

WORKPLACE DIVERSITY IN THE NETHERLANDS,
ITS GOVERNING AND AN EXAMINATION OF THE
RELATION TO WORKPLACE CONFLICTS

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Abstract

Title of dissertation	Workplace diversity in the Netherlands, its governing and an examination of the relation to workplace conflicts.
Keywords	Workplace Diversity, Inclusion, workplace conflicts, discrimination
JEL Classifications	J15: Economics of Minorities, Races, Indigenous Peoples, and Immigrants, Non-labor Discrimination J7: Labour Discrimination
Abstract	<p>This study focuses on workplace diversity and inclusion in the Netherlands, and its possible relation to workplace conflicts. Semi-structured interviews were used. Gathered data was analysed by means of template analysis, including <i>a priori</i> and <i>a posteriori</i> themes and codes. Diversity and inclusion was explored within 14 medium and large sized organisations located in the Netherlands. Many researchers have proven that diversity initiatives are closely related to organisational performance and can enable recognisable competitive advantage. Other critics notice that outcomes of highly diverse workplaces are mixed. Results show that effective diverse workplaces are in need of the right diversity management, and creation of an inclusive environment. Unsuccessful diversity management can lead to a lack of understanding and acknowledgement of others' differences. Interpersonal conflicts are seen between diverse groups. These relational conflicts are not always clearly related to diverse groups and discrimination. The way discrimination is expressed over the last years has changed in the Netherlands. A shift towards discrimination against ethnicity and religious beliefs is seen, influenced by the Dutch politics and the media. The most important long-term challenges are not related with workplace conflicts but do relate to diversity. Four generations in one workforce and the tightening labour market are expected to challenge organisations in the Netherlands.</p>

Resumo

Título de dissertação	Diversidade no local de trabalho na Holanda, seu governo e um exame da relação com conflitos no local de trabalho
Palavras-chave	Diversidade no local de trabalho, inclusão, conflitos no local de trabalho, discriminação
Classificações JEL	J15: Economia das Minorias, Raças, Povos Indígenas e Imigrantes, Discriminação Não Trabalhista J7: Discriminação Trabalhista
Resumo	<p>Este estudo é focado em diversidade e inclusão no local de trabalho na Holanda, e sua possível relação com conflitos no local de trabalho. Entrevistas semi-estruturadas foram usadas. Os dados recolhidos foram analisados por meios de template analysis, incluindo <i>a priori</i> e <i>a posteriori</i> temas e codificação. Diversidade e inclusão foram explorados em 14 organizações de médio e grande porte na Holanda. Muitos pesquisadores provaram que iniciativas pró-diversidade são relacionadas à performance organizacional e podem aumentar sua vantagem competitiva. Outros críticos mostram que os resultados provenientes de locais de trabalho com algo grau de diversidade são mistos. Resultados mostram que locais de trabalho com diversidade necessitam de um correto gerenciamento de diversidade e criação de um ambiente inclusivo. Um gerenciamento mal-sucedido da diversidade pode levar a ausência de entendimento e reconhecimento das diferenças nos outros. Conflitos interpessoais existem entrem grupos diversos. Estes conflitos relacionais nem sempre são claramente relacionados a grupos diversos e discriminação. A maneira pela qual discriminação é descrita ao longo dos últimos anos tem mudado na Holanda. Uma tendência para discriminação contra etnicidades e crenças religiosas pode ser vista, influenciada pela mídia e política holandesa. Os desafios mais importantes a longo prazo não são relacionados com conflitos no local de trabalho, porém podem ser relacionados com diversidade. Quatro gerações em uma única força de trabalho e um mercado de trabalho mais estreito podem vir a desafiar as organizações na Holanda.</p>

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Introduction

The Civil rights Act of 1964 is the landmark of labour law and civil rights within the United States of America (USA) which banned discrimination on the basis of race, colour, religion, sex and national origin. More specifically, it is illegal to expose discriminatory practices, also within organisations. Similar human rights were adopted by countries worldwide, and industry wide policies on diversity were created. The Constitution of the Kingdom of the Netherlands also includes anti-discrimination laws. Article 1 states that all people have to be treated the same in equal situations and that discrimination is forbidden (Rijksoverheid, 2008).

Attention to diversity within organisation has experienced a serious increase over the past decades. The term diversity quickly seeped into countries across the globe after it was found in the USA. The first approach to diversity was mainly to fight discrimination and to enable fair employment for everyone. Legislation picked up on the diversity topic creating rules on discrimination within organisations. Organisations experienced the positive impacts of creating a diverse workplace. Fostering workplace diversity changed from acting out of a legal perspective to acting out of the perspective of increased effectiveness. This brought a big increase in popularity in diversity and inclusion and their activities. Unfortunately, not all organisations manage to reach aimed success from a diverse workforce. It is essential to understand the full potential of diversity to enable increased effectiveness within an organisation (Kulik, 2014). Negative results of diverse workplaces are notices such as conflicts resulting from diversity within organisations (Jackson et al., 2003; Jayne & Dipboye, 2004; Kochan et al., 2003; Williams & O'Reilly, 1998).

During the late fifties, a continuous increase in migration was seen in the Netherlands. Changes in the demographic composition of the Dutch society were noticed, especially in urban areas. Overall gender equality rates of the Dutch labour market are satisfying (McKinsey&Company, 2018). However, women's share is decreasing when moving higher up in organisations. Inclusion of disabled people is supported by the government and the Netherlands is one of the most tolerant countries worldwide regarding acceptance of LGBT members. As mentioned, immigration has increased diversification of the Dutch society. Different religious beliefs, backgrounds and ethnicities are mingled especially in urban areas.

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This qualitative study focused on diversity and inclusion in Dutch organisations, and possible conflicts resulting from a diverse workplace. Organisations in the Netherlands are mostly aware of the moral reason to drive a diverse and inclusion. However, the right diversity management tools are needed to achieve an effective diverse workforce (Jehn & Bezrukova, 2004). It is only possible to reach desired results when diverse employees can work effectively together in an inclusive environment (Rawat & Basergekar, 2016). The opportunity for this study is to look into how diversity management is currently done, and how this is related to workplace conflicts.

Conflicts can possibly result from a diverse workforce, most likely caused by insufficient diversity management. This study is beneficial for HR specialists working on diversity and inclusion management. It is important to be aware of the disconnection between theory and practice as described by Kulik (2014). This disconnection can be caused by both a knowing-gap or a knowing-doing gap. The lack of knowing reflects on knowledge learnings coming from research findings. A knowing-doing gap is a lack of awareness in how to apply research finding into practice (Kulik, 2014). This study can contribute to closing the knowledge gap among HR specialists. Semi-structured interviews were done with 14 HR specialists to gather information about the situation at their workplace. The aims of this study were: (i) to examine how diversity and inclusion are managed at the work floor in the Netherlands, and which diverse groups are identified; and (ii) to explore conflicts and discrimination at the work floor in the Netherlands, and the possible relationship with diverse groups related to employee voice. Template analysis was implemented to ensure a structured approach to analysing the data and helped to answer the question: How do Human Resource specialists govern diversity at the workplace in the Netherlands, and do conflicts result from a diverse workplace?

An overview of previous executed research and accompanying results is provided in the literature review. The research method and its corresponding approaches are defined in the methodology. In the findings chapter, results are presented followed by the discussion where results are examined guided by literature and concluded in the final chapter.

1. Literature review

1.1. Workplace Diversity

Globalisation is confronting us with an increasingly shrinking world where differences between people emerge. The impact of movements against discrimination based on gender, ethnicity, disabilities and age in the 1960s have certainly stimulated the study into diversity (Palmer, 2003). American legislation picked up the topic of diversity and first required agencies to decrease under-representation of minorities in their workforces under the Civil Rights Act (1964). Eight years later, equal employment opportunities were enacted and in 1978 affirmative recruitment was taken up in the Civil Service Reform (Ashkanasy, Härtel & Daus, 2002). Today, industry wide policies on diversity have been created in the USA, followed by other countries worldwide (Rawat & Basergekar, 2016). Applying a closer eye to where this study was conducted, the Constitution of the Kingdom of the Netherlands also includes anti-discrimination laws. Article 1 holds that all people have to be treated the same in equal situations and discrimination is forbidden (Rijksoverheid, 2008). The European Union (EU) is also involved when it comes to management of diversity. The EU introduced the Charter Diversity, to enhance diversity and inclusion practices among organisations in Europe. Following the most recent updates, 24 EU countries joined the charter and over 10.000 EU organisation have signed, of which 189 Dutch organisations. By signing the diversity charter which is developed separately in each country, organisations commit to promoting diversity and equal opportunities for their staff. Motivation to conduct this study in the Netherlands, is primarily a lack of previous studies. Furthermore, there is a disconnection between the presence of the anti-discrimination legislation law and the few results from existing research on workplace discrimination. A more clear picture of the relation between workplace diversity and workplace conflicts can be drawn.

Loden and Rosener (1991) define diversity from an individual perspective where the human being is emphasized: “the vast, electric array of human physical and cultural differences – “otherness” – those human qualities that make us different” (p. 2). Cox and Smolinski (1994) added a focus on the society which the individual is in, and have defined diversity as “the representation of people of different groups identities in the same social system” (p. 12). In line with that, Mor Barak, Cherin and Berkman (1998) emphasize that “diversity is not about anthropological differences among individuals that make them special or unique” (p. 84), but rather about belonging to a social group which is considered different from mainstream society because of individual differences (Mor Barak et al., 1998).

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Identity-groups are formed based on different characteristics that constitute to a person. To explain different human characteristics and properties, Loden and Rosener (1991, 2012) raised awareness for the distinction between primary and secondary dimensions of diversity. The model was created in 1991 and has been extended with more and slightly adjusted dimensions in 2012 (Figure 1). Primary dimensions such as age and gender are core elements which a person is either born with or characteristics which continue throughout our lives. Primary dimensions are more likely to be visible and mostly unchangeable. Secondary dimensions such as geography and education are acquired throughout a person's life. Secondary dimensions are not immutable (Anand & Winters, 2008). Furthermore, we can distinct visible and invisible

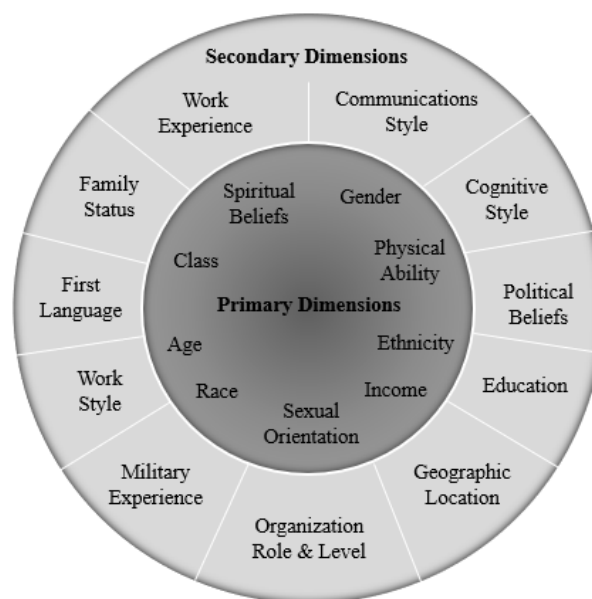


Figure 1. Primary and Secondary dimensions of Loden and Rosener (2012)

identities, which differentiates characteristics that can be seen from the ones that cannot be seen. Discussions about diversity refer to visible identities such as race, age and ethnicity, as well as invisible identities such as religion and sexual orientation.

In the past, diversity was often seen as a way to fight discrimination. From a legal and moral perspective, discrimination is perceived wrong. Focussing on diversity approaches is perceived as the right thing to do (Thomas & Ely, 1996). This has led to a serious increase in attention to diversity within organisations over the past decades. Alongside business disciplines such as leadership and ethics, diversity is one of the most popular disciplines for researchers to concentrate on. This can be explained by the fact that despite its popularity, it is also one of the least understood topics which on its turn provides opportunities for research.

Thomas and Ely (1996) state that workplace diversity is assumed by many people as “increasing racial, national, gender, or class representation – in other words, recruiting and

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retaining more people from traditionally underrepresented identity groups” (p. 80). This interpretation does not fully explain the concept because it solely focusses on recruitment activities to foster workplace diversity, which is merely one step in creating a diverse workplace. Therefore, Thomas and Ely (1996) state that diversity management goes beyond rising the number of diverse identity-groups at the workplace, and they advise that it should instead be understood as “the varied perspectives and approaches to work that members of different identity groups bring“ (p. 80). Thomas (1990) has shifted the paradigm of diversity away from only fighting discrimination towards reasoning from business survival. This brought a big increase in popularity of the concept and its activities. Thomas (1990) argued that the problem was not within recruitment, but rather among retention. Research among organisations in the US, conducted by Thomas (1990), showed that only few minorities were getting on higher level positions. Many minorities plateau and lose their drive due to a lack of challenges.

Reasoning to employ a more diverse workforce can be distinguished between self-interest business grounds and social, ethical grounds (Rhodes, 2017). When justified by self-interest, organisations attempt to move beyond legal compliance. The concept of the business case for diversity defines that in today’s global economy diverse thoughts and perspectives brought in by a diverse workforce, are recognised as delivering a more successful approach towards their increasingly diverse customers. Creating a better demographic reflection of society can result achieving increased business results. The extent to which business results are enhanced driven by a diverse workforce, depends on the group functioning. Organisational involvement from the concept of the business case can be scaled into three levels which explain to what extent people can manage and express diversity related tensions (Thomas & Ely, 2001). The initiatives range from actively discouraging diversity to fully embracing diversity (Kulik, 2014). Table 1 explains each organisational perspective by its characteristics. The discrimination and fairness paradigm as well as the access and legitimacy paradigm have guided most diversity initiatives to date. The learning and effectiveness paradigm includes aspects of the first two, but specifically connects diversity approaches to work (Thomas & Ely, 1996).

The other way of reasoning to enhance a more diverse workforce, is the moral case of diversity driven by ethics, social justice and human rights. The question of what is right, forms a crucial point of debate in the field of diversity and equality Reasoning out of social justice is also called the voluntary approach to diversity and argues that equality is desirable. Representation of a utilitarian foundation is not the driver for this way of reasoning, it is rather the moral behind it. (Tomlinson & Schwabenland, 2010). Maxwell (2004) argues that there is

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Table 1

Overview of Thomas and Elly's Model

Discrimination and Fairness	Access and Legitimacy	Learning and Effectiveness
Equal opportunity	Acceptance and celebration of differences	Different perspectives and approaches to work are valuable
Compliance with EEO regulations	Market-based motivation for competitive advantage	Acknowledgement that learning and relearning are central to leveraging diversity
Fair Treatment	Motivation is to attract multicultural talent to understand and serve customers and gain legitimacy with them	Organisation fosters personal development that brings out people's full range of skills
Concern with creating mentoring and career development programs of women and people of colour		Recognition that employees often make business choices that draw on their cultural backgrounds
Supports assimilation and colour and gender-blind conformism		"We are all on the same team, with our differences – not despite them"

Source: Thomas and Elly (1996)

a possibility to combine business and moral aspects in managing diversity initiatives within organisations. Economic arguments mostly the major driver behind diversity initiatives, with moral reasoning only as side benefits (Barnes & Ashtiany, 2003).

Many researchers have proven that diversity initiatives are closely related to organisational performance and can enable recognisable competitive advantage (Cox, 1993; Loden & Rosener, 1991; Mor Barak, 2015; Shore et al., 2011). It is essential to understand the full potential of diversity to enable increased effectiveness within an organisation because organisational benefits can be significantly impacted by workplace diversity (Kulik, 2014). Examples of macro-organisational level benefits of a diverse workforce are greater relative profit, increased sales and decreased turnover (Pitts & Wise, 2010). Micro-employee level benefits of a diverse workforce on the other hand, can impact the individual satisfaction level of employees. Examples of such individual benefits are job satisfaction, motivation and consequently higher performance (Kulik 2014). Jackson, Joshi, and Erhardt (2003) state that functional and educational diversity specifically result in improved team processes. Companies should apply a rather holistic approach to diversity, as contributing by delivering different and fresh approaches to existing rituals, routines and processes (Thomas & Ely, 1996). Ignorance of the need to manage a diversified workforce can lead to contradictive negative results due to a non-inclusive environment, resulting in low staff morale, decreased productivity, retention problems and increased absenteeism (Rawat & Basergekar, 2016).

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Solely increasing demographic variation at the work floor does not in itself optimize organisational effectiveness. The belief that diversity simply relates to where a person comes from or how a person looks is a very basic representation of identity-groups. This assumption has even proven to prevent effectiveness because it implies a rather simplistic approach (Thomas & Ely, 1996). Other critics notice that outcomes of highly diverse workplaces are mixed (Jackson et al., 2003; Jayne & Dipboye, 2004; Kochan et al., 2003; Williams & O'Reilly, 1998). Workplace diversity might lead instead to higher turnover and greater employee dissatisfaction (Jackson, Brett, Sessa, Cooper, Julin & Peyronnin, 1991), lower employee commitment (Tsui, Egan & O'Reilly, 1992) and intergroup conflicts (Jehn, Northcraft & Neale, 1999). Also, cohesion, satisfaction and commitment appear to be affective reactions to diverse workplaces (Pfeffer, 1983), which can be clarified by the fact that employees tend to dislike dissimilar others (Jackson et al., 2003). "Increased diversity, especially in terms of age, tenure and, ethnicity, typically has negative effects on social integration, communication and conflict" (p. 121), as concluded by Williams and O'Reilly (1998). Jehn and Bezrukova (2004) argue that workplace diversity can surely deliver positive organisational results, but only when managed effectively.

1.2. Diversity Management

Growing levels of workplace diversity are part of today's global business environment. The concept of diversity and its management have become imperative because diversity only leads to desired results when diverse employees can work effectively together in an inclusive environment (Rawat & Basergekar, 2016). Diversity Management is defined by Cox (1993) as "planning and implementing organisational systems and practices to manage people so that the potential advantages of diversity are maximised while its potential disadvantages are minimised" (p. 11). Diversity management commenced in the United States around 1940 and was quickly adopted by countries across the world (Rawat & Basergekar, 2016). Diversity management initiated as an approach to contribute to equal employment opportunities and transformed into regulations to ensure inclusion. Diversity management is about enabling the feeling of belonging to groups that are considered different from the mainstream (Mor Barak, 2015). Diversity management is rooted in liberation movements and social protests of the 1950s and 60 in the USA. Minorities were hired into entry-level positions but found the difficulty in moving up in the organisation. Concepts like revolving doors and the glass ceilings, which define the obstructs for minorities and women in organisations, started to appear. The importance of diversity management highly increased to fight such concepts (Bazzel, 2003).

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To understand the variety of approaches and to enable a more strategic way of applying diversity in organisations, Kulik (2014) describes organisational diversity management as a system consisting out of five different components (Table 2). Each component has its own essential value to organisational diversity. The content of the first component, *diversity paradigms*, is inspired by Thomas and Elly (1996) as shown earlier in Table 1. They supposed three perspectives from which companies can approach diversity: the discrimination-and-fairness paradigm, the access-and-legitimacy paradigm and the learning-and-effectiveness paradigm. The variety of paradigms are representing expectations and beliefs about workforce diversity and its specific role in the organisation (Kulik, 2014).

Table 2

Diversity management system components

Component	Definition
Diversity paradigms	Values, beliefs and norms about how diversity should be managed
Diversity policies	Organisational goals or objectives for managing human resources
Diversity programmes	The set of formal diversity activities used in the organisation
Diversity practices	The implementation and experience of an organisation's diversity programmes by lower level managers and employees
Diversity climate	Shared employee perceptions and interpretations of the meaning of diversity paradigms, policies and programmes in the organisation

Source: Kulik (2014)

The next component, *Diversity policies*, is driven by the organisation's diversity paradigm. Organisational goals and objectives are set in policies, based on the level of involvement in the topic of diversity. Organisations who are in the discrimination-and-fairness paradigm develop different policies than organisations approaching diversity from the learning-and-effectiveness paradigm. The first two diversity management system components together, drive the *diversity programmes* within an organisation which are the formal diversity management activities. A diversity programme exists out of several activities to reach an organisations goals and objectives. An example of such an activity is unconscious bias training or inclusion awareness communications. Bowen and Ostroff (2004), argue the importance of implementing a strategic bundle of integrated diversity management activities. Simultaneous implementation ensures strong communication about the diversity philosophy that a company is adopting. Research on specific diversity programmes is very limited and each research only tests a small amount of diversity management activities (Kulik, 2014).

Diversity practices evaluate the experiences of managers and employees regarding diversity programmes. Consistency with organisation's intention and perceived experience by employees, may differ. It is hard to evaluate direct benefits of effective diversity management in the short run (Kulik, 2014). The desired result of diversity management is the right *diversity climate* at the work floor, which can also be defined as "the perception shared among individuals that their organisation treats people fairly and integrates them in the work environment, regardless of background" (Hennekam & Ladge, 2017, p. 43).

Kulik (2014) has described a disconnection between theory and practice when it comes to diversity management. This disconnection can be caused by both a knowing-gap or a knowing-doing gap. The lack of knowing reflects knowledge taken from research findings. A knowing-doing gap is explained as a lack of awareness of how to apply research finding into practice (Kulik, 2014).

1.3.Inclusion

Shore et al. (2017) argue that creating an inclusive environment for all employees within an organisation, is as important to create a positive diversity climate. The term inclusion is based on dissimilarities between people, it focuses on acknowledgement and acceptance of these dissimilarities. Over the last decade, workplace diversity shifted and refocused from diversity management to inclusion (Nishii, 2013). Mor Barak (2014) defines the concept of inclusion as "the individual's sense of being a part of the organisational system in both formal processes and informal processes" (p. 155). Informal processes such as information exchange in an informal setting where not all team members are present, strongly influence the feeling of exclusion. Shore et al. (2011) argue that an individual must have satisfied two integrated needs to feel included in a team: belongingness and uniqueness. It is essential to foster a sense of belonging. However, if employees must give up a unique characteristic to enable the feeling of belongingness, true inclusion is not experienced. On the other hand, the sense of uniqueness can be satisfied without experiencing the feeling of belonging. For example, unique characteristics of an employee can be recognised during work activities, but if the person is not invited to meetings and social events, the feeling of belonging is lacking. It all refers to the employee perceptions of being included (Mor Barak, 2015). The combined influence of effective action programs implemented at organisations, and antidiscrimination laws helped to foster inclusion of diverse groups at the work floor (Mor Barak, 2015). Insensitivity to the needs of diverse groups within organisations, may lead to a feeling of not being able to express your true self at the work floor among employees. Such non-inclusive environments potentially

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result in low staff morale, decreased productivity, retention problems and increased absenteeism (Rawat & Basergekar, 2016). Mor Barak and Travis (2009) introduced a two-stage, circular process to increase diversity representation and achieving workforce inclusion (figure 2). This model advises a proactive approach to inclusion. Stage one is reactive where organisations are challenged to recruit a more diverse workforce. The second stage is proactive, where organisations are expected to invest effort in diversity management. This circular process aims to enhance inclusion and foster organisational effectiveness (Mor Barak & Travis, 2009).

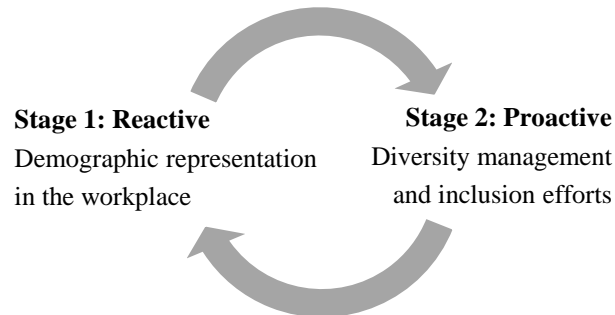


Figure 2. A circular two-stage process of diversity and inclusion (Mor Barak & Travis, 2009)

Organisations are challenged to create an inclusive environment which leverages diversity's potential benefits (Holvino, Ferdman, & Merrill-Sands, 2004). As stated by Nishii (2013), "inclusion is hampered when employees perceive others in terms of oversimplified and negative stereotypes and interpersonal interactions are perverted by status dynamics". An inclusive climate includes unbiased and equal treatment of employees, it supports individual differences and most importantly, it includes all employees in decision making (Cox, 1993). Inclusion policies and procedures should enable a fair behavioural standard, supportive workplace values and equal employment opportunities within organisations (Rawat & Basergekar, 2016).

Another challenge as described by de Moura, Leicht and Leite (2018), is the understanding of diversity and inclusion in leadership. The potential for social and organisational transformation is underestimated. Also, the interplay between psychological processes and dependent factors that support diversity in leadership is undervalued. Ethnic and racial minority members as well as women, remain underrepresented in leadership positions across the world. Unconscious bias, failure to manage diversity effectively and stereotyping are social processes which create barriers to leadership positions (de Moura et al., 2018).

1.4. Workplace conflicts

The concept of workplace conflict is studied by Jehn (1997), and is distinguished into three different dimensions, namely relation conflict, task conflict and process conflict. The first occurs when two or more colleagues face a situation in a different way. Major part of such conflicts is mostly caused by disagreement about goals and objectives within an organisation, differences in perception are taken personally which makes relation conflicts especially hard to manage. Personality clashes are the most common cause of workplace conflicts (Hotepo, Asokere, Abdul-Azeez, & Ajemunigbohun, 2010). Task conflict is explained as a perceived disagreement among group members mostly regarding differences in ideas and opinions as well as content of their decisions. In this case, it is often a conflict between employee and manager. Process conflict arises when delegating and dividing responsibility. Often, process conflicts escalate into a relational conflict as a disagreement between two individuals can occur (Jehn, 1997). Conflicts between colleagues often occur and can be explained by informal power, or status. Where formal power includes the control of tangible resources, is informal power related to the control which is socially conferred by others. Team-level outcomes can negatively be affected by power (Greer, van Bunderen & Yu, 2017).

The relationship between workplace diversity and workplace conflicts is explained by the fact that the act of categorizing of employees based on demographics result mostly in biases that favour in-group members over out-group members (Bargh & Chartrand, 1999). This bias is often unconscious and therefore hard to control. The tendency to favour in-group members has a specifically high impact on a previous mentioned problem, minorities in leadership positions. More specifically, the in-group favour makes it difficult for women to access high-powered professional networks (Devnew, Janzen Le Ber, Torchia & Burke, 2018).

When looking into the effects of workplace conflicts regarding organisational performance, Hotepo et al. (2010) have revealed that both positive and negative effects have been seen. Once the conflict is managed well, positive effects can turn into building stronger corporations between employees as well as enhancement of organisational innovativeness. If not managed well, differences between individuals can result in decreased social integration at work, mutual understanding and building trust (Hotepo et al., 2010). These factors are associated with higher employee turnover and team performance losses (Guillaume et al., 2014). Negative outcomes of workplace diversity are primary explained by the fact that heterogeneous teams tend to experience higher levels of workplace conflict (Jackson, Joshi, & Erhardt, 2003; Williams & O'Reilly, 1998). Well set-up channels for feedback and effective communication optimize

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chances to talk about conflicts regarding inclusion and discrimination within organisations (Rawat & Basergekar, 2016).

Workplace conflicts in the Netherlands are reported by the CBS (Central Bureau for Statistics) and published in an annual report about labour circumstances in the Netherlands. This is done in cooperation with the TNO (Dutch organisation of applied natural sciences research). In 2018, over 30% of respondents (N=62.567) were involved in a workplace conflict. In case of a conflict with one or more direct colleagues, this is mostly a short-term conflict (19.5%, N=62.393). However, 86% states not to be involved in such a conflict at all. Over 10% of respondents (N=62.326) were in a short-term conflict with their direct supervisor and only about 7% (N=62.201) have been in a short-term conflict with their employer. Long-term conflicts with colleagues, supervisors or employers are very rare (TNO & CBS, 2018).

1.5. Workplace discrimination

Discrimination is a worldwide issue which reduces physical and psychological health (Mor Borak, 2015). Workplace discrimination can also result in reduced self-esteem, increased job tension, and decreased satisfaction (Ensher, Grant-Vallone, & Donaldson, 2001; McGonagle & Hamblin, 2014). In some countries, legislative frameworks have been developed to protect people who belong to a vulnerable group. The Constitution of the Kingdom of the Netherlands includes that discrimination is forbidden (Rijksoverheid, 2008), which specifically resulted in increased employment chances for women and non-western people. A continuous increase is noticed in the number and types of diverse groups that are discriminated against, influenced by global economy and population movement (Mor Borak, 2015).

Being susceptible to discrimination and other negative consequences is mainly the result of being considered outside certain social groups (Mor Barak et al., 1998). Victims of discrimination are mostly minority groups. A minority group can be explained as a category of people who are involved in comparable disadvantages to members of a majority or dominant social category (Healey, Stephnick & O'Brien, 2019). Observable characteristics are typically the binding factor within a minority group, such as primary dimensions (Anand & Winters, 2008). Di Marco, et al. (2016) argue that discrimination can also be a stressor for non-minority employees who perceive a discriminatory workplace environment.

Several decades of legislation development around discriminatory behaviour has unfortunately still not changed everyone's attitude regarding minorities (Cortina, 2008). In fact, prejudice and negative stereotypes might be present even at an unconscious level (Di Marco,

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Arenas, Giorgi, Arcangeli & Mucci, 2018). Among others, Jones et al. (2013) have distinguished two forms of discrimination: overt and covert discrimination. Overt discrimination is explained as the old-fashioned acts of prejudice. Beliefs of being inferior over pejorative stereotypes drive this type of discrimination. Targets of overt discrimination can more easily relate negative experiences to discrimination because of its more explicit roots. Diversity initiatives within organisations are often targeting overt discrimination, since it has a more easily recognisable character (Jones, et al., 2013). Prejudices are seen in covert forms of discrimination within organisations and are explained as negative attitudes towards specific minorities. Cortina (2008) argues that incivility is the modern way of discrimination seen in organisations. It does not have a clear intent to harm, but even with the low-intensity it can injure employees. Incivility is a nonphysical way of interpersonal mistreatment happening in organisations (Cortina, 2008).

Covert, or subtle discrimination on the other hand, intends to harm but mostly unintentionally and is difficult to detect (Cortina, 2008; Jones et al., 2013). Jones et al. (2013) argues that actions with ambiguous intentions are perceived more stressful and confusing by targets compared to overt discrimination. Subtle discrimination is overlooked in organisations because it is not easily recognisable but might be even more harmful for targets because of the chronic nature of its consequences due to its higher frequency (Jones et al., 2013). This might lead to relational workplace conflicts. Cortina (2008) recognizes an additional form of discrimination, masked discrimination. This can be without realizing it, within everyday acts of incivility while maintaining an unbiased image. The natural tendency of stereotyping is the mind's way to categorise the world around, particularly focussed on the people in that world (Healey, Stephnick & O'Brien, 2019). Unconscious stereotyping of unfamiliar ideas or people, cannot be prevented and is referred to as subtle stereotyping. On the other hand, blatant stereotyping is conscious and controlled, and can thus be recognised and managed more easily (Cortina, 2008).

1.6.Voice mechanisms

When doing qualitative research into Organisational Behaviour (OB), informal voice mechanisms play an important role in the study. Employee voice is widely studied across a diverse range of disciplines, generating rich literature on the topic (Van Dyne & LePine, 1998; Armstrong, 2006; Kaufman, 2015). It is essential to first understand participative management to enable better understanding of employee voice. Stueart and Moran (2007) argue that participative management of employees emphasises employee empowerment of lower level

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employees by implementing and executing participative methods to increase involvement of employees in organisational decision making. Employee voice is one of the key characteristics of employee involvement. Excluding an employee from decision making, can be perceived as subtle discrimination. Van Dyne and LePine (1998) are credited as the founders of employee voice specifically within OB and have provided the following definition: “Promotive behaviour that emphasizes expression of constructive challenge needed to improve rather than merely criticize. Voice is making innovative suggestions for change and recommending modifications to standard procedures even when others disagree” (p. 109). Employee voice within OB can also be described as a mechanism that expresses the desire and choice of employees to communicate ideas and information to management as benefit for the organisation (Kaufman, 2015). Exclusion or ignorance of this desire and choice of employees, can be perceived as subtle discrimination.

Two main types of employee voice are defined by Armstrong (2006), namely: upward problem solving and representative participation. Upward problem solving can be explained from a teambuilding perspective where two-way communication is used between employees and managers. Representative participation involves collectiveness. The approach is rather from a partnership perspective between employee and employer. Problems and issues are solved in a cooperative way. These types of employee voice must be taken into account when developing integrated diversity management programmes. Empowerment by employees in terms of voice, can enhance the effectiveness of diversity management practices (Bowen & Ostroff, 2004). In addition, many other types of employee voice exist (Armstrong, 2006).

Four specific purposes for employee voice are defined by Armstrong (2006). The first purpose is that dissatisfaction is articulated within the organisation. Second, the expression of collective organisation towards management. Third, mutuality of the relationship between employer and employee is demonstrated. Last, management decision making is contributed to especially regarding quality, work organisation and productivity. By encouraging employee voice within organisations, ethical and political needs can be fulfilled while strengthen the bottom line to decrease high resignation rates (Kaufman, 2015).

1.7. Diversity and inclusion in the Netherlands

A continuous increase in migration to the Netherlands was seen during the late fifties which changed the demographic composition of the Dutch society. From origin, The Netherlands does not have an ethically and racially diverse society (Hennekam & Ladge, 2017). Other changes

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are increases in participation of women in the labour market as well as an increase in retirement age, resulting in more generations at the work floor. It is important to highlight the differences in diversity between urban and rural areas. The central and urban part of the Netherlands, called the Randstad, is significantly more diverse than more rural areas.

McKinsey&Company (2018) has performed research on gender balance at the Dutch labour market. Female participation almost equals men with a share of 46%. However, there is an uneven gender spread across sectors and a low contribution by women to GDP (Gross Domestic Product) (33%). This can be related to the fact that women occupy only have 25% of management positions and only 6% of leadership positions in the Netherlands (McKinsey&Company, 2018). Mothers in the Netherlands have the right to take 16 weeks of pregnancy leave, and their partner (male or female) has the right to take up five days (Dutch Authorities, 2016). Same-sex couples living in the Netherlands, prefer to live in one of the four bigger cities which can be explained by their more welcoming environment (Kuyper, 2013).

People with disabilities have more problems finding an employer because they often need extra supervision and adjustments to their work place. In 2013, the Dutch government has developed regulation in to enable better opportunities for disabled people. Goals are set per company sector to create a specific amount of jobs for disabled people. Each organisation counting 25 or more employees, must participate (Rijksoverheid, 2019).

According to the most recent report written on Discrimination in the Netherlands (European Commission, 2015), discrimination based on ethnicity is widespread in the country. Discrimination based on religion or beliefs and sexual orientation are ranked second highest in types of discrimination. The economic position of non-western migrants living in the Netherlands is poor due to low numbers of educated and employed people (Heijes, 2011). Coverage of the media on ethnic minorities focuses mainly on negative issues and we see a movement towards hardening of positions in Dutch politics (Heijes, 2011).

Kuyper (2013) argues that the Netherlands is the most tolerant country worldwide regarding acceptance of homosexuality explained by the fact that negative attitudes towards homosexuality has been below 10% for many years now. Research has shown that a supportive diversity climate leads to fewer negative experiences regarding sexual orientation in organisations in the Netherlands.

Strategies used to enhance diversity and inclusion in the Netherlands are: creation of awareness and adjusting personnel policies (Regioplan, 2018). Raising awareness is done by

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supporting employee networks, introducing a diversity board and appointing role models. Most effective way to increase awareness is to implement several strategies at once. Adjustments to personnel policies foster inflow of more diverse employees and improvement of recruitment practices. Results seen at Dutch organisations are increased support from the leadership, increased D&I goals by managers and increased awareness at the work floor (Regioplan, 2018).

2. Method

2.1. Research Question

The growing acknowledged relevance of workplace diversity, both from the business case perspective as well as from a moral perspective, makes that research in this field is suitable for direct application. An important delivery of different studies into workplace diversity is that it yields potentially greater productivity and competitive advantages in the long run (Cox, 1993; Loden & Rosener, 1991; Mor Barak, 2015; Shore et al., 2011) when managed effectively (Jackson et al., 1991).

2.1.1. Problem Statement

Apart from desired satisfying outcomes of diverse workplaces, critics note that it is tough to create the optimal effective diverse workplace (Jackson et al., 2003; Jayne & Dipboye, 2004; Kochan et al., 2003; Williams & O'Reilly, 1998). Diversity solely leads to desired positive results when employees are enabled to work effectively together in an inclusive environment (Rawat & Basergekar, 2016). Diversification within organisations can result in decreased team performance if the diverse workforce is not managed effectively (Jackson et al., 1991). Non-existing or ineffective diversity management can be caused by a knowledge-gap or a knowledge-doing gap among HR managers (Kulik, 2014). Workplace conflicts can arise interpersonally or within teams, and when related to diversity, protected groups can be found in discriminatory positions. Organisations are challenged to encourage diversity while protecting minorities, to enable optimal effectiveness of diversification.

Workplace diversity and its relation to workplace conflicts is a topic which is researched by Williams and O'Reilly (1998), through a review of 40 years of research into demography and diversity and the effects on groups and individuals. Workplace diversity is extensively studied in the Netherlands by for example Heijes (2011), Ter Berg and Schothorst (2018), and Hennekam and Ladge (2017). Looking into workplace diversity and workplace conflicts specifically, is not yet done in the Netherlands. Therefore, this study is very value adding in the field of workplace diversity in the Netherlands.

2.1.2. Purpose

Human Resource specialists employed in the Netherlands are highly aware of the importance of diversity and inclusion at the workplace. Enhancing a diverse workforce is encouraged by the Dutch government by creating awareness among organisations (Ter Berg & Schothorst, 2018). Proactive approaches are developed when it comes to managing diversity or planning to do so, mostly driven by the aim for positive consequences based on the business case of diversity. This study consists out of gathered perceptions of HR specialists on their

workforce. This leads to the fact that visible, primary dimensions of diversity are used in this research, rather than demographic information about employees (Anand & Winters, 2008). Dimensions taken into account are: gender, disabilities, ethnicity, race, sexual orientation, religious beliefs and age.

It is clear that diversity is given great attention, but workplace conflicts related to diversity are not so much addressed. The main research aims were: (i) to examine how diversity and inclusion are managed at the work floor in the Netherlands, and which diverse groups are identified; and (ii) to explore conflicts and discrimination at the work floor in the Netherlands, and the possible relationship with diverse groups related to employee voice.

2.1.3. Research question

This study aims to provide an answer to the following research question:

How do Human Resource specialists govern diversity at the workplace in the Netherlands, and do conflicts result from a diverse workplace?

Sub questions are designed to split the major query into smaller sizeable investigations:

1. Which protected groups are present in organisations in the Netherlands, and how is the diverse workplace managed?
2. Do HR specialists identify discriminatory behaviours, conflicts and complaints related to diverse groups (from the point of view of victims or colleagues and in relation to employee voice)?
3. Which protected groups are new and how has discriminatory behaviour changed in the last years?

2.2. Research Design

This study works from particular data gathered among HR specialists towards the exploration of patterns. The mono method approach, which solely focusses on qualitative research, was focussed on gathering qualitative data. No quantitative approach was applied because this study tries to understand underlying motivations, reasons and opinions rather than administering a statistical analysis. Explorative open-ended studies use a qualitative approach especially well to enlarge the richness of generated insight given that it enables more information including examples, attitudes and feelings (Rubin & Rubin, 2011). Exploratory research is often applied when a problem requires deeper investigation into clear results, therefore it applies well to this study. The fact that template analysis is a technique rather than

a methodology, makes that it is applicable to qualitative studies based on different epistemological perspectives, including constructivism (Rubin & Rubin, 2011).

A social constructivist perspective was considered the most appropriate way to understand and explain reality, clarified by the fact that conclusions have been drawn through social processes and interaction with others, where human development is socially situated. “What is known does not simply mirror the real world; rather, the meanings ascribed to the real world are created by individuals as they experience it” (Chism, Douglas, & Hilson, 2008, p. 3). Conclusions are constructed based on semi-structured interviews with 14 HR specialists in the Netherlands. Following this learning method, researchers have to develop their own understanding and knowledge of the world in which conclusions are constructed. Reflecting on gathered meanings, which are in this study shaped by experiences of HR specialists in the Netherlands, helps to understand the conclusions.

A philosophical paradigm describes the advancement of knowledge and the nature of that knowledge (Saunders, Lewis, & Thornhill, 2012). The social constructivist perspective falls under the umbrella of the interpretivism perspective which specifies that “truth is contextual, depending on the situation, the people being observed, and even the person doing the observation” (Chism et al., 2008, p. 2). The qualitative, interpretivist approach focuses on context-dependent descriptions which helps the researcher in this particular study to understand differences between individuals dealing with diversity and inclusion at the work floor as well as possible discriminatory behaviour (Schwandt, 2007). It is crucial to adopt a reflexive stance and understand the world from the participants’ point of view. This enabled the author to objectively conduct interviews.

2.3. Participants

As per ease of access, convenience sampling was used to recruit participants (Saunders et al., 2012). This non-probability sampling technique was applied by search on LinkedIn. Human Resource professionals employed at medium and large sized companies in the Netherlands were approached by using the InMail function through LinkedIn as well as through email if available. Electronic communication was used to consider interest and willingness in participation. A template email (appendix I) was used to ensure consistency between invites. This approach was followed by Snowball sampling, another non-probability sampling procedure (Saunders et al., 2012). The snowball sampling method was used to increase the number of participants. Furthermore, bias in sourcing was decreased by adding snowball

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sampling in addition to sourcing from LinkedIn. The snowballing approach enabled subsequent respondents that were obtained through the network of initial respondents.

A group of 14 participants have joined the study. The mean age of participants was 44 years old, with an average tenure of 15 years and a majority of 10 female HR professionals were interviewed (71%). Participants were all Human Resources professionals employed at large sized organisations in the Netherlands, each counting over 251 employees. Participants (N=14) were people employed as Human Resources Manager/Director (N=10), Human Resources Business Partner (N=1) or Diversity & Inclusion Manager/Director (N=3). Food industry (N=1), Installation Technology (N=1), Manufacturing (N=1), Healthcare (N=3), Hospitality (N=1), Accounting (N=1), Telecommunication (N=1), Information Services (N=1), Financial Services and Banking (N=2), E-commerce (N=1) and Emergency Services (N=1). All details can be found in table 3.

Table 3

Participant information and company sector

Nr.	Gender	Age in years	Tenure in years	Job Function	Company sector	Number of employees
1	Male	36	7	HR Manager	Food industry	38.000
2	Female	42	4.5	HR director	Installation Technology	1500
3	Male	53	2.5	Head of HR	Manufacturing	3500
4	Female	45	5	Head of HR	Healthcare	6500
5	Female	37	18	HR Manager	Hospitality	22.000
6	Female	52	30	Head of D&I	Accounting	270.000
7	Male	35	12	HR Manager	Telecommunication	13.000
8	Female	36	12	HR Manager	Information Services	1700
9	Female	50	18	Head of D&I	Financial Services and Banking	17.000
10	Female	28	1.5	HR Business Partner	Financial Services and Banking	1600
11	Female	60	13	HR Manager	Healthcare	1.100
12	Female	48	8	HR Manager	E-commerce	250
13	Female	42	12	Head of D&I	Emergency services	1.200
14	Male	58	9	Head of HR	Healthcare	4.000

2.4. Data collections

Data was collected among 14 Human Resources Specialists employed at large organisations operating in different industries in the Netherlands. The study was completed by a single interviewer between April and August 2019. Saturation was reached before the end of the data collection, after 12 interviews. Data collection continued to ensure saturation. Data obtained during interview 13 and 14 confirmed the findings from the previous 12 interviews. Thus, no additional insights or understandings were found after saturation. Semi-structured

interviews were elected to provide rich qualitative information to better understand the meanings described by participants. The use of semi-structured interviews decreased interviewer's bias and increases consistency, comparability execution time (Arksey & Knight, 1999), while still providing the opportunity to probe answers which enables explaining and building on responses (Saunders et al., 2012). The interview guideline was professionally developed and applied in a previous Portuguese study (Di Marco, Silva, & Passos, 2018) (appendix II & III).

Face-to-face interviews were completed in an office setting; either in a meeting room, personal office or open office space, depending on the participants' preference. The interviews were completed in common agreement on confidential grounds, which helped building trust and open conversations. The time needed to complete the interview with each individual was 60 minutes and was done during working hours. All participants were asked to respond to questions from an organisational context. The broad scope of the questions guided HR specialists to give examples about diversity and inclusion among employees within the organisation, as well as occurred conflicts, possibly related to diverse groups. Each interview was audio-recorded, transcribed and if needed translated from Dutch to English by the interviewer.

2.5. Data Analysis

Inductive reasoning starts at the data existing out of observations and measures, to work towards broader generalizations and theories by applying labels to explore patterns and regularities. The process of collecting data and preparing results were completed simultaneously following the template analysis approach (King, 2004). Template analysis utilizes a central focus on the development of a coding template (Brooks, McCluskey, Turley, & King, 2015). This approach was adopted because it enables a well-structured and systematic way of handling data. Furthermore, the principles of the template analysis are easily grasped and applied.

A set of *a priori* themes were identified in advance (King, 2004), based on relevance prior to the analysis, then sub-themes were developed. Table 4 presents the three *a priori* themes: diversity & inclusion, conflicts & complaints and change in discriminatory behaviour. After developing the *a priori* themes, *a priori* codes were created (appendix III). The *a priori* codes were adjusted based on a subset of the data consisting out of the first five interviews. The codes were applied to further data and modified as necessary (Brooks et al., 2015). An example of a modification is that the code *Change from only gender to more minority groups* was added to

the sub-theme *Meaning of diversity*. All modifications can be found in detail in table 5 (appendix V). The author performed the coding solely and the code analysis was carried out

Table 4

A priori themes and sub-themes

A priori themes	Sub-themes
1. Diversity & Inclusion	1. Understanding of diversity and inclusion
	2. Diverse groups
	3. Meaning of protected and vulnerable groups
	4. Actions taken and main challenges among diversity and inclusion
2. Conflicts & Complaints	5. Conflicts and how they are managed
	6. Formal complaint systems
	7. Complaints related to diversity/discrimination
	8. Clients' involvement in complaints and discrimination
3. Changes in discriminatory behaviour	9. New protected groups and changes in discriminatory behaviour

using Atlas.ti to enable structured and clear coding. Modification of the template was applied continuously after being applied to three added interview transcripts. A total number of 3 iterations on de coding template were constructed resulting in the *a posteriori* codes and themes (Appendix IV). Iteration 1 involved a higher number of modifications, than iteration 3. This can be explained by the fact of approaching saturation where the amount of new understandings decreases at the end of the data analysis.

2.6. Quality Assurance

Qualitative research is based on human understanding of one another. Validity of the data is highly important, it ensures the extent to which the data and the interpretation of the data are credible. Therefore, several actions have been taken to ensure validity of the research. Firstly, the interview guideline was professionally constructed and previously applied in a Portuguese study (Di Marco et al., 2018) (appendix II), which ensures validity in terms of interview questions. Carefully administering of the questions by the author and main researcher, ensured full awareness of items. The interview guideline was adapted to Dutch, for the participants who could not fully express themselves in English. The translation from English to Dutch was done by the author and the translation was tested during a pilot interview. After reflecting on the successful pilot interview, no adjustments to the interview guide were needed.

Secondly, as the researcher is obtaining a master's degree in Human Resources Management, an opinion about the research topic was formulated unconsciously. The ability to recognise, accept and writing openly about personal perspectives is essential to analysing

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qualitative findings effectively (Chism et al., 2008). The researcher is a woman, striving for equality at the work floor which might have affected the data analysis. The researcher is aged 25 years old and is born in the Netherlands. With an average participant age of 44, the researcher has experienced sometimes an age gap during the interviews. Personal bias and expectations of the interviewer were considered regarding the level of reflexivity.

Furthermore, an external auditor was elected to review the studies overall logic, coherence and consistency (Creswell, 2007). The external auditor (PharmD PhD S.P. van Rijn) is highly familiar with research in the field of pharmacy, and unfamiliar with this particular research topic. Lastly, the size of the sample had to be taken into account to ensure the reliability of the analysis. The quality of the sample size was ensured by the fact that saturation was reached before the coding of all transcripts was completed. The saturation point was reached after 12 interviews and secured that the gathered data could be sufficient to the analysis of the study. After 3 iterations of the initial coding scheme, no adjustments were needed anymore, and current codes were covering gathered data.

3. Results

The study among 14 HR specialists completed in the Netherlands aimed to (i) examine how diversity and inclusion are managed at the work floor in the Netherlands, and which diverse groups are identified; and to (ii) explore conflicts and discrimination at the work floor, and the possible relationship with diverse groups related to employee voice. With the aim in mind, the author tried to answer the following research question: How do Human Resource specialists govern diversity at the workplace in the Netherlands, and do conflicts result from a diverse workplace?

Before discussing the main findings in detail, a brief summary is visualized in figure 3. Diversity at the workplace in the Netherlands is structured by seven identified diverse groups. When diversity management is done successfully, inclusion can be reached which maximizes the outcome of a diverse workforce in terms of greater productivity and competitive advantages in the long run (Cox, 1993; Loden & Rosener, 1991; Mor Barak, 2015; Shore et al., 2011) when managed effectively (Jackson et al., 1991). Unsuccessful management of diverse groups does not reach inclusion but can escalate in workplace conflicts. Employee voice is an important influencer when it comes to diversity management, workplace conflicts and inclusion. Employee empowerment by voice is key to employee involvement.

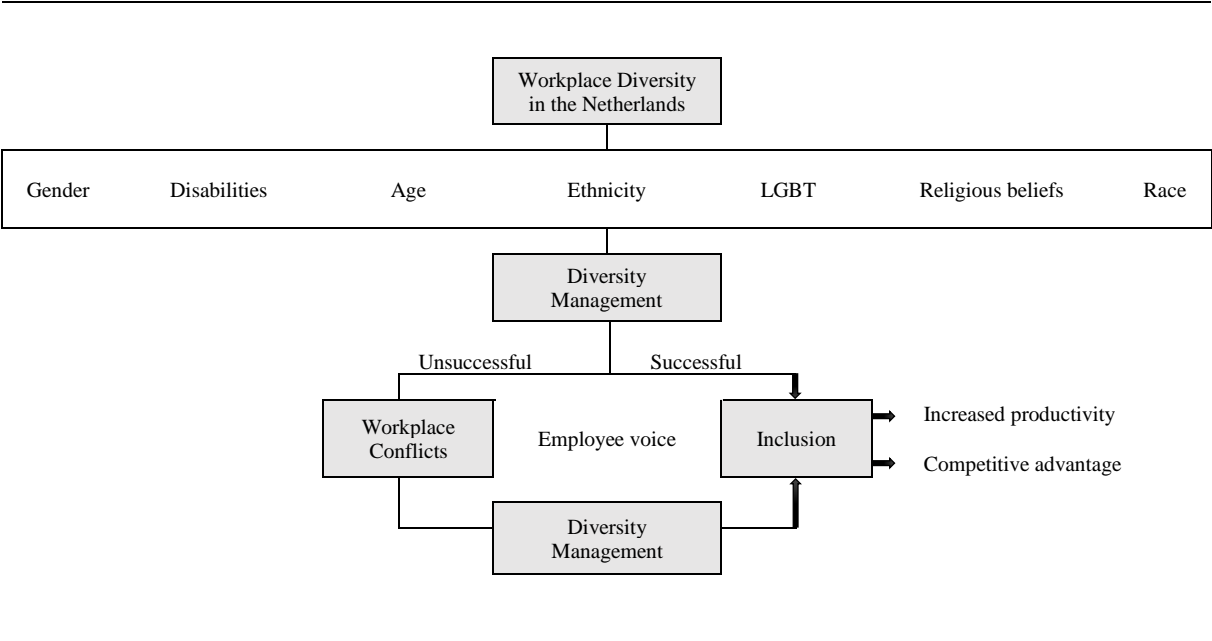


Figure 3. Summary of findings

The findings are discussed following the order of the three themes: Diversity & inclusion, conflicts & complaints and changes in discriminatory behaviours. All three themes

aim to answer a sub question. Findings that have emerged from the collected data are described and clarified with quotes from interview participants. Quotes are cited by HR function and company sector.

3.1. Diversity and inclusion

The understanding of the concepts diversity and inclusion differ to the extent of which both concepts have been implemented in companies. HR specialists agree on the fact that diversity includes something like creating a mix of people, where background does not matter, where everyone is welcome and where individuals are valued. “Diversity is to me the fact that everyone is welcome, your background does not matter” (participant 7). “Making sure that your organisation is a good mix of different kinds of people” (participant 5). “Involve everybody and value their individual capacities [...] a non-homogeneous working group with diverse people who look at cases from a diverse perspective” (participant 6). One out of three HR specialists highlights the fact that diversity can improve an organisation’s competitiveness. Only 10% of HR specialists showed their fear for negative consequences of diversity, “if you can bring as many as possible together, it works inspiring and challenging. In practice this can also work contradictive [...] there is a need for understanding of things like why is that person actually different” (participant 4). Research has shown that outcomes of highly diverse workplaces are indeed mixed (Jackson et al., 2003; Jayne & Dipboye, 2004; Kochan et al., 2003; Williams & O’Reilly, 1998). Higher turnover and greater employee dissatisfaction are contradictive results (Jackson, Brett, Sessa, Cooper, Julin & Peyronnin, 1991). Moreover, lower employee commitment (Tsui, Egan & O’Reilly, 1992) and intergroup conflicts (Jehn, Northcraft & Neale, 1999) can also result from a diverse workforce. Workplace diversity can surely deliver positive organisational results, but only when managed effectively (Jehn & Bezrukova, 2004). One out of three HR specialists state that inclusion to them is similar to diversity, “for me it is almost the same” (participant 3). Others note that it is about accepting people and the majority agrees on realizing the added value of others “Different competencies which reinforce each other” (participant 8), “what can someone bring to the team” (participant 14) and “then we go to the strength of differences (participant 9).

Table 6 shows the presence of diverse groups as identified by participating HR specialists reflecting on their work floor. Gender diversity and people with disabilities are on the radar of each participating organisation, “diversity used to be only about men and women, but that is almost old-fashioned” (participant 2). Age and ethnicity are also point of attention to most companies. People with different sexual orientations and religious beliefs are also

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identified at a majority of organisations. Race is the only diverse group which is not on everyone's checklist. Reason for this might be that race is based on physical characteristics such as skin and eye colour and can therefore be related with discrimination because it has been a big target of discrimination in the past (Mor Borak, 2015). "We do not track anything like race, because we are not allowed to in the Netherlands" (participant 7). Table 6 specifies the different identified dimensions with a brief definition.

Table 6

Identified diverse groups at participating organisations

Dimension	Definition	Amount	%
Gender	Man, female or other	14	100%
Disabilities	Cognitive, developmental, intellectual, mental or physical impairment	14	100%
Age	Length of time that a person has lived	13	93%
Ethnicity	Cultural factors such as nationality and language	12	86%
LGBT	Lesbian, gay, bisexual and transgender	11	79%
Religious beliefs	The belief in the reality of the supernatural or spiritual aspects	10	71%
Race	Physical characteristics such as skin and eye colour	5	36%

Note. More than one dimension per organisation possible

Another aspect taken into account by HR specialists is that personality colour profiles are also seen as a tool to diversify people within organisations. Personality colour profiles identify the preferred way of communication and optimal ways of working of individuals. A variety of personality colour profile tests exist including slightly different approaches. Most tests are based on four colours (red, blue, green and yellow), of which each represents a different primary personality type (Christfort & Vickberg, 2018). Such personality colour profiles are especially useful when companies start recruiting on such personality profiles, "If you miss a colour, you do see a gap within the team" (participant 10). This tool is applied by HR specialists within specific teams, to enable exploring dis-functioning teams, "there are many blue profiles here, so different colours of profiles have a lot of difficulties" (participant 8).

A division is seen between organisations which dare to talk about minorities and often refer to diverse groups, and organisations which find it odd to emphasize minorities. An example of an organisation that rather avoids referring to specific minority groups is, "you put people in boxes, that is why they will feel different. I don't like to stigmatize others" (participant 2). And on the other hand, an example where minority groups are often discussed, "all our employees are equally important, but some groups require a bit more attention and that is connected with the fact that they are less represented" (participant 9).

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When addressing labels like vulnerable and protected groups, HR specialists note that this gives a negative touch to diversity. A majority does not use these terms when talking about diverse groups. However, the same majority does agree on the fact that labelling is needed to enable better integration. Most HR specialists refer in this case to people with a distance to the labour market, or a disability. People who have problems to find a job in the Netherlands, due to any kind of disability, are referred to as people with a distance to the labour market. “I do use the term vulnerable, and then I mean the people who are cognitive weaker” (participant 9). The retention rates and chances of getting behind within a team might decrease among protected and vulnerable employees if these groups are considered as employees who need more support at work. This means that it is effective to label specific employees with protected or vulnerable. “It is needed to use the terms to include minorities and help them integrate” (participant 7), “If you don’t label them at this moment, the retention of this group is too low” (participant 6), “In practice we have the chance that such a person can get behind. It is needed but I find it disappointing that it is needed” (participant 11).

Discussing the many different actions to create and manage diversity and inclusion at the work floor, provided great insight in different practical implementations. Figure 4 shows seven different actions which have been implemented within participating organisations, clarified by the number of organisations in which the actions are applied. Several organisations recently introduced their first practices and a majority introduced already a broad variety of initiatives.



Figure 4. Actions taken to be diverse and inclusive shown in times of implementations

The most implemented initiative is a recruitment strategy which enhances diversity and inclusion, “we came up with the idea to always propose one woman and one man for each role,

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starting from a higher level. This way we include women for specific roles and improve the gender balance” (participant 1). Diversity focussed recruitment strategies are implemented to recruit a diverse workforce, as suggested by Mor Barak and Travis (2009) in the first stage of their two-stage circular process (figure 2). In stage one, organisations are challenged to recruit a more diverse workforce. It is important for organisations to follow the circular model and apply stage 2 as well to enhance inclusion and foster organisational effectiveness (Mor Barak & Travis, 2009).

Almost all (N=13) participating organisations have set internal agreements regarding diversity and inclusion. Referring to Kulik’s (2014) diversity management system components, this action is part of the diversity policies component, where organisational goals and objectives are set. This action requires involvement of the leadership team, which encourages their support on diversity and inclusion. “So, it starts with the commitment in the top [...] the organisation supports the importance of diversity and inclusion. Next to that we create awareness” (participant 9).

Another common implemented action is hiring people with a distance to the labour market. Jobs are sometimes especially created for disabled people, “right now, we create positions for them, so they only focus on their talent, and all other tasks are eliminated. We see that people flourish through this strategy” (participant 8). Sometimes, companies enable the right step into the labour market by opening a position for a specific amount of time, “We help a few disabled people on a first temporary job, so they have work-experience” (participant 6). This helps an employee building up a good CV, which enables better chances at the labour market.

Providing training within the field of diversity & inclusion, is implemented within eight of the participating organisations. “We implemented unconscious bias training for recruiters as well as hiring managers” (participant 7). This is done by five participating organisations. More initiatives were explained like, “we have a mentoring programme, so that people from different places and opportunities coach and mentor different people” (participant 10). Another popular initiative is organising events for minorities, “I am working now in the LGBT team to organize the gay pride for our employees” (participant 1). “We have a female network which organises special events focussed on women but also on the awareness of diversity and inclusion” (participant 7).

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An initiative which is highly interesting initiative is the Diversity Charter. “This is an initiative from the government to support organisations and more importantly to provide a platform to encourage conversations about diversity” (participant 2). Signing the Diversity Charter is a great opportunity for organisations to get involved in diversity and inclusion practices. Until now, the Charter is only signed by 6 of the participating organisations. Unfortunately, some organisations note that their priority is not yet with creating a diverse workforce, due to other priorities. “We don’t have any special programs to do anything regarding this topic. It has mainly to do with the fact that we just have a lot of different priorities” (participant 4). The fact that other organisational practices are prioritised over diversity and inclusion practices, might be because this organisation does not experience the need to act on diversity initiatives from the business case of diversity, nor from the moral case of diversity driven by ethical and political need.

Bowen and Ostroff (2004), have done research on the importance of implementing a strategic bundle of integrated diversity management activities, rather than one initiative. Increased power of communications about the diversity philosophy that an organisation is following, can be ensured by simultaneous implementation of diversity management activities, referred to as a diversity management program. Research on the effectiveness of specific diversity programmes is very limited and each research only tests a small amount of diversity management activities (Kulik, 2014). Figure 5 shows the amount of combined diversity and inclusion activities, applied by the specific number of organisations. Three organisations implement a strategic bundle of all different diversity actions. One organisation bundled six different initiatives and 3 organisations have implemented 5 different diversity management initiatives.

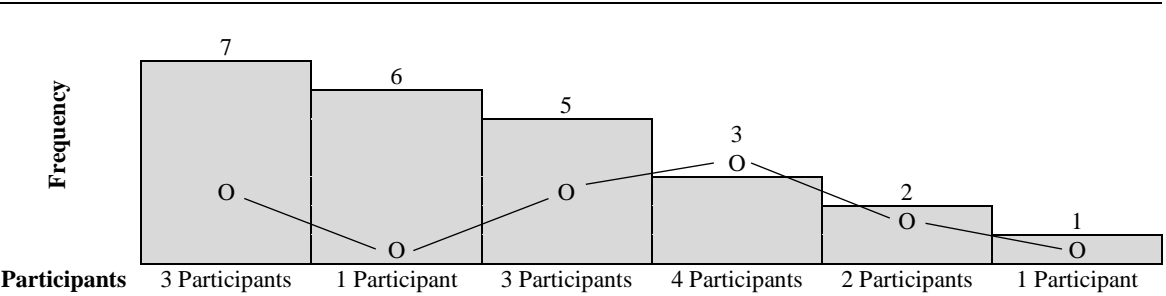


Figure 5. Combined diversity and inclusion activities

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When discussing all above mentioned practical implementation to enhance and manage diversity and inclusion at the work floor, it is important to ensure awareness about disconnection between theory and practice (Kulik, 2014). HR specialists should understand the knowledge gap as well as the potential knowing-doing gap. Being aware of the existence of both gaps, enhances the chances to avoid them.

After discussing practical implementations to enhance diversity and inclusion at the work floor, participants were asked about the major challenges related to diverse groups. The major challenge among diverse groups is handling gender equality. This challenge is increasing when zooming in to higher management positions, “overall, we are doing very well I must say, but we have a problem with too few women in high positions” (participant 1). Another challenge is one where differences between people are negatively emphasized. Interpersonal problems can arise within diverse teams due to a lack of understanding of each other’s differences. Many organisations see problems arising and note this as one of their challenges. “If you want to be diverse, you need to accept everyone’s differences” (participant 8). Furthermore, problems among promotions and gender diversity are mentioned. It is hard to change things, “some women say that they don’t want to be promoted only because they are female. Men that are not promoted then say, she is promoted because she is a woman” (participant 6). When exploring the possibility that before mentioned challenges have changed over the years, a majority of HR specialists note that diversity was no priority in the past. “We could not get the leadership team involved in the past. Now we have people in the leadership team that really make that it is priority now” (participant 1). Also, “there was not such a topic as diversity. If we look at the top 100 employees in 95’, we had 100 white men on that list” (participant 9). Companies seem to be more aware of workplace diversity and inclusion now. “Companies now know how important it is to work on diversity and inclusion” (participant 7).

When looking future perspectives, and the challenges among diverse groups that it will bring along, the biggest challenge seen in this study is the new generation entering the work floor soon, and different generations at one work floor over all. Many questions are arising:

The most important thing to handle is how different generations get along. Do they speak the same language and are they able to work together efficiently? Especially because the culture is set by older people with high tenure, this can be difficult for younger people. (participant 8)

Millennials at the workplace are known for their thrive for experiences, their flexibility, their need for feedback, their eagerness to learn and their team-oriented working style (Yunita & Hadi Saputra, 2019). How this will influence the future is still the question. “Millennials are looking for growth opportunities, constant learning, constant feedback. But also, flexibility regarding holiday leaves and potential new roles in or outside the company. This flexibility will be the biggest challenge in a sense” (participant 10). Another issue is the lack in workforces starting to raise currently. “If the labour market would get so tight that employers are happy with all applications” (participant 8). A recruitment related matter is about not hiring candidates who are copies of the current employee on the position or an employee in a high management position. “We now more and more see that diverse teams can work better and that we don’t want to hire only copies of the managing director” (participant 2).

3.2. Conflicts and complaints

Three different kinds of workplace conflicts have been discussed in the study: conflicts which happen in general in the organisation, conflicts where a client was involved and conflicts which involve clients and are possible due to discrimination. Table 7 exhibits the explanations and examples for each type of conflict and management approaches. The number of organisations that come across the complaint is also noted. Jehn (1997) distinguished three different dimensions of workplace conflicts. Interpersonal conflicts and conflict of sexual harassment fall under relation conflicts. Conflicts around performance appraisals and young professionals who are not taken seriously by the client are task conflicts. Conflicts regarding

Table 7

Summary of types of conflicts and their management

Type of conflict	Example of complaint	nr.	Management approaches	nr.
Conflicts in general	▪ Interpersonal conflicts	5	▪ Discuss with both parties	6
	▪ Conflicts around performance appraisals	4	▪ Bring in a confidential mediator	5
	▪ Conflicts regarding career opportunities and mothership	4	▪ Discuss in the team	4
	▪ Conflicts of sexual harassment	3		
Conflicts with client involvement	▪ Client requested different advisor due to religious beliefs of the current advisor	1	▪ Taking a stand for the employee	4
	▪ Client refused to speak English while a non-Dutch intern joined the meeting	1	▪ Discuss with the employee ▪ Discuss with the client	3 3
Conflicts with client involvement due to discrimination	▪ Sexual harassment by client	1	▪ Discuss in the team	3
	▪ Young professionals who are not taken seriously by the client	1	▪ Discuss with the client	2

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career opportunities and mothership, client requested different advisor due to religious beliefs of the current advisor and client refused to speak English while a non-Dutch intern joined the meeting are all process conflicts.

When looking into workplace conflicts, interpersonal conflicts are most experienced within participating organisations. “Sometimes within teams because they just don’t understand each other” (participant 2). These conflicts are mainly regarding working together with colleagues. “People complain about their colleagues when they work together. It is a very tight group of people that always work in the same team with 6 or 7 together and sometimes there is some tension in this group” (participant 3). Other conflicts are regarding career opportunities while having a family at home. “A lot of men still think like: oh, but that woman will get pregnant and she will need to take up maternity leave” (participant 9). “Some employees have the feeling that they are not promoted because they have kids” (participant 1). Conflicts regarding performance appraisals are also mentioned by participating HR specialists. “The conflicts we have are mainly between the employee and their manager around performance” (participant 5). Also, conflicts of sexual harassment occur, “we had some complaints about sexual harassment” (participant 6). Less common complaints are among performance appraisals and work-life balance of employees. It must be emphasized that in most events it is preferred to use the word discussions rather than a conflict, especially when it was not filed formally.

A majority thinks that conflicts are often related to gender. “Women sometimes come to me and complain about the male world and that they are passed from all sides which makes that they cannot find their way in the old-boys network” (participant 8). “Women who really want something and who are also capable and currently performing an intellectual job, they are sometimes just placed on the side. And then they start complaining like: Come on, I am the best candidate” (participant 9). Complaints can sometimes also be related to disabilities and cultural differences. “I can imagine that if you as white man would be working in an area where many foreigners live, then I can understand that problems might arise quicker” (participant 2). Others think that complaints are not related to diverse groups. “The main discussions are around responsibilities, it doesn’t have anything to do with the fact of the person is male or female etc.” (participant 5). “I think that it has to do with the fact that people do not listen to each other, or do not want to understand each other” (participant 5).

A majority states that clients are sometimes involved in conflicts, while another significant group states that this doesn’t happen as far as they know. Out of experiences where a client was involved in a conflict, a majority has taken a stand for the employee. “Our

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employees are professionals and we believe in their capabilities. When a client requests something like this, we choose to stand behind our employee” (participant 9). In the before mentioned quote, the client requested another advisor based on the religious beliefs of the current advisor. Others also find it important to talk it through with the employee.

There is an equal division between HR specialists who are of the opinion that complaints with client involvement can be related to discrimination, and the ones that think it is not related. “If you call sexual harassment yes. But also related to age, younger people” (participant 6). “No, I don’t think it has to do with discrimination. I think it has something to do with the fact that people don’t listen to each other” (participant 5). A third can imagine that this is the case but has not experienced it. “I can imagine, we are a reflection of society around us so that could happen” (participant 11).

After workplace conflicts have been filed, it is important to manage such situations. The most implemented method is talking about the issue with both parties. “Sometimes it is making sure that the people sit around the same table and say, okay, let’s talk it out” (participant 5). Referring to the types of employee voice as described by Armstrong (2006), the representative participation type is used mostly when managing conflicts as described above. If this is not enough, a confidential mediator can assist to ensure objectiveness. Moving the conflict into a team discussion is also a preferred method. “We took it to the complete department by talking about it using rules to manage the intervention” (participant 4). Upward problem solving, is in this case applied as a two-way communication channel from a teambuilding perspective (Armstrong, 2006). Larger organisations are obligated to have well set-up policies in place to enable employees to officially file complaints and to manage conflicts. “The fact that we operate globally requires a well-regulated system for such matters. There are quite some cases of sexual harassment in big corporates, this can fight that” (participant 1). The digital way of filing complaints is widely used among participating organisations. Filing complaints is a way of upward problem solving from an employee voice point of view.

Regarding the management of complaints with client involvement, it is important to discuss the matter in the team. “Most of the time you work in a team so, if people come forward in the team, we discuss it” (participant 6). Conflicts related with clients are discussed with the employee as well as with the client, “we want to talk to the client first to explain, but discrimination is strictly non-acceptable” (participant 9).

Many companies have an internal confidential mediator and some organisations hire an external confidential mediator. Several organisations even have them both “to make sure that if somebody feels that it is difficult to discuss the problem internally that they can discuss this externally” (participant 5). Next to that, a formal complaint committee is mostly in place to provide objective decisions. An officially filed complaint can be promoted by either the victim who is the employee itself, or by colleagues and manager around. In a majority of accidents, the victim is the one who is the promotor of the complaint. “Most people will do this their selves. If you get in a conflict, then you should report this yourself” (participant 13). In many other cases there is not a specific difference. Sometimes the manager will notify me and sometimes it is the employee self (participant 5).

3.3. Changes in discrimination

Everyone has agreed that discriminatory behaviours have changed. The way people express discrimination these days is seen in political statements. “I see a movement within specific political parties. People can say more than before and with that, they sometimes exclude people” (participant 7). The same type of subtle discrimination happens as well within jokes made among colleagues and friends. “Discrimination can be the jokes about for example minorities” (participant 3). Such jokes are hard to control. Therefore, it is hard to take strategic management actions. Many participating HR specialists highlight the fact that media is a big influencer in the way discrimination is expressed these days. “The media is not objective anymore” (participant 12). Victims of discrimination are mostly people with a different religious and ethnical background than the majority of the country. “I think that it is now about cultures and religious beliefs, but that is mainly because of ISIS” (participant 8). More specifically, Moroccan people are named, “you see people with different surnames, for example people with a Moroccan background. They are immediately prejudiced” (participant 9). It always comes back to people who act or look different, “if you deviate from the norm of the group then you can be already discriminated. I think this is caused by fear, and therefore you don’t see the real person” (participant 4). Another point of attention is that discrimination has increased. “It is not decreasing as you would expect. It is increasing a lot because the progress is less than we expected it to be” (participant 6).

4. Discussion

The product of the analysis and its interpretation follow the same order as the findings, including accompanying connections to the larger literature. The aims of this study were: (i) to examine how diversity and inclusion are managed at the work floor in the Netherlands, and which diverse groups are identified; and (ii) to explore conflicts and discrimination at the work floor in the Netherlands, and the possible relationship with diverse groups related to employee voice.

4.1. Diversity and inclusion

Diversity is understood by participants as creating a mix of people, a place where background does not matter, where everyone is welcome and an environment where individual capabilities are valued. The first three aspects all indicate that companies are open to rise the number of diverse identity groups at the workplace. Thomas and Elly (1996) state instead, that workplace diversity goes beyond the creation of a diverse workplace. As creating an environment where individual capabilities are valued suggests, it is essential to focus on retention of minorities (Thomas, 1990). The understanding of inclusion might not be sufficient. Several respondents do not know what this term includes, and others suggest it is rather the same as diversity. It is underestimated what inclusion can bring alongside diversity. Shore et al. (2017) argue that creation of an inclusive environment is as important to create a positive diversity climate. Insensitivity to the needs of different minorities within organisations, may lead to a perceived non-inclusive environment, possibly resulting in low staff morale, decreased productivity, retention problems and increased absenteeism (Rawat & Basergekar, 2016).

Positive results that can be gained from a diverse workforce, namely maximization of effectiveness and recognisable competitive advantage (Cox, 1993; Loden & Rosener, 1991; Mor Barak, 2015; Shore et al., 2011), are not often emphasised by HR specialists in this study. Reasoning following the concept of the business case of diversity, or self-interest, was only done by 5 HR professionals. The remaining participating organisations act from a social and ethical perspective, the moral case of diversity. Contradictive consequences of a diverse workplace are noted by others, as suggested by literature (Jackson et al., 2003; Jayne & Dipboye, 2004; Kochan et al., 2003; Williams & O'Reilly, 1998). Several HR specialists discussed the fact that when diversity is not managed well, differences can cause conflicts among employees, which is also argued by Jehn et al. (1999). One of the HR specialists stated that it is important to acknowledge and understand differences in order to value each individual's capacities, which indicates that inclusion should go along with diversity as

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suggested by the two integrated needs to feel included: belongingness and uniqueness (Mor Barak, 2015).

Different diverse groups are identified within companies. A division between men and women is often recognised as well as employees with a disability. Employees of different ages, ethnicities, religious beliefs, as well as LGBT members are also recognised in most of the participating organisations. Diversity in race is not identified a lot within participating organisations. People might rather look at ethnicity which includes characteristics like nationality and language, than race which includes for example skin colour. Race can be unconsciously related with discrimination because it is connected to skin colour, which has been a large target of discrimination in the past. An interesting extension on diverse groups was highlighted several times, namely diversity based on personality colour profiles which is a frequently implemented tool to understand diverse communication styles within a team.

When talking about diverse groups in the sense of minorities, the terms protected and vulnerable are mostly not used due to their negative touch. Being considered outside certain social groups, can bring up a feeling of being susceptible to discrimination or other negative consequences (Mor Barak et al., 1998). However, HR specialists are aware that it is sometimes needed to label minorities to enhance inclusion, especially for cognitive weaker people. An organisation's insensitivity to the needs of minorities may lead to a non-inclusive environment where employees cannot be their selves (Rawat & Basergekar, 2016).

Enhancing inclusion and diversity and inclusion at the work floor is done by implementation of various actions. It starts with setting internal agreements, which is nowadays done by most companies. Kulik's (2014) diversity management system components, suggests likewise to agree on diversity paradigms first, followed by turning agreements into policies. Practical diversity implementations like recruitment strategies and hiring of people with a distance to the labour market are very common. About 50% of organisations also implement the following practices: organising events for minorities, improve gender balance and provide diversity & inclusion training. Another interesting program is the Diversity Charter, signed by 6 of the responding companies, which builds a broader diversity and inclusion network every year. This governmental supported initiative encourages many organisations in the Netherlands to work on diversity and inclusion. Bowen and Ostroff (2004) emphasise the importance of integrated diversity management programmes. Simultaneous implementation of diversity management activities will increase power of communications and the diversity philosophy.

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Diverse groups include many challenges, different between organisations. Many companies have worked on their gender balance and are turning to a more equal work floor. However, when it comes to leadership positions, companies are not performing so well yet. Creating the right gender balance is the main challenge at the work floor in the Netherlands. Alongside gender balance, there is a challenge among promotions and gender. Furthermore, interpersonal problems are also current challenges which need to be managed. This challenge might be one which is always current and will never be solved. When looking at the past, such challenges were not point of discussion. Diversity was no priority in the past as stated by many HR specialists. A big shift was seen in awareness of diversity managed from the top. Once the leadership team is supportive, initiatives are easier to introduce. Inclusion is slowly creating awareness as well, since diversity needs inclusion to enable positive results. As Moura, Leicht and Leite (2018) state, the understanding of diversity and inclusion in leadership is seen as a current challenge. This might influence the low leadership involvement when it comes to diversity and inclusion support. Kulik's (2014) diversity management system components suggest the diversity policies component. Organisational goals and objectives are set in this component under guidance of leadership. As women only take up 25% of management positions and 6% of leadership positions in the Dutch workforce, it can be suggested that diversification within management roles and leadership positions must increase before expecting full leadership involvement on the topic.

4.2. Conflicts and complaints

Conflicts are most often occurring interpersonally within teams or between two colleagues. As described by Jehn (1997), these are relationship conflicts. Interpersonal conflicts could possibly be related to subtle discrimination, which is often overlooked because it is not easily recognisable. It might be even more harmful for targets because of the chronic nature of its consequences due to its higher frequency (Jones et al., 2013). Due to the fact that it is hard to recognise, the conflict can mostly only be solved if the victim talks about the problems with his or her manager or a confidential mediator. Conflicts regarding performance appraisals, career opportunities combined with mothership and sexual harassment are also seen within Dutch organisations. These examples would fall under task conflicts. When looking into conflicts where clients are involved, there are examples including requesting a different advisor due to religious beliefs, which is a relation conflict based on discriminatory grounds. All given examples are actually related to diverse groups and can thus possible been triggered by subtle discriminatory behaviour. Conflicts based on gender diversity and cultural differences such as language and religious beliefs seem to be related to overt discriminatory behaviour. Workplace

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conflicts and workplace diversity are explained as related components using the assumption that the act of categorizing of employees based on demographics, result mostly in biases that favour in-group members over out-group members (Bargh & Chartrand, 1999). This bias can be unconscious and therefore it is hard to manage or control.

When a conflict occurs, there are several options to inform HR or the confidential mediator. Most of the times, the victim is the promotor of the complaint and steps to the right person. Sometimes it can also be the manager or the colleagues around the victim who inform HR or the confidential mediator about the conflict. Management of workplace conflicts is mostly done with discussing the problem and talking about the issue. The representative participation type of employee voice is often applied (Armstrong, 2006). Sometimes the discussion is also taken to the team or department, to create awareness and to avoid more comparable conflicts. Upward problem solving, is in this case applied as a two-way communication channel from a teambuilding perspective (Armstrong, 2006). Once a client is involved in a conflict, it is important to talk to the client but also take a stand for the employee. When a conflict is in need of an objective view, a confidential mediator might assist. Most companies have internal confidential mediators, who are trusted and capable employees for such a role. Others have external confidential mediators to ensure objectivity. Some companies even use both, so the employee choose based on personal preferences. A formal complaint committee is also in place in case an objective decision must be made due to a complaint. Larger organisations are obligated to have such systems in place to give employees the right to file an official complaint.

When looking at the long-term challenges among diverse groups, the biggest challenge seen in this study is the management of different generations at one work floor. Millennials at the workplace are known for their thrive for experiences, their flexibility, their need for feedback, their eagerness to learn and their team-oriented working style (Yunita & Hadi Saputra, 2019). How this will influence the future is still the question. Baby boomers are moving towards their retirement, while a rise in retirement age creates an increase in age range within organisations. The gap between older employees and graduates is enlarged rapidly.

4.3. Changes in discrimination

Workplace discrimination is expressed through politics and jokes among colleagues and friends, as described by participating HR specialists. An important influencer of the changes among discrimination is media. Objectivity of big media seems to be an issue. Coverage on ethnic minorities in the media focuses mainly on negative issues and a movement is seen towards hardening of positions in Dutch politics (Heijes, 2011). There is a shift in victims of

discriminatory behaviour from skin colour to religious beliefs and racial background. In general, people who look or act different are target for discriminatory behaviour. The European Commission (2015) showed results that both discrimination on religious beliefs and sexual orientation are highly noticed. The latter is not mentioned by participants of this study.

4.4. Limitations and future research

This study provides insights into diversity and inclusion related to conflicts and discrimination at the work floor in the Netherlands. The findings show that diversity is an important topic already and actions are taken regarding its enhancement and improvement. Inclusion on the other hand, is not so much introduced yet. The research also shows that conflicts might be related to diverse groups, especially when implementations of inclusive actions lack. However, this study also has the following limitations. Firstly, the study gained insight from HR specialists on conflicts. Organisations rather do not talk to external people about problems they encounter. Therefore, it is understood that complete honesty is hard to assume. The interviewer tried to build trust during the introductory part of the interview, to enhance richness on the questions regarding conflicts. Gathered data on conflict specifically, differed highly in richness. Three out of 11 interview questions about conflicts could not be answered fully. Question 19: how do you deal with them (referring to question 18. Are clients involved in these complaints?) could not be answered by one of the participants. Six participants were not able to answer question 20: Do you think that some of such complaints are due to discrimination? Lastly, nine participants could not answer question 21: How do you deal with these types of complaints (referring to question 20).

Secondly, this study is written from the perspective of HR specialists. Conflicts might be kept silent from the HR department in many organisations, which results in the fact that participants of this study simply have not heard about certain conflicts. It could be subject to further studies to include interviews with employees to generate more information about employee experiences.

The theoretical implications of this study can be explained by the contribution to closing a research gap among workplace diversity and inclusion in the Netherlands. Workplace diversity is extensively studied in the Netherlands by for example Heijes (2011), Ter Berg and Schothorst (2018), and Hennekam and Ladge (2017). Looking into workplace diversity and workplace conflicts specifically, is not yet done in the Netherlands. Therefore, this study is very value adding in the field of workplace diversity in the Netherlands.

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Practical implication taken from this research are that solely recruiting a diverse workforce within an organisation is not enough, the right diversity management tools are needed to work towards inclusion (Jehn & Bezrukova, 2004). It is only possible to reach desired results when diverse employees can work effectively together in an inclusive environment (Rawat & Basergekar, 2016). Conflicts can result from a diverse workforce most likely when there are opportunities for improvement within diversity management. The most important long-term challenges are not related with workplace conflicts but do relate to diversity. Different generations in one workforce and the tightening labour market are expected to challenge organisations in the Netherlands. This study is beneficial for HR specialists working on diversity and inclusion management. It is important to be aware of the disconnection between theory and practice described by Kulik (2014).

5. Conclusion

To conclude, gathered results combined with existing literature have led to the final chapter. How do Human Resource specialists govern diversity at the workplace in the Netherlands, and do conflicts result from a diverse workplace?

Diversity is being introduced widely in organisations in the Netherlands. Identified diverse groups are gender, disabilities, age, ethnicity and LGBT. Religious beliefs and race are less identified. There is a noticeable difference between urban areas and rural areas within the country. Organisations located in urban areas are clearly ahead on diversity management, which can be explained by the more diverse demographic composition of society around them. Diversity and its management are mainly introduced on social and ethical grounds.

Diversity and inclusion go hand in hand when aiming for their full potential. Organisations can grow more towards the potential of positive results from a diverse workforce, but only if an inclusive environment is created. Non-inclusive environments can result in low staff morale, decreased productivity, retention problems and increased absenteeism. The creation of an inclusive environment is as important as the creation of a positive diversity climate. Inclusion and diversity are enhanced in participating organisations by implementation of internal agreements, recruitment strategies and hiring people with a distance to the labour market. Especially in higher positions, involvement of the leadership team is needed to enable desired equality results. Once the leadership team is supportive, initiatives are more easily introduced.

Unsuccessful diversity management can lead to a lack of understanding and acknowledgement of others' differences. Interpersonal conflicts are the result, such as conflicts within teams or between two colleagues. A widely implemented tool is one of the many versions of the personality test based on 4 colours, to enable better understanding of others. This research found that task related conflicts are often related to members of diverse groups. Such conflicts are mostly related to gender diversity and cultural differences such as language and religious beliefs. An unconscious bias towards a minority can lead to subtle discrimination and is especially hard to manage and control.

It could be subject to further studies to include interviews with employees to generate more information about employee experiences. Another interesting extension could be to look further into effectiveness of diversity management programmes by doing research on combinations of diversity management activities.

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Appendices

Appendix I – Electronic Communication

Dear [name HR Professional],

My name is Hilda Wijbenga, second year Master student in HRM & Organisational Consulting. Currently, I am working on a research in the field of workplace diversity and inclusion. It is a repeated study which is currently also conducted in Portugal by my supervising Professor, Donatella Di Marco, and her team. I am taking up the responsibility to gather data in the Netherlands.

I would like to ask if you would be willing to join my research by participating in a one-hour interview. It would be highly appreciated if you could share your knowledge on diversity and inclusion at your workplace.

Please let me know when you would be available for a one-hour interview.

Many thanks & kind regards,

Hilda Wijbenga

Appendix II – Interview guide

Introduction

Part 1. *Introductory questions*

1. Tell me about your job. Which are your job responsibilities within the organization?
2. Tell me about the organization (sector, size, number of workers, etc.)
3. Can you tell me about the main organizational values?

Part 2 *Goal: Understanding which **protected groups** are presented within the organization, if they receive discriminatory behaviors, and complaints that are related with protected groups (from the point of view of victims and colleagues).*

4. As you know, nowadays, workplaces are heterogeneous, including diverse contexts where people with different characteristics and backgrounds meet. What does diversity mean for you?
5. The terms diversity is often related with the term “inclusion”. What does it mean for you?
6. What does your organization do to be inclusive?
7. Thinking about your organization, which diverse groups can you identify? (Ask which of them are more “salient”)
8. For instance,
 - Do you know the percentage of women and men within the organization?
 - What about people with disabilities?
 - What about black people?
 - Are there people from different countries?
 - Do you know if there are LGBT people?
 - What about people with different religious beliefs?
 - Are there noticeable age gaps between people?
9. Could you tell us about the main challenges in dealing with these diverse groups? (in terms of relationship with coworkers, specific needs, etc.)
10. Do you think that such challenges were different in the past 20 years?

Conflicts

11. Conflict is something present in the daily life of people and also within organizations, having said that, which types of conflict are present within the organization? (Could you give me some examples?)
12. How do you deal with them?
13. Does a formal system of complaints exist within your organization? How does it work?
14. Which types of complaints do you receive more often?
15. Are conflicts and complaints sometimes related with diverse groups?
16. Which types of complaints do you receive related with diverse groups?

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17. Who are the promoters of these complaints? (Victims or colleagues)
18. Are clients involved in these complaints? (Problems related with interaction with clients)
19. How do you deal with them?
20. Do you think that some of such complaints are due to discrimination?
21. How do you deal with these types of complaints?

Part 3. *Goal: Understanding which are the new protected groups and how discriminatory behaviors have changed in the last years.*

22. In the last few years, discrimination has changed. Do you think that is it also changed the way in which people express it? How people express discrimination nowadays (at the workplace)?
23. In the past, some groups have been more discriminated against than others. Black people, for example, historically have been discriminated against. Now things are changing. In your opinion, which are the groups that nowadays are more victims of discrimination? Why?
24. Please think about the next 20 years. Could you image the new challenges that organizations are going to deal with regarding diverse groups?
25. As you probably know, diverse groups are often labeled with the term “protected or vulnerable groups”. Could you explain what such a concept means in your opinion?

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Appendix III – A priori themes and codes

1. Understanding of diversity and inclusion

- 1.1 Meaning of diversity
 - 1.1.1 Background does not matter
 - 1.1.2 Create mix of people
 - 1.1.3 Diversity improves quality
 - 1.1.4 Diversity is important
 - 1.1.5 Everyone is welcome
 - 1.1.6 Judged based on performance
 - 1.1.7 Need for understanding of differences
 - 1.1.8 Negative aspects of diversity
 - 1.1.9 Value individual capacities
- 1.2 Elements of diversity in definition
 - 1.2.1 Age
 - 1.2.2 Background
 - 1.2.3 Disabilities
 - 1.2.4 Ethnicity
 - 1.2.5 Gender
 - 1.2.6 LGBT
 - 1.2.7 Race
 - 1.2.8 Religious beliefs
- 1.3 Understanding of inclusion
 - 1.3.1 Accept people
 - 1.3.2 Adding value
 - 1.3.3 Everyone is included
 - 1.3.4 Inclusion similar to diversity
 - 1.3.5 Negative aspects of inclusion
 - 1.3.6 Notice and acknowledge
 - 1.3.7 Unfamiliar with inclusion
 - 1.3.8 Where differences do not matter

2. Diverse groups

- 2.1 Identified diverse groups
 - 2.1.1 People from different races
 - 2.1.2 People who are LGBT members
 - 2.1.3 People with different ages
 - 2.1.4 People with different ethnicities
 - 2.1.5 People with different gender
 - 2.1.6 People with different religious beliefs
 - 2.1.7 People with disabilities
- 2.2 Facts about diverse groups
 - 2.2.1 Main focus group(s) for diversity
 - 2.2.2 Mainly old people
 - 2.2.3 Mainly white people
 - 2.2.4 Mainly young people
 - 2.2.5 No age gaps
 - 2.2.6 Personality colours
 - 2.2.7 Reasons to collect personal data
 - 2.2.8 Reflection of society (diverse groups)

3. Actions taken and main challenges among diversity and inclusion

- 3.1 Actions taken to be inclusive
 - 3.1.1 Analysing diversity data
 - 3.1.2 Ethnicity quota
 - 3.1.3 Gender quota
 - 3.1.4 Hiring people with a distance to the labour market
 - 3.1.5 Improving gender balance
 - 3.1.6 Internal agreement to work on inclusion
 - 3.1.7 Internal communication about taken actions
 - 3.1.8 No action taken due to other priorities
 - 3.1.9 Organizing events for minorities
 - 3.1.10 Promotion quota
 - 3.1.11 Recruitment initiatives
 - 3.1.12 Unconscious bias training

3.2 Challenges among diverse groups

- 3.2.1 Culture problems
- 3.2.2 Gender balance in promotions
- 3.2.3 Involve leadership team in diversity goals
- 3.2.4 No current challenges
- 3.2.5 Older people challenged with changes
- 3.2.6 Registration of minorities is poor
- 3.2.7 Situation men-women
- 3.2.8 Young people dealing with work-life balance

3.3 Changes in challenges over last 20 years

- 3.3.1 Businessization
- 3.3.2 Diversity no priority in the past
- 3.3.3 Increased awareness
- 3.3.4 Increased pace of changes
- 3.3.5 More discrimination in the past
- 3.3.6 Pressure from outside

4.1 Types of conflicts

- 4.1.1 Age gap conflicts
- 4.1.2 Conflicts regarding no promotion due to kids/pregnancy
- 4.1.3 Discussing performance employee-manager
- 4.1.4 Discussions rather than conflict
- 4.1.5 Interpersonal conflicts
- 4.1.6 Non-compliant with rules

4.2 Managing conflicts

- 4.2.1 Confidential mediator
- 4.2.2 Look at the facts
- 4.2.3 Discuss with the team/department
- 4.2.4 Talk about the issue
- 4.2.5 Training to improve communication in team

5. Formal complaint systems

5.1 Types of systems

- 5.1.1 Complaint committee
- 5.1.2 External confidential mediator
- 5.1.3 Global hotline
- 5.1.4 Internal confidential mediator

5.2 Facts among complaints

- 5.2.1 Dutch people complain more
- 5.2.2 Submit complaint digitally
- 5.2.3 Well set-up policies (big firm)

6. Complaints related to diversity and discrimination Formal complaint systems

6.1 Complaints often received

- 6.1.1 Complaints about colleagues
- 6.1.2 Complaints among mothership
- 6.1.3 Complaints regarding performance appraisal
- 6.1.4 Complaints of sexual harassment (often)

6.2 Relation between complaints and diverse groups

- 6.2.1 Could be possible
- 6.2.2 No, not related
- 6.2.3 Only related to gender

6.3 Type of complaints related to diverse groups

- 6.3.1 Complaints of sexual harassment (related)
- 6.3.2 None that I know of

6.4 Promotors of complaints

- 6.4.1 Both can be promotor
- 6.4.2 Colleague is promotor
- 6.4.3 Don't know
- 6.4.4 Manager is promotor
- 6.4.5 Official complaint system is directed to victim
- 6.4.6 Victim is promotor

7. Clients' involvement in complaints and discrimination

- 7.1 Involvement of clients in complaints
 - 7.1.1 No involvement that I know of
 - 7.1.2 Sometimes involved
- 7.2 Managing complaints with client involvement
 - 7.2.1 Complaint system for clients (by law)
 - 7.2.2 Discuss with employee
 - 7.2.3 Formal notice
 - 7.2.4 Take a stand for the employee
- 7.3 Complaints due to discrimination
 - 7.3.1 I can imagine
 - 7.3.2 No relation to discrimination
 - 7.3.3 Yes, related to discrimination
- 7.4 Managing complaints due to discrimination
 - 7.4.1 Discuss in the team
 - 7.4.2 Discuss with client
 - 7.4.3 n.a.
 - 7.4.4 Test among employees

8. New protected groups and changes in discriminatory behaviour

- 8.1 Expressing discrimination
 - 8.1.1 Increased generalization
 - 8.1.2 Collection of recruitment data
 - 8.1.3 Discrimination in politics
 - 8.1.4 Influences of media
 - 8.1.5 People are more careful
 - 8.1.6 People try to stop discrimination
 - 8.1.7 Way of expressing: making jokes
 - 8.1.8 Yes it changed
- 8.2 Victims of discrimination
 - 8.2.1 Decreased discrimination
 - 8.2.2 Discrimination against religion and race
 - 8.2.3 Increased discrimination
 - 8.2.4 Moroccan people who are Muslim
 - 8.2.5 People who act or look different
 - 8.2.6 Victims of discrimination are low educated
- 8.3 New Challenges to manage diverse groups
 - 8.3.1 Changing company culture
 - 8.3.2 Focus on retention
 - 8.3.3 Lack in workforce
 - 8.3.4 Looking at personalities instead of job requirements
 - 8.3.5 New generations at the work floor
 - 8.3.6 Not different from now
 - 8.3.7 Not only hire copies of the MD
 - 8.3.8 Parental leave

9. Meaning of protected and vulnerable groups

- 9.1 Meaning of protected/vulnerable groups
 - 9.1.1 Labelling is needed to protect
 - 9.1.2 Minorities must be protected
 - 9.1.3 Negative touch to diversity
 - 9.1.4 Positive to use terms
 - 9.1.5 We don't use those terms

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Appendix IV – A posteriori themes and codes

1. **Understanding of diversity and inclusion**
 - 1.1 Meaning of diversity
 - 1.1.1 Background does not matter
 - 1.1.2 Change from only gender to many diverse groups
 - 1.1.3 Create mix of people
 - 1.1.4 Diversity improves quality
 - 1.1.5 Diversity is important
 - 1.1.6 Everyone can be their selves
 - 1.1.7 Everyone is welcome
 - 1.1.8 Judged based on performance
 - 1.1.9 Need for understanding of differences
 - 1.1.10 Negative aspects of diversity
 - 1.1.11 Value individual capacities
 - 1.2 Elements of diversity in definition
 - 1.2.1 Age
 - 1.2.2 Background
 - 1.2.3 Disabilities
 - 1.2.4 Ethnicity
 - 1.2.5 Gender
 - 1.2.6 LGBT
 - 1.2.7 Race
 - 1.2.8 Religious beliefs
 - 1.3 Understanding of inclusion
 - 1.3.1 Accept people
 - 1.3.2 Adding value
 - 1.3.3 Everyone is included
 - 1.3.4 Inclusion similar to diversity
 - 1.3.5 Negative aspects of inclusion
 - 1.3.6 Notice and acknowledge
 - 1.3.7 Unfamiliar with inclusion
 - 1.3.8 Where differences do not matter
 2. **Diverse groups**
 - 2.1 Identified diverse groups
 - 2.1.1 People from different races
 - 2.1.2 People who are LGBT members
 - 2.1.3 People with different ages
 - 2.1.4 People with different ethnicities
 - 2.1.5 People with different gender
 - 2.1.6 People with different religious beliefs
 - 2.1.7 People with disabilities
 - 2.2 Facts about diverse groups
 - 2.2.1 Main focus group(s) for diversity
 - 2.2.2 Mainly old people
 - 2.2.3 Mainly white people
 - 2.2.4 Mainly young people
 - 2.2.5 No age gaps
 - 2.2.6 Personality colours
 - 2.2.7 Reasons to collect personal data
 - 2.2.8 Reflection of society (diverse groups)
 3. **Actions taken and main challenges among diversity and inclusion**
 - 3.1 Actions taken to be inclusive
 - 3.1.1 Analysing diversity data
 - 3.1.2 D&I training
 - 3.1.3 Ethnicity quota
 - 3.1.4 Gender quota
 - 3.1.5 Hiring people with a distance to the labour market
 - 3.1.6 Improving gender balance
 - 3.1.7 Internal agreement to work on inclusion
 - 3.1.8 Internal communication about taken actions
 - 3.1.9 Introducing role models
 - 3.1.10 Managing age gaps
 - 3.1.11 No action taken due to other priorities
 - 3.1.12 Organizing events for minorities
 - 3.1.13 Overwhelming organisation with inclusion initiatives
 - 3.1.14 Promotion quota
 - 3.1.15 Recruitment initiatives
 - 3.1.16 Signed diversity charter
 - 3.2 Challenges among diverse groups
 - 3.2.1 Company culture problems
 - 3.2.2 Gender balance in promotions
 - 3.2.3 Inter-personal differences
 - 3.2.4 Involve leadership team in diversity goals
 - 3.2.5 No current challenges
 - 3.2.6 Older people challenged with changes
 - 3.2.7 Registration of minorities is poor
 - 3.2.8 Retention of minorities
 - 3.2.9 Situation men-women
 - 3.2.10 Unconscious bias
 - 3.2.11 Young people dealing with work-life balance
 - 3.3 Changes in challenges over last 20 years
 - 3.3.1 Businessization
 - 3.3.2 Diversity no priority in the past
 - 3.3.3 Increased awareness
 - 3.3.4 Increased pace of changes
 - 3.3.5 More discrimination in the past
 - 3.3.6 Pressure from outside
 - 3.3.7 Problems among attracting and hiring increased
4. **Conflicts and how they are managed**
 - 4.1 Types of conflicts
 - 4.1.1 Age gap conflicts
 - 4.1.2 Bullying
 - 4.1.3 Conflicts of sexual harassment
 - 4.1.4 Conflicts regarding no promotion due to kids/pregnancy
 - 4.1.5 Discussing performance employee-manager
 - 4.1.6 Discussions rather than conflict
 - 4.1.7 Intercultural conflicts
 - 4.1.8 Interpersonal conflicts
 - 4.1.9 Non-compliant with rules
 - 4.2 Managing conflicts
 - 4.2.1 Confidential mediator
 - 4.2.2 Discuss with team/department
 - 4.2.3 Internal job solutions
 - 4.2.4 Look at the facts
 - 4.2.5 Talk about the issue
 - 4.2.6 Training to improve communication in team
5. **Formal complaint systems**
 - 5.1 Types of systems
 - 5.1.1 Complaint committee
 - 5.1.2 External confidential mediator
 - 5.1.3 Global hotline
 - 5.1.4 Internal confidential mediator
 - 5.2 Facts among complaints
 - 5.2.1 Dutch people complain more
 - 5.2.2 Submit complaint digitally
 - 5.2.3 Well set-up policies (big firm)
6. **Complaints related to diversity and discrimination Formal complaint systems**
 - 6.1 Complaints often received
 - 6.1.1 Complaints about colleagues
 - 6.1.2 Complaints among mothership
 - 6.1.3 Complaints of sexual harassment (often)
 - 6.1.4 Complaints regarding performance appraisal
 - 6.2 Relation between complaints and diverse groups
 - 6.2.1 Could be possible
 - 6.2.2 No, not related
 - 6.2.3 Yes, complaints about disabilities
 - 6.2.4 Yes, conflicts related to culture
 - 6.2.5 Yes, conflicts related to gender
 - 6.2.6 Yes, conflicts with clients
 - 6.3 Type of complaints related to diverse groups
 - 6.3.1 Complaints of sexual harassment (related)
 - 6.3.2 Complaints about a disability
 - 6.3.3 None that I know of
 - 6.4 Promoters of complaints
 - 6.4.1 Both can be promotor
 - 6.4.2 Colleague is promotor
 - 6.4.3 Don't know
 - 6.4.4 Manager is promotor
 - 6.4.5 Official complaint system is directed to victim
 - 6.4.6 Victim is promotor
7. **Clients' involvement in complaints and discrimination**
 - 7.1 Involvement of clients in complaints
 - 7.1.1 No involvement that I know of
 - 7.1.2 Sometimes involved
 - 7.1.3 Yes, they are involved
 - 7.2 Managing complaints with client involvement
 - 7.2.1 Complaint system for clients (by law)
 - 7.2.2 Discuss with employee
 - 7.2.3 Formal notice
8. **New protected groups and changes in discriminatory behaviour**
 - 8.1 Expressing discrimination
 - 8.1.1 Discrimination in politics
 - 8.1.2 Increased exclusion of people
 - 8.1.3 People try to stop discrimination
 - 8.1.4 Way of expressing: making jokes
 - 8.1.5 Yes, it changed
 - 8.2 Changes along with discrimination
 - 8.2.1 Change in society
 - 8.2.2 Collection of recruitment data
 - 8.2.3 Increased generalization
 - 8.2.4 Influences of media
 - 8.2.5 People are more careful
 - 8.3 Victims of discrimination
 - 8.3.1 Decreased discrimination
 - 8.3.2 Discrimination against religion and race
 - 8.3.3 Increased discrimination
 - 8.3.4 Moroccan people who are Muslim
 - 8.3.5 People who act or look different
 - 8.3.6 Victims of discrimination are low educated
 - 8.4 New Challenges to manage diverse groups
 - 8.4.1 Changing company culture
 - 8.4.2 Focus on retention
 - 8.4.3 Lack in workforce
 - 8.4.4 Looking at personalities instead of job requirements
 - 8.4.5 New generations at the work floor
 - 8.4.6 Not different from now
 - 8.4.7 Not only hire copies of the MD
 - 8.4.8 Parental leave
9. **Meaning of protected and vulnerable groups**
 - 9.1 Meaning of protected/vulnerable groups
 - 9.1.1 Concepts are needed to protect people with a disability
 - 9.1.2 Labelling is needed to protect
 - 9.1.3 Minorities must be protected
 - 9.1.4 Negative touch to diversity
 - 9.1.5 Positive to use terms
 - 9.1.6 We don't use those terms

Appendix V – Modifications of initial coding scheme

Table 5 shows all modifications made to the initial coding scheme, divided into 3 iterations.

Table 5

Modification between a priori codes and a posteriori codes

Iteration	Adjustment	Code	Theme
1	Added	Change from only gender to more minority groups	Meaning of diversity
	Added	Everyone can be their selves	Meaning of diversity
	Added	Signed Diversity Charter	Actions taken to be inclusive
	Added	Introducing role models	Actions taken to be inclusive
	Added	Overwhelming organisation with inclusion initiatives	Actions taken to be inclusive
	Added	Managing age gaps	Actions taken to be inclusive
	Changed	Unconscious bias training = D&I training	Actions taken to be inclusive
	Added	Retention of minorities	Challenges among diverse groups
	Added	Unconscious bias	Challenges among diverse groups
	Added	Problems among attracting and hiring increased	Changes in challenges
	Added	Intercultural conflicts	Types of conflicts
	Added	Bullying	Types of conflicts
	Added	Internal job solutions	Managing conflicts
	Changed	Only related to gender = Yes, conflict related to gender	-
	Changed	Yes, interpersonal conflicts = Yes, complaints about disabilities	-
	Changed	Complaints about an invisible disability = Complaints about a disability	-
	Added	Implement solutions	Managing complaints with clients' involvement
	Added	Sub-theme:	Changes along with discrimination changes
	Added	Change in society	Changes along with discrimination changes
	Added	Changing retirement age	New challenges to manage diverse groups
2.	Added	Inclusion is needed alongside diversity	Understanding of inclusion
	Deleted	No current challenges	Challenges among diverse groups
	Added	Intercultural challenges	Challenges among diverse groups
	Deleted	Non-compliant with rules	Types of conflicts
	Added	Complaints regarding work-life balance	Complaints often received
	Added	Complaints regarding exclusion	Types of complaints related to diverse groups
	Replaced	Theme 9 changed to theme 1 as sub-theme 3	Meaning of protected and vulnerable groups
3	Added	Concepts are needed to protect people with a disability	Meaning of protected/vulnerable