditions, as a result, the company incorporate interns in an existing job description.

From the factors discussed above, can be interpreted as a colorblind approach where all the individuals are considered the same, with no regard to their individual characteristics.

The inclusion programme that the company is running, is a reflection of their consciousness about the importance to adapt to current challenges, and the need of becoming inclusive in a sustainable manner. Since the programme has the preferential recruitment of minority groups, this action can be interpreted as an inclusive practice (Ortlieb & Sieben, 2014). However, if an organization invites diverse workforce to join them, but at the same time some hierarchical levels are limited, organization itself is restricting the inclusion of a diverse workforce (Ortlieb & Sieben, 2014), consequently, they are being segregated (Sam & Berry, 2010). Additionally, since the programme receives minority members, is crucial to promote awareness and give information to educate the organization about differences. Training and development opportunities are crucial for achieve a real inclusion (Ortlieb & Sieben, 2014).

According to the results obtained and the comparison with literature, it is possible to identified the following: the lack of participation of tutors in the tasks design, the limitation of interns to a specific job and the general job duties designated to them, the missing of specific and sensitivity training and the creation of awareness, along with the ideology that everyone is the same. The mentioned characteristics and behaviours that the company has, as noted previously, can be interpreted as a colorblindness approach. When an institution adopts a colorblindness approach they emphasize a commonality, creating that distinct social identities start to present common views and actions, producing that perspectives get narrow and “reduce the organization’s ability to consider and respond effectively to the diversity that exists in global markets” (Dovidio et al., 2017, p. 25).

As it was mentioned in the Literature Review chapter, the culture we live in has an impact in the decision of adopting a colorblind or multicultural approach regarding differences. Therefore, the policies a country implements are based on the social ideologies about diversity and inclusion. For example, many European countries (e.g. Great Britain, France and Germany) have rejected the idea of multiculturalism, leading to politicians to reject policies that support this approach, they have defined it as being dead, a mistake and the worst ever (Benet-Martínez & Hong, 2014) and in contrary support a colorblindness ideologies. Research has demonstrated that when a colorblind approach is adopted, it tends to favour groups already advantaged, being as a system justifying to maintain a condition where standards, policies and procedures are reinforced (Dovidio et al., 2017). In contrast, a multicultural approach consists in the promotion of equal value to all (Jansen et al., 2015). European discussions have emphasized the importance of adopting the national culture, that people should assimilate and share one single culture. This is not possible and many researchers have argued that adopting multiculturalism leads to a tolerant and respectful culture where differences are respected, accepted and valued (Benet-Martínez & Hong, 2014). In short, the way the company manages and implements policies are a reflection of the culture and the approach that a country has and promotes. In the case of Portugal, the multiculturalism policy index indicated that it scored 3.5 (in a scale where 8 is the maximum), and it was measured for last time in 2010 (Multiculturalism Policy Index, <http://www.queensu.ca/mcp/>).

The multicultural policy index is a research project that monitors the evolution of multiculturalism policies promoted in Western countries, and has as main objective to offer information about multiculturalism that supports research and contributes to the understanding of national- minority relations. Despite the fact that this scale represents the policy index about immigrants' minorities, as discussed sections above, how a society acts and behaves towards groups that "don't fit" into the mainstream are a mirror of the culture they practice. Therefore, if this is the level of interaction with some minority groups, it can be represented the same behaviour concerning any other minority group, since the respect and acceptance towards differences is not promoted. In short, the level a country gets in the multiculturalism policy index, represents the support towards multiculturalism in a national level, which might be a reason why the Group still needs to learn about the different approaches, in order to achieve a real inclusion.

The company needs to put all efforts together to shape a mind-set and create policies that culturally they had not learned since is not nationally supported, therefore, neither promoted. That doesn't mean that a company should be managed in the national approach selected, an

organization can be the beginning of a different approach where differences are respected, valued and integrated. Diverse societies and therefore workforce is a current challenge and it is fundamental to learn how to adapt in a sustainable way to be competitive and successful and provide employees a safe and high quality work environment.

## **X. Conclusions**

The inclusion programme represents a great start of adopting an inclusive practice. It has changed the life of its participants inside and outside the company, it has opened minds and provide new knowledge within the company and has offered possibilities to people who lack of them. The programme represents a new possibility to shape the interns lives and get on with them, demonstrating that they deserve to be included and improving their self-esteem. Yet improvements and efforts are required to offer a more inclusive practice.

During the developing of this project there were faced some limitations. One limitation of this project is the sample, the total number of interviews is small and does not cover all the reality of the project experience considering the distribution of the interviews per Region in Portugal. Moreover, it was not possible to choose the same number in each group, neither specific characteristics within them, people who participate in the interviews were volunteers with the desire to participate with the study as an opportunity to raise their voice and be heard. It would also be important to have more diversity in the interviewees related with the seniority in the program – get people from the same group equally distributed in at least three-time experience: in the first six months; after one year; more than one-year experience. Another limit was presented while interviewing the participants with autism due to the difficulty in the communication, as well as, the language barriers could have an impact once that, neither the interviewer nor some of the refugees are Portuguese native speakers. Besides the number of tutors interviewed would be better if it was higher, as well as, the opportunity to interview co-workers. What's more, it would be important to do a more formal observation of the people experience during work There is also the potential bias of objective answers since the groups are in a susceptible situation, they might feel inhibited for fear to not get hired for the company.

Notwithstanding these shortcomings, the project worthily has shown that in order to achieve a real inclusion and integrate individuals into an organization is not a matter of numbers in diverse workforce or an addition in their vocabulary, a lot of factors can impact the achievement of an integration. For instance, the promotion of specific training and the creation of awareness about differences; the degree of participation that employees have in important decision-making, the stereotypes and prejudices a company holds towards a group, the discrimination-free recruitment; the quality of interactions between leaders and followers; the access to information and development through all hierarchical levels; the design of inclusive and flexible tasks description; the creation of inclusive practices; and all of the above done in a sustainable and cyclical manner.

It is important to highlight that a company doesn't become inclusive for the diverse workforce they have. To be diverse is not sufficient and in order to achieve a real inclusion, the organization needs to put all efforts together and do it in a sustainable and continuous mode.

To be inclusive is not only morally correct, also is a smart behaviour and action for companies to be competitive and offer well-being to their workforce. No one should be excluded or targeted for the physical or psychological characteristics that possess. Everyone has the right to participate and being respected and valued in society while maintaining one's uniqueness.

Organizations have the opportunity to create better environments by offering safer work places, where wellbeing of the employees is one of the most important principles to protect and promote, in exchange, employees become more engaged and productive. Positive outcomes are not only reflected internally but also externally, inclusive organizations, become more attractive for clients and customers. To sum up, depending on how diversity is approached and managed it can represent a valuable resource or a disadvantage for the success within organizations.

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## **XII. Annexes**

### **Interview for the Coordinator of the programme.**

This interview is divided in 3 different sections: The 1st is to get to know the history, strategy and description of the programme. The 2nd is to understand the general concepts of diversity and inclusion that the Group promotes and practices, and the 3rd is for suggestions that help us to design the best path for this research.

All contemporary societies are diverse, and this is represented in labour markets because there is not homogeneity workforce. Companies should create an action plan to adapt to this reality. The promotion of the recognition of every individual rights and the elimination of spatial barriers to achieve a more inclusive workplace should be part of companies' culture.

In this scenario, the Group is experiencing a transition to become an inclusive multinational company. In 2016 they signed the “ Carta Portuguesa para a Diversidade” ( The Portuguese Diversity Charter) which has diversity as its principle, understood as the acknowledgement, respect and appreciation of the difference(s) between people, including particularly the differences related to gender identity, sexual orientation, ethnicity, religion, faith and beliefs, country of origin, culture, language, nationality, birthplace, ancestry, age, political, ideological or social orientation, marital status, family structure economic situation, health, disability, personal style and training. The signatory organisations of the Portuguese charter commit to diversity as an ethical imperative, as a basic principle guiding all its activities, both internally and externally, as part of its core values and its institutional identity.

As a part of the company's efforts to become more inclusive they created an inclusion programme for minority groups. You (Name of Person) as coordinator of this programme Why did you decide to start an inclusion programme?

For whom is the programme designed?

Is the programme in all hierarchical levels?

What is the objective of the programme?

Can you explain the different stages of the programme please (here it needs to be explained how the mentor is selected, how they select people, understand the team, how is the programme managed- to understand this is important to identify whom we want to interview)

Do your staff receive a special training regarding diversity and inclusion?

Do you provide required accommodation?

How is the programme linked with company's strategy?

In your perspective Have you noticed any positive outcome as a result of the programme?

Challenges?

How are you planning to spread this programme into the company?

and to the different countries you are operating?

How are you intending to cover the specific needs in the different locations?

This second section is regarding a more general view of what is Diversity and Inclusion for the company.

What is your definition of diversity?

What is your definition of inclusion?

Which is the link between them?

Do you see some connection?

Could you tell me which are your numbers in diversity?

Is your executive board diverse?

Are there any other policies and practices in development to better achieve the organization's goals?

What have been the main policies and practices implemented so far?

Are there any policies or practices that may be added or changed in the near future?

In your opinion, what are the areas or examples that demonstrate that the company is an inclusive organization where people with different backgrounds are welcomed and treated equally?

Example of how you work in Diversity?

Other reasons to work on diversity?

Challenges?

How do you manage the Diversity and Inclusion Team?

How do you address diversity in company's Group level?

What about diversity in Social Dialogue?

Advice for peers who aim to address Diversity as well?

The 3rd section has as objective to be a support in the design of our strategy, identify whom we need to have contact with.

In your perspective which are your suggestions?

Whom do you think we need to talk with? (stakeholders) I need to get diversity in time/experience/group

## **Interview for the Tutors**

Hello, first of all I want to thank you very much for your time. My name is Iris, I am an international student at ISCTE, I came to Portugal to study a master. The goal of this interview is to get to know how your experience in a multinational company has being, what are your positive and negative outcomes about it. With your opinion I intend to know how is people's experience and I want let you know that since this interview is from a very personal perspective therefore is not wrong or right answer.

I would like to ask your permission to record this interview with the objective to not miss any detail of the information you will provide me, I can assure the confidentiality and anonymity of your participation.

Thank you very much.

How did you know about this programme?

What do you think about the programme?

For how long have you been working in the company?

How many times have you been tutor?

How you were prepared for this role?

Can you please describe the training you received?

How has been the adjustments of the new workers?

In case of the refugees their culture has been a barrier to interact in the Portuguese culture?

In case of other groups how stereotypes have impacted the adjustment of participants?

do the other co-workers have received them without problems?

How do you implement the programme in this store?

If yes, in what do you base your decision to change them?

Can you give me examples of good things or progresses but also difficulties with the trainees?

In your perspective, which benefits does this project offer?

In your experience what has been more difficult to manage?

Would you like to add or say something more about this experience?

If you could improve the programme what would be your recommendations?

Thank you very much for your availability to participate in this interview.

## **Interview for the Interns**

Hello, first of all I want to thank you very much for your time. My name is Iris, I am an international student at ISCTE, I came to Portugal to study a master. The goal of this interview is to get to know how your experience in a multinational company has been, what are your positive and negative outcomes about it. With your opinion I intend to know how is people's experience and I want let you know that since this interview is from a very personal perspective therefore is not wrong or right answer.

I would like to ask your permission to record this interview with the objective to not miss any detail of the information you will provide me, I can assure the confidentiality and anonymity of your participation.

Thank you very much.

Can you start telling me your story please?

How did the association you are member invited to this programme?

When did you start working in the company?

How was the process?

How is your relation with your tutor?

How is your relation with your co-workers?

Could you share with me how this experience has been for you, telling me the most positive and the most negative things about it please?

What have been your challenges during this programme?

Which has been the impact of this opportunity in your life?

Do you think this opportunity has changed your life?

What are the next steps for you?

If you could improve the programme what would you do it?

Would you like to add or say something more about this experience?

If you could improve the programme what would be your recommendations?

Thank you very much for your availability to participate in this interview.