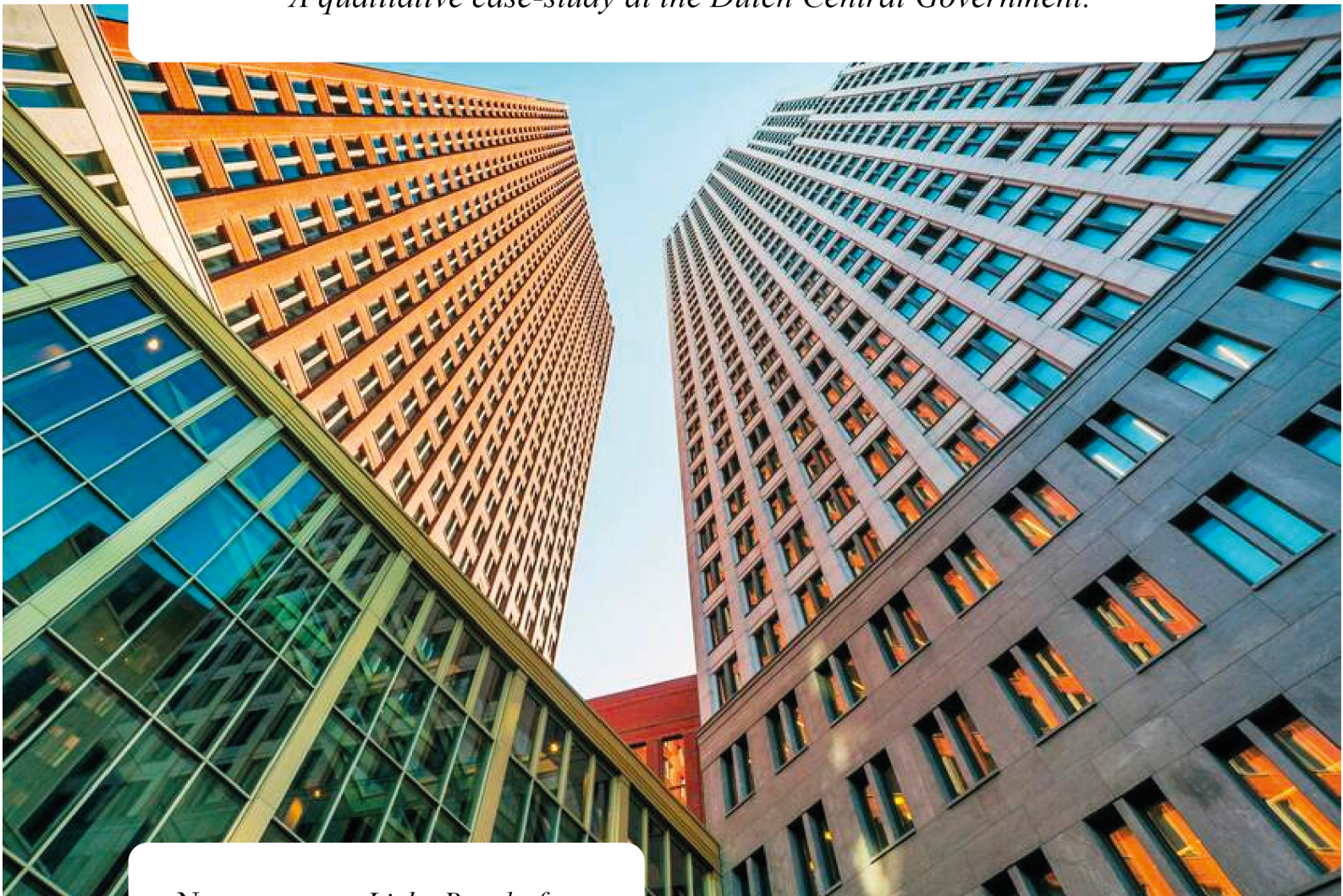


# *The Key to Inclusion.*

*A qualitative case-study at the Dutch Central Government.*



Name *Lieke Renshof*  
S-number *1006744*  
Supervisor *Dr. M. van Engen*  
2nd examiner *Dr. C. Essers*  
Date *12.06.2022*  
Wordcount *11.100*

### **Abstract**

The workforce is increasingly diversifying, causing organizations and scholars to investigate inclusion practices that improve organizational commitment and team cohesion, and prevent conflict. Although research has been conducted on inclusion practices, the key to successful implementation has not yet been determined. The purpose of this study was to gain insight in the orientation from which inclusion practices are implemented, and to determine the contribution of the inclusion practices to the organizational strategy on inclusion in the workplace. A qualitative case-study approach was used involving the Dutch Central Government, and semi-structured interviews were conducted involving employees concerned with either designing, executing and/or perceiving inclusion policy and practices. The findings showed that alignment between inclusion practices and organizational strategy was obstructed by lack of support from employees, the organizations size and the broad formulation of strategic goals. Based on the findings, it was concluded that the inclusion practices and organizational strategy are not convincingly aligned in the case of the Dutch Central Government. Therefore, practical recommendations were that organizations focus on increasing the support from employees, and formulate clear goals as part of the organizational strategy. Future research is needed to determine how support from employees can be increased.

*Keywords:* diversity, inclusion, inclusion practices, organizational strategy, public sector organizations

## Preface

I proudly present to you my master thesis “The Key to Inclusion”, exploring the inclusion practices and strategies of the Dutch Central Government. This thesis represents the last part of completing the master specialization in Gender Equality, Diversity & Inclusion in Management. I was promised a challenge in writing this thesis, and what a process it has been!

My interest in *inclusion* as a research topic is the fact that it is something that everybody wants to experience, yet it can be a challenge to make everybody feel included. It represents a personal feeling that can differ greatly among people who are part of the same group, which is something to be continuously aware of. I was interested to find out how organizations are currently working towards inclusion in a diversifying workplace. Whilst conducting my thesis, I spoke with 15 employees from different corners of the Dutch Central Government; all were pleasant, and informative conversations. This was a very valuable experience for me, and I would like to thank the respondents for their honesty, openness, and sometimes bravery to share personal stories.

I had the wonderful opportunity of doing an internship where I had both the freedom to write a thesis and learn from D&I experts in practice at the same time. If anything, it confirmed that I have chosen the most interesting master specialization! I would like to thank my direct D&I colleagues for showing me how interesting and important D&I issues are to work on, and also for including me as a team member. A special thanks of course to my intern supervisor Merel for all the effort and (mental) support that helped me write this thesis. At last, I would like to thank my thesis supervisor, Marloes van Engen, who showed me that it can be fun to write in journal article style, and whose feedback continuously challenged me to improve my work.

Although I struggle to say goodbye to my student days, I am excited for the next phase.

Lieke Renshof

Deventer, June 10, 2022

*“Ik ben een mens,  
en niets menselijks  
is mij vreemd.”*

## Table of contents

Abstract .....	2
Preface.....	3
<b>1. Introduction.....</b>	<b>6</b>
<b>2. Theoretical framework.....</b>	<b>8</b>
<i>2.1 Concepts of inclusion.....</i>	<i>8</i>
<i>2.2 Aligning intended, actual and perceived inclusion practices.....</i>	<i>9</i>
<i>2.3 Orientations of inclusion practices.....</i>	<i>11</i>
<i>2.3.1 Inclusion practices and processes: promotion orientation.....</i>	<i>11</i>
<i>2.3.2 Compliance practices and policies: prevention orientation.....</i>	<i>12</i>
<b>3. Methodology.....</b>	<b>13</b>
<i>3.1 Research paradigm and philosophical assumptions.....</i>	<i>13</i>
<i>3.2 Research design.....</i>	<i>13</i>
<i>3.2.1 Case description.....</i>	<i>14</i>
<i>3.2.2 Data collection method.....</i>	<i>14</i>
<i>3.2.3 Data analysis method.....</i>	<i>16</i>
<i>3.3 Research assessment, ethics and reflexivity.....</i>	<i>16</i>
<i>3.3.1 Assessing qualitative research.....</i>	<i>16</i>
<i>3.3.2 Research ethics and reflexivity.....</i>	<i>17</i>
<b>4. Findings.....</b>	<b>18</b>
<i>4.1 Organizational strategy on inclusion in the workplace.....</i>	<i>18</i>
<i>4.2 Inclusion practices.....</i>	<i>20</i>
<i>4.2.1 Intended inclusion practices.....</i>	<i>20</i>
<i>4.2.2 Actual inclusion practices.....</i>	<i>21</i>
<i>4.2.3 Perceived inclusion practices.....</i>	<i>23</i>
<i>4.3 Orientation of inclusion practices.....</i>	<i>26</i>
<b>5. Discussion &amp; Conclusion.....</b>	<b>27</b>
<i>5.1 Discussion.....</i>	<i>27</i>
<i>5.2 Boundary conditions and future research.....</i>	<i>29</i>
<i>5.3 Practical implications and recommendations.....</i>	<i>29</i>
<i>5.4 Conclusion.....</i>	<i>30</i>

**References..... 31**

**Appendices..... 35**

*A. Initial template..... 35*

*B. Final template..... 36*

*C. Code book ..... 37*

*D. Informed consent form ..... 41*

*E. Interview guide D&I policymakers..... 43*

*F. Interview guide participants cross-coaching program..... 46*

*G. Interview guide participants talent development program ..... 49*

## 1. Introduction

Global developments such as changing gender relations, aging populations of Western countries, and growing numbers of migrant workers have increased diversity in the workforce (Bleijenbergh et al., 2010). Scholars have determined that workforce diversity leads to higher organizational productivity, because diverse groups of people are more likely to challenge each other's perceptions and assumptions (Van Dijk, 2017; Herring, 2009). Moreover, diverse teams have access to a broader scope of information, which is required to solve complex issues (Kochan, 2003). However, workforce diversity can also negatively impact the organizational culture and commitment, and can increase the levels of conflict that obstruct team cohesion (Cho et al., 2017; Mor Barak, 2015; Van Dijk, 2012). Consequently, organizations are concerned with managing a diverse workforce, pursuing its strengths (Özbilgin, 2019; Shore et al., 2018). Inclusion is important in doing so, because it allows for employees with diverse backgrounds to feel like they belong to the organization and can be their authentic selves (Shore et al., 2011). Moreover, inclusion improves organizational commitment and team cohesion, and prevents conflict (Mor Barak, 2015; Shore et al., 2018). Therefore, organizations and scholars create practices specifically aimed at improving inclusion in the workforce (Roberson, 2006; Shore et al., 2018).

Diversity practices are well-researched by academic scholars (Bernstein et al., 2016; Kalev et al., 2006; Schoen & Rost, 2021), including diversity trainings, mentoring programs, networks (Bezrukova et al., 2016; Dennissen et al., 2018; Kalinoski et al., 2012; Pendry et al., 2007). Nonetheless, the focus on inclusion practices is fairly new (Nishii, 2013; Shore et al., 2018). Scholars focus on many different aspects of an inclusive workplace, such as inclusive leadership, organizational culture or inclusion practices (Randel et al., 2018; Shore et al., 2011).

However, research on diversity management cannot be considered complete yet due to a number of issues. First and foremost, research on the success of diversity & inclusion (D&I) policies and practices in fulfilling their purposes seems to be limited, also concerning practices pursuing an inclusive workplace (Ellemers et al., 2018; Ashikali & Groeneveld, 2013; Leslie, 2019; Shore et al., 2018). Second, research on how employees experience and perceive inclusion practices also seems to be limited (Cheng & Tang, 2018). At last, current research on diversity management is mainly focused on the private sector of the USA (Bernstein, 2016; Kalev et al., 2006; Leslie, 2019). This matters because diversity management efforts need to be adjusted to the local context for them to be successful (Özbilgin, 2019).

The scholarship and practice of diversity management are at a crossroad, where organizations invest in D&I initiatives that do not necessarily work out as was intended (Leslie, 2019). This notion requires a new perspective to make diversity strategies more successful in achieving their purpose. In order for managers to face the challenges that come with an increasingly diverse workforce, knowledge is needed on how they can make their D&I policies and practices successful (Kochan, 2003; Saxena, 2014; Shore et al. 2011).

This research uses a case-study approach involving the employment policy of the Dutch Central Government<sup>1</sup> – hereafter referred to as the DCG. This study aims to determine how the strategic goals concerning inclusion are translated into practices, and how these practices are perceived by employees throughout the organization. In doing so, this study will analyze how the intended, actual and perceived inclusion practices align, using the HRM process model by Wright and Nishii (2005). According to Wright and Nishii (2005) there are many obstructions in the implementation process of inclusion practices. For example, unfamiliarity with new inclusion practices can cause resistance from employees. Moreover, different perspectives from employees can lead to different interpretations of the inclusion practices, especially so when there is a lot of diversity among organizational members (Çelik, 2021; Cho et al., 2017; Mor Barak, 2015). Building on the aim of this study and the aforementioned research problem, the research question is accordingly:

*“How do the intended, actual & perceived inclusion practices align to pursue strategic goals on inclusion in the workplace at Dutch public sector organizations?”*

By answering the research question, this study aims to contribute to further closing the knowledge gap. First, the context of current literature will be broadened by conducting this study in the Dutch public sector. Second, by using the HRM process model, it can be determined if inclusion practices implemented in the Dutch public sector, are in fact contributing to the overall strategy of becoming an inclusive workplace and are thus successful (Wright & Nishii, 2005). Moreover, the experiences of employees involved in a set of inclusion practices will be determined. This also touches upon the practical contribution of this study, which is to provide practitioners with a new perspective on how to successfully translate organizational strategies into inclusion practices.

---

<sup>1</sup> In Dutch this organization is referred to as ‘Het Rijk’

## 2. Theoretical framework

### 2.1 Concepts of inclusion

With increasing diversity in the workforce, *inclusion* simultaneously becomes more important (Nishii, 2013). Therefore, inclusion has recently received more attention from scholars and practitioners (Shore et al., 2011). Workforce composition based on social-demographic characteristics of employees is referred to by the term *diversity* (Heres & Benschop, 2010; Knights & Omanović, 2016; Roberson, 2006). Scholars have determined that people with diverse backgrounds act from different assumptions and perspectives, enhancing the probability of conflict in work groups (Çelik, 2021; Cho et al., 2017; Mor Barak, 2015). Therefore, inclusion is important because it is about preventing conflicts, and pursuing equal opportunities and fair treatment of all employees (Brimhall et al., 2017; Mor Barak, 2015). For the purposes of this study, the definition of inclusion by Shore et al. (2018) will be used:

Equal opportunity for members of socially marginalized groups to participate and contribute while concurrently providing opportunities for members of non-marginalized groups, and to support employees in their efforts to be fully engaged at all levels of the organization and to be authentically themselves. (p. 177)

This definition by Shore et al. (2018) implies that the organization is responsible for pursuing inclusion, which is important because it must be prevented that inclusion becomes the responsibility of individual employees. While individuals can be empowered, they usually don't have the power to alter organizational structures that hinder inclusion. The organization should evaluate structures and processes, and implement changes if necessary (Adamson et al., 2016). In the case of the DCG, that means that the organization should reflect on processes and structures, and determine if they possibly hinder inclusion or perhaps even increase exclusion.

Exclusion is the opposite of inclusion and is defined as: "*The individual is not treated as an organizational insider with unique value in the work group but there are other employees or groups who are insiders.*" (Shore et al., 2011, p. 1266). Shore et al. (2018) state that an inclusive workplace can be characterized by fair and equal opportunities for people from all groups, both marginalized and non-marginalized. This is important because, as Dobusch (2014) also states, there is no room for exclusion of certain groups when pursuing inclusion. Members of an organization need to perceive that they are provided with similar opportunities and treatment as their colleagues despite possible differences (Mor Barak, 2000).



This touches upon belongingness and uniqueness, the two core concepts of inclusion (Roberson, 2006; Shore et al., 2011). *Belongingness* is about “the need to form and maintain strong, stable interpersonal relationships” (Shore et al., 2011, p. 1264). *Uniqueness* is defined as “the need to maintain a distinctive and differentiated sense of self” (Shore et al., 2011, p. 1264). In order for organizations to pursue inclusion in the workplace, multiple scholars argue that belongingness and uniqueness are key in doing so (Chung et al., 2020; Mor Barak, 2015; Randel et al., 2018). Belongingness and uniqueness will be used as indicators of inclusion in the data analysis of this study.

## **2.2 Aligning intended, actual and perceived inclusion practices**

This study will use the HRM process model by Wright and Nishii (2005) as a starting point in analyzing the organizational strategy and inclusion practices of the DCG. Unlike other models that have been proposed to improve inclusion in organizations (Chung, 2021; Pless & Maak, 2004; Randel, 2018), the model by Wright and Nishii (2005) analyzes different levels of organizations from strategy to practice. Wright and Nishii (2005) argue that it is important that the inclusion practices implemented by the organization are in line with the overall strategy on workplace inclusion. The model covers the processes in which deviation between the intended, actual and perceived HR practices possibly occurs, obstructing desired organizational performance that is described by the organizational strategy. In this study, the desired organizational performance is being an inclusive workplace for employees. According to Wright and Nishii (2005) three types of inclusion practices should be aligned to minimize deviation, and contribute to the organizational strategy regarding inclusion in the workplace.

Firstly, the *intended inclusion practices* refer to practices that stem from the organizational strategy, but are not necessarily implemented (Wright & Nishii, 2005). Secondly, *actual inclusion practices* recognize that not all intended practices are in fact implemented in such a way that they achieve the overall organizational strategy. Variance occurs in the implementation of the practices (Wright and Nishii, 2005). Obstacles on both individual and institutional levels possibly hinder the successful implementation of inclusion practices. On an individual level, employees who are responsible for implementing inclusion practices are unlikely to act uniformly. The implementation of the practices challenges familiarity with and comfort of behavior and results, bringing out resistance (Wright & Nishii, 2005). Moreover, on an institutional level, contextual factors can obstruct the implementation of intended practices, for example the appointment of new officials (Pauwe & Boselie, 2005).

Thirdly, the subjective interpretation of actual inclusion practices by employees is referred to as *perceived inclusion practices* (Wright & Nishii, 2005). The variation between actual and perceived practices often occurs in the communication of the practices. On an individual level, psychological schemas impact the information that employees use and how that information is processed (Nishii et al., 2008). Moreover, these information-processing differences are likely to increase in a diverse workforce since backgrounds influence perceptions and assumptions (Çelik, 2021; Cho et al., 2017; Mor Barak, 2015). Consequently, if inclusion practices are implemented by or for employees with diverse backgrounds, the chances of variation between intended, actual and perceived inclusion practices increase. Communication of information plays an important role in how individuals perceive and interpret the newly implemented practices (Wright & Nishii, 2005).

The organizational strategy describes the desired performance, dictating the design of HR practices (Wright & Nishii, 2005). Embedding the desired performance in the strategy is therefore important. In this study the desired organizational performance is pursuing inclusion. The first proposition is accordingly:

*Proposition 1: Inclusion is more likely to be realized when it is embedded in the organizational strategy.*

Van der Voet (2014) adds that contextual factors, such as support from employees, are also determinative in the success of the organizational change in bureaucratic organizations. Therefore, this study takes into account the perspectives of employees, indicating whether or not there is support for the organizational strategy on inclusion. Moreover, the intended, actual and perceived inclusion practices should be aligned to increase the probability of achieving the desired organizational performance (i.e., inclusion in the workplace). The DCG should thus monitor whether inclusion practices are implemented properly on different organizational levels (Paauwe & Boselie, 2005). If there is alignment, this study proposes that the inclusion practices are contributing to the strategic vision of inclusion in the workplace. The second proposition is accordingly:

*Proposition 2: The intended, actual and perceived inclusion practices are aligned, to realize the organizational strategy on inclusion in the workplace.*

## **2.3 Orientations of inclusion practices**

Scholars who focus on inclusive workplaces have primarily studied inclusive leadership and inclusive cultures in organizations (Ashikali et al., 2021; Carmeli et al., 2010; Korkmaz et al., 2022; Perry et al., 2020). Only recently organizations have started implementing practices aimed at establishing inclusive workplaces for organizational members. Shore et al. (2018) propose a model for inclusive workplaces, stating that management can either focus on the prevention of exclusion or – preferably – on the promotion of inclusion. Therefore, there are two orientations from which practices to benefit inclusion in the workplace can be approached. The model by Shore et al. (2018) is useful for this study since it presents multiple themes that should be addressed in inclusion practices in order for them to actually achieve workplace inclusion. Moreover, these themes also are related to the core concepts of inclusion, which were previously addressed. A brief description of the inclusive workplace model by Shore et al. (2018) will be presented in this section.

### ***2.3.1 Inclusion practices and processes: promotion orientation***

Scholars state that organizations should proactively enhance inclusion practices (Adamson et al., 2016; Mor Barak, 2015), by promoting a set of themes in implementing inclusion practices and processes. First, *psychological safety* is important because it allows a certain comfort for employees to share assumptions that differ from others in the organization without being afraid of negative consequences (Carmeli et al., 2010). Second, *involvement in the workgroup*, which refers to an individual feeling being an insider of the workgroup and the degree to access to information and resources if needed. Third, *influence in decision making* is an important theme. Scholars argue that it is crucial for an inclusive organization that employees have the sense that their input is taken into account and has an impact on the decision-making process (Mor Barak, 2000; Pless & Maak, 2004). These first themes touch upon the core concept of belongingness previously discussed (Roberson, 2006; Shore et al., 2011). Fourth, *feeling respected and valued* is important, referring to employees being treated as esteemed members and respecting their identity (Nishii, 2013). Fifth, *authenticity*, referring to an organization where employees feel safe to show their personal identity (Roberson, 2006; Shore et al., 2011). Finally, *recognizing, honoring, and advancing of diversity* occurs when employees are treated equally, and differences are shared and valued throughout the organization. These final themes, as well as psychological safety, relate to the core concept of uniqueness (Roberson, 2006; Shore et al., 2011).

### ***2.3.2 Compliance practices and policies: prevention orientation***

Shore et al. (2018) mention three practices that can be implemented to prevent exclusion, which is also considered important in pursuing workplace inclusion. First, *recruitment of protected social categories* which means increasing diversity in the workplace. It is interesting that Shore et al. (2018) note this practice as prevention of exclusion, since there are many scholars arguing that more diversity leads to more internal conflict because people then are more likely to have different assumptions and perspectives (Çelik, 2021; Cho et al., 2017; Mor Barak, 2015). Consequently, more conflict will obstruct inclusion. Second, *management of harassment and discrimination claims* refers to how organizations cope with illegal practices towards employees such as discrimination or harassment. Increasing safety and security in organizations is a crucial aspect for inclusion (Offerman et al., 2014). Third, *diversity training* refers to the broad range of trainings that is offered to optimize the diversity management in organizations. Diversity trainings are key attempts of organizations to reduce bias, and achieve full integration of employees from all backgrounds (Bezrukova et al., 2016; Kalinoski et al., 2013; Pendry et al., 2007). Diversity training also fight issues such as racism, discrimination and harassment, all mechanisms promoting exclusion.

Despite the fact that prevention practices are important to implement in organizations, these practices in themselves are not sufficient for establishing an inclusive workplace because these practices do not enhance the feeling of inclusion (Shore et al., 2018). If an organization aims to become an inclusive workplace for employees, priority thus lies in the promotion practices of inclusion. This distinction between promotion and prevention-oriented practices by Shore et al. (2018) will be taken into account in the data-analysis of this study focusing on the inclusion policy and practices of the DCG. this study proposes that promotion-oriented practices are more successful in achieving workplace inclusion. Therefore, the third proposition of this study is:

*Proposition 3: When inclusion practices are implemented from a promotion orientation organizational members will experience more inclusion in the workplace.*

### **3. Methodology**

#### **3.1 Research paradigm and philosophical assumptions**

For this study I used the Gioia method as the research paradigm, arguing that the purpose of research is to capture and model the informants' meaning-making by collecting narratives and interpretations (Langley & Abdallah, 2011). Studying the inclusion policy and practices of the DCG, while incorporating the perceptions of employees, I have gathered several narratives and interpretations. Furthermore, the Gioia method allows for both inductive and deductive research considerations (Rashid et al., 2019). For this study, I used theories from Wright and Nishii (2005) and Shore et al. (2018) as the starting point for analyzing the data, leaving room for new insights.

The Gioia method is related to the relativist research philosophy, which argues that reality is socially constructed and that the researcher is participant in the research process (Mason, 2002; Symon & Cassell, 2012). For this study, I accepted the relativist ontology and argued that the concept of inclusion practices would not exist without the organization and its members, and that they construct the concept of inclusion by existing. Moreover, I gained insight in the experiences of employees regarding inclusion practices by interacting with them, thus being part of the research process, as was also stated by the relativist epistemology. One could argue that since this study uses a template analysis (§3.2.3), a more positivist research philosophy would be fitting (King & Brooks, 2017). Nonetheless, since this study is of a qualitative nature, recognizing the social construction of reality, the relativist research philosophy is appropriate (Mason, 2002; Symon & Cassell, 2012).

#### **3.2 Research design**

I used the case-study approach to explore the inclusion practices implemented at the DCG, because it allows for investigating a research subject in real-life contexts from multiple angles using multiple sources (Myers, 2012; Vennix, 2016). A case-study can represent a story that perhaps other scholars can relate to (Myers, 2012). This advantage was important in achieving the aforementioned academic and societal contributions. Moreover, the case-study approach allows researchers to test theories in real-life situations, in the context of this study that regards the theories by Wright and Nishii (2005) and Shore et al. (2018).

### **3.2.1 Case description**

The case used in this study is the public sector organization referred to as the Dutch Central Government, which has around 120,000 employees spread over several ministries and departments. It is interesting to study the DCG since this organization fulfills an complementary function for other organizations in society and therefore might make more of an effort in pursuing an inclusive and diverse organization (Ashikali & Groeneveld, 2013). I conducted this study while working as an intern for the overarching employment policy department of the DCG, which is part of the Ministry of the Interior and Kingdom Relations<sup>2</sup>. This department is responsible for shaping the strategic personnel policy, one of the topics adopted in the strategic personnel policy is inclusion (Ministerie van Binnenlandse Zaken & Koninkrijksrelaties, 2018). Moreover, the department offers three inclusion practices that suborganizations can use to pursue inclusion: cross-coaching program, talent development program and the inclusive recruitment & selection training (for more detail, see Table 4.1). For this study, I predominantly focused on the cross-coaching program and the talent development program. The inclusive recruitment & selection training has only recently started, making it difficult to determine its contribution to inclusion.

### **3.2.2 Data collection method**

In collecting data, it is important to use multiple sources and pursue triangulation, which is about gaining a complete understanding of the research subject (Vennix, 2016). For this study I used multiple data sources. First, data was collected through *policy documents*. Four policy documents were selected, all formal reports about the D&I policy and practices of the DCG. The selected policy documents were no older than four years, because that is the timeframe that the officials of the DCG change, impacting the employment policy accordingly.

Second, I conducted *semi-structured interviews* with employees. A sample of 15 respondents was involved in the interviews, all concerned with either designing, executing and/or perceiving inclusion policies and practices (i.e., cross-coaching program, talent development program). The respondents were approached using snowball sampling, a method where study subjects recruit similar subjects from their personal network (Mason, 2002). This method is not without limitations, because sampling bias often occurs when some members of the population are more likely to be included than others (Naderifar et al., 2017). This was taken into account while analyzing the data. The interview guides can be found in Appendices E-G.

---

<sup>2</sup> Hereafter referred to with the abbreviation MIKR

Table 3.1 presents more details of the respondents. To protect their identity, certain background characteristics such as ethnicity, age and years of service are not included in the table.

Finally, I used *field notes* as a data source, including different aspects of the study, such as (personal) observations, methodological and theoretical notes (Bleijenbergh, 2015). The field notes served as unofficial background data, providing (informal) information that improved my understanding of the research subject and process. Since I worked as an intern at the MIKR during the research process, I was acting as a *participant-observer*, implying that I was both working with research participants as well as observing them. As a researcher it is important to reflect on your own appearance, and how it possibly affects the interaction with the research participant (Bleijenbergh, 2015). For myself that implies being aware of the fact that I am a relatively young, and blond woman, examining the daily practices and behaviors of my supervisors and others in the organization, possibly impacting the way I am perceived by research participants.

**Table 3.1**  
*Overview of respondents*

<b>Respondent</b>	<b>Gender</b>	<b>Function/ inclusion practice</b>	<b>Date of interview</b>
1	Female	D&I policymaker	April 26, 2022
2	Female	D&I policymaker	April 29, 2022
3	Female	Talent development program	May 4, 2022
4	Female	Cross-coaching program	May 4, 2022
5	Female	Talent development program	May 9, 2022
6	Female	Talent development program	May 9, 2022
7	Male	Talent development program	May 10, 2022
8	Female	Talent development program	May 12, 2022
9	Female	Cross-coaching program	May 13, 2022
10	Female	Cross-coaching program	May 17, 2022
11	Female	D&I policymaker	May 17, 2022
12	Male	Talent development program	May 19, 2022
13	Female	Cross-coaching program	May 25, 2022
14	Female	Cross-coaching program	May 25, 2022
15	Female	Cross-coaching program	June 2, 2022

### **3.2.3 Data analysis method**

In line with the Gioia method, this study used the *template analysis* to analyze the data. The template analysis provides structure as well as flexibility to adapt it to the needs of the study (Langley & Abdallah, 2011; Symon and Cassell, 2012). The theories by Wright and Nishii (2005) and Shore et al. (2018) were used as starting points in the data analysis. However, there was still room for other interpretations gained during the data collection to be incorporated in the data analysis process. Furthermore, the coding process has features stemming from both deductive and inductive research (Symon and Cassell, 2012). This implies that a set of themes and/or codes are predefined, but that there is still room for codes to be added during the process. Likewise, for this study I first developed an initial coding template (see Appendix A), consisting of a set of a priori themes and codes based on theory. As was discussed in the theoretical framework, an inclusive workplace has two key characteristics: belongingness and uniqueness. Consequently, these concepts served as the a priori themes. Moreover, belongingness and uniqueness are determined by different themes (e.g., involvement in the workgroup, feeling respected and valued etc.) which served as codes (Shore et al., 2018). Besides, the HRM process model by Wright and Nishii (2005) provided a priori themes such as the intended, actual and perceived inclusion practices and the organizational strategy. While analyzing the data, more a priori themes and codes were added, developing a final template (Appendix B). The code book which further explains the codes presented in the templates can be found in Appendix C.

## **3.3 Research assessment, ethics and reflexivity**

### **3.3.1 Assessing qualitative research**

Tracy (2010) proposes four criteria to assess qualitative research. First, *credibility*, which is about staying close to the constructions of reality by the respondents (Tracy, 2010). For this study, I have checked throughout the process whether I understood the respondents correctly (i.e., member checking). Moreover, I recorded personal understandings in field notes, reflecting the subjectivity that my interpretations have. Second, *transferability*, arguing that it is important to provide a comprehensive description of the research case so readers can judge if the findings of a study might also relate to other contexts or situations (Tracy, 2010). To meet this criterion, as much detail as possible was provided in the data analysis to give an accurate impression of the situation. Third, *dependability*, which states that it is important to demonstrate the methodological process and construction of meaning (Tracy, 2010). For this study, choices I made throughout the research process were defended and traceable in a research diary. The



research diary makes it possible for myself to reflect on whether I made accurate decisions during the research process. Finally, *confirmability*, which argues the importance for a researcher to show the origins of the data comes from to confirm whether appropriate conclusions were drawn (Tracy, 2010). For this study, I have provided insight in the data analysis by developing a code book, allowing the reader to judge whether appropriate conclusions were drawn.

### ***3.3.2 Research ethics and reflexivity***

In any academic study, it is important to take ethics into consideration and pursue reflexivity. With regard to research ethics, it is important to inform the respondents on the objectives of the study in which they are participating, and to get their explicit consent to use their input as data (American Psychology Association, 2017). The participants of this study were informed on the purposes of the research and their rights as participants via an informed consent form (Appendix D). The informed consent was read and signed before participating in the study. The research report was also shared with the participants, to inform them on the outcomes of the study.

Moreover, reflexivity is an important part of qualitative research as it forces myself – the researcher – to reflect on assumptions, reflections, and ways of conducting research (Haynes, 2012; Symon & Cassell, 2012). Since I also worked as an intern at the MIKR, my thinking and acting were most likely to be influenced by the organization. While conducting this research, I noticed that I had the underlying assumption that inclusion at the DCG was not yet sufficient because of all the actions taken to improve inclusion. Nonetheless, during the interviews I noticed that the respondents were not necessarily negative about inclusion, but for a group of people with diverse backgrounds there is without doubt room for improvement.

To address reflexivity, I kept a research diary in which I wrote down observations, emotions and other notes that stood out to me. The research diary made it possible for me to read back to earlier stages and reflect on choices that I made. Moreover, it forced me to explicitly write down what my thoughts and observations were, which made the research diary also a self-reflection process. Moreover, I discussed the research process with both research colleagues (i.e., fellow students) and work colleagues. These conversations challenged me to justify the choices that I made, exposing the decisive assumptions and perceptions that my choices were based on.

## 4. Findings

### 4.1 Organizational strategy on inclusion in the workplace

The first proposition of this study concerns embedding inclusion in the organizational strategy. In the context of the DCG, the fact that inclusion is an important topic for the organization is apparent from several policy documents. The strategy is straightforward: the DCG wants to ensure an inclusive workplace for employees. Moreover, inclusion is embedded in the organizational strategy by describing it as a focus point of the strategic personnel plan: *“Central government as an inclusive organization: focusing on an inclusive government organization with diverse teams and more diversity in the higher salary scales especially”* (Policy document 3, 2018, p. 19). Nevertheless, a few aspects of this focus point stand out, possibly obstructing the realization of inclusion in the workplace.

First of all, inclusion and diversity are jointly named as one strategic goal. According to a D&I policymaker that was interviewed for this study, although the organizational strategy combines diversity and inclusion, the practices arising from the strategy are mainly focused on inclusion: *“...at the intervention level you see few interventions on diversity [...] you mainly see the promotion of inclusion because that is easy and unclear.”* (Respondent 12, D&I policymaker, May 17, 2022). The respondent hints at the fact that, despite inclusion being named in many strategic documents, there is no agreement about the meaning of the term. Inclusion is perceived to be a vague concept, making it difficult to monitor and determine if the practices contribute to inclusion. The respondent also implicitly states that the organization is, although perhaps unconsciously, comfortable knowing that concrete monitoring is difficult. Hence, it requires less effort if the organization is unaware of what needs to be done.

The second aspect that is noteworthy, is that the organizational strategy is formulated in general terms, because it must be applicable to the multiple organizational units that are part of the DCG. The departments and implementation organizations can implement the priorities from this strategic personnel plan as suits their environment best. As one policy document states: *“For that reason, an attempt has also been made to formulate the strategic goals from this policy framework in such a way that they provide sufficient direction, but also space for the various organizational units.”* (Policy document 3, 2018, p. 5). This quote indicates that the organizational units all have their own task in making the organizational strategy explicit for their organizational unit. This implies that the policymakers assume that the organizational units include the organizational strategy in their own personnel policy. Whether that is a valid assumption is questionable, since some of my observations prove otherwise. During an informal

conversation with an employee working for an implementation organization I observed: *“I explained what I was studying and that the strategic personnel policy is used, the employee had no idea what I was talking about and explained that the ministries are concerned with completely different issues than implementation organizations”* (Memo, May 19, 2022). This observation indicates that the concerns and plans of the DCG are not communicated sufficiently to reach the employees of the implementation organizations.

Third, despite describing inclusion as a focus point, there is disagreement among the respondents whether or not inclusion is a priority to the organization. One respondent disagreed: *“No it is not a priority [...] because there are no underlying actions”* (Respondent 4, Participant cross-coaching program, May 4, 2022). The respondent argues that if inclusion really were to be a priority, the organization would implement concrete practices to pursue it. Currently, that willingness is not perceived by the respondent. The D&I policymakers unanimously argued that inclusion is to be considered a priority: *“I notice from the amount of work that is being devised around this theme [...] and also that all ministries are working on it that it is a priority”* (Respondent 2, D&I policymaker, April 29, 2022). Unlike the first respondent, the D&I policymakers recognize that actions are taken and they perceive that a lot of work is done. This discrepancy in answers shows that the priority of inclusion is not disseminated throughout the organization. A D&I policymaker addressed a possible cause: *“...there is also a large group that agrees but does not act on it [...] which makes it difficult for interventions to land, so the landing strip for interventions is not in order yet”* (Respondent 12, D&I policymaker, May 17, 2022). This respondent argues that inclusion practices are less likely to be implemented successfully if not all employees are committed to it. The respondent adds that support and commitment from employees in key positions is highly important, because they have a lot of influence on which actions are taken to pursue inclusion in the workplace. In addition, an observation was the lack of cooperation from employees to participate in this study. Moreover, multiple ministries rejected participating in this study because they would rather be in control of the research themselves. An observation I made was: *“I sense that the departments are a bit scared to cooperate in this study because the inclusion policy is still early days, and they don't want to get a negative reputation at other ministries”* (Memo, April 11, 2022). This lack of cooperation indicates that the other departments and employees do not feel obliged or committed enough to cooperate in actions that are taken by the employment policy department of the DCG, possibly also occurring in other situations.

To summarize, the data shows that inclusion is embedded in the organizational strategy, and is even formulated as a strategic focus point. Nonetheless, inclusion is not experienced as a strategic priority by all respondents throughout the DCG. The findings show that possibly the lack of support and commitment from employees and suborganizations hinder the realization of inclusion. The first proposition does not uphold in the context of this study because despite the fact that inclusion is embedded in the organizational strategy, other factors obstruct the realization of inclusion at the DCG.

## **4.2 Inclusion practices**

The second proposition of this study concerns the question whether there is alignment in the intended, actual and perceived inclusion practices for realizing the organizational strategy on inclusion in the workplace. This section will further elaborate on the interpretation of the intended, actual and perceived inclusion practices in the context of the DCG, making it possible to determine whether or not there is alignment between them.

### **4.2.1 Intended inclusion practices**

The intended inclusion practices that directly stem from the organizational strategy were predominantly found in policy documents. These documents showed that the intended inclusion practices relate to the monitoring of inclusion at the DCG and the interdepartmental cooperation and sharing of knowledge. As one policy document described: *“We promote an inclusive work environment by including the theme in employee surveys, personnel interviews, et cetera.”* (Policy document 3, 2018, p. 23). Another document adds: *“Sharing knowledge offers opportunities to better understand how the approach taken [...] can lead to the intended result of greater inclusion and diversity”* (Policy document 1, 2021, p. 1-2). These citations implicitly state that there is a demand for knowledge on inclusion and inclusion practices at the DCG, and that this demand for knowledge is twofold. On the one hand there is a demand for knowledge about the state of inclusion within the DCG, and on the other hand there is a demand for expertise about how inclusion can best be promoted. The practical interpretation of this demand is to focus the intended inclusion practices on research and knowledge sharing about D&I between departments.

Another intended inclusion practice that was described by the strategic personnel plan concerns the talent development program: *“Development of a government-wide talent program for scales 12-14 within the policy core. In this way we can better manage the promotion of*

*talent, including young people and employees with a non-Western background.*” (Policy document 3, 2018, p. 23). This program is stated to contribute to inclusion in the workplace. However, what the program explicitly does to enhance inclusion is not described in the policy documents. Further analysis determined that this intended inclusion practice was in fact implemented, and resulted in the talent development program as an actual inclusion practice (§4.2.2).

#### **4.2.2 Actual inclusion practices**

The overarching employment policy department of DCG offers three different inclusion practices that employees of all departments and implementation organizations can make use of. Table 4.1 presents an overview of the three inclusion practices, and relates them to theory describing the different components and orientations of inclusion practices (Shore et al., 2018). This section will elaborate on the implications of these three inclusion practices.

First, the cross-coaching program, which is described as: “[...] *program in which diverse talent is linked to an experienced manager to learn from each other on the basis of coaching questions*” (Policy document 1, 2021, p. 6). The key feature of this coaching program is that both the manager and employee learn from each other in an equal manner (i.e., reverse coaching). The cross-coaching program classifies as an inclusion practice because employees with diverse backgrounds get the opportunity to be more involved in the organization by networking and connecting with managers. Moreover, it provides employees with a diverse background with advice and knowledge on how to promote to higher positions in the organization. Assuming they do in fact get promoted in the future to a management position, it will give them influence in decision making, which is important for inclusion (Shore et al., 2018).

Second, the talent development program, which is described as: “*The government-wide talent development program S12-S14, which started as a pilot in 2020 and now has several tranches. Diversity of thought is central to the programme. When recruiting, attention is paid to diversity in the composition of the group.*” (Policy document 1, 2021, p. 6). The talent development program has similar contributions to inclusion compared to the cross-coaching program. The talent development program also gives employees with diverse backgrounds the opportunity to develop personally, and provide them with knowledge on how to move up in the organizational hierarchy. This not only involves employees in the workgroup, but also eventually gives them influence in decision making. The means come in the form of an educational program on topics such as leadership, personal development, diversity etc.

Third, the training Inclusive recruitment and selection, of which a D&I policymaker explained the purpose: “*When it comes to equal opportunities, we have a training on inclusive recruiting that is also intended to improve your work and selection process, both improve recruitment as well as unconscious biases*” (Respondent 1, D&I policymaker, April 26, 2022). The training is offered by a third party (i.e., consultancy firm Leeuwendaal) to employees who want to become aware of their personal bias. Members of selection committees are strongly advised to follow this training before the recruitment and selection process starts. The training contributes to inclusion because it exposes the biases of members of selections committees, making it possible to recruit members from protected social categories (Shore et al., 2018).

**Table 4.1**

*Overview of the actual inclusion practices offered by the DCG*

Inclusion practice	Characteristics		Theory (Shore et al. 2018)
	Purpose	Details	
<i>Cross-coaching program</i>	To facilitate a coaching relationship in which a junior and senior employee equally learn from each other on coaching questions related to personal development, diversity & inclusion.	<ul style="list-style-type: none"> <li>• Interdepartmental pairs</li> <li>• Juniors are in S11-14, seniors in S15 and higher.</li> <li>• Multiple coaching sessions</li> <li>• Supervision sessions organized by third party</li> <li>• Duration: 1 year</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement in the workgroup</li> <li>• Recognizing, honoring and advancing diversity</li> <li>• Eventually: influence in decision making</li> </ul>
<i>Talent development program</i>	A program in which talents from diverse backgrounds are offered support in their personal development for a year, with special attention to diversity of thought.	<ul style="list-style-type: none"> <li>• Interdepartmental</li> <li>• Participants of S12-14</li> <li>• Modules with different topics such as leadership</li> <li>• Peer groups</li> <li>• Individual coaching</li> <li>• Other options: internship, follow along a top manager, organize <i>College Tour</i></li> </ul>	<ul style="list-style-type: none"> <li>• Involvement in the workgroup</li> <li>• Recognizing, honoring and advancing diversity</li> <li>• Eventually: influence in decision making</li> </ul>
<i>Training inclusive recruitment &amp; selection</i>	Intended to improve your work and selection process, both improve recruitment and reduce unconscious biases	<ul style="list-style-type: none"> <li>• Recently developed and offered by consultancy firm Leeuwendaal</li> <li>• One training for members of selection commissions</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment of protected social categories</li> </ul>

*Note.* S11-15 refers to the salary scales of the employees involved. Employees working for S15 and higher fill a management position.

### 4.2.3 *Perceived inclusion practices*

Respondents were asked how they experienced the cross-coaching program. The participants stated that the interdepartmental aspect of the coaching program was quite valuable, because it meant that there was no conflict of interest. As one respondent described: “*you can ask some more career-like questions [...] because if I were to ask my manager what I would do with my career, he always has an interest [...] because I work for him*” (Respondent 4, Participant cross-coaching program, May 4, 2022). This quote by the respondent illustrates that in the program, managers were freer in advising the employees on their career moves because they had no interest in keeping the employees in their current position. Moreover, multiple respondents were very enthusiastic regarding their match, as one respondent described: “*Because there was a good match, you were able to go in depth very well and you could have very good conversations with your coach*” (Respondent 14, Participant cross-coaching program, May 25, 2022). This comment does imply that a good match between the employee and manager was quite important in the overall experience of the program. Not all participants were so lucky, and some respondents were actually quite disappointed with their match.

Some participants had critical notes on the program possibly obstructing inclusion. For example, the program is only accessible to employees in the salary scales 10-13, excluding a large group of employees. Moreover, respondents explained that a distinction was made between junior and senior coaches, not always being treated like equals. One respondent described: “*...I think it's a shame to have to position yourself as a junior. So, you can't actually achieve the equality goals that cross-coaching wants to achieve by using those words in the texts.*” (Respondent 10, Participant cross-coaching program, May 17, 2022). This respondent also did not feel treated equally during the program: “*[...] it does create a certain kind of image [...] the senior coaches also get the idea that they are seniors and they talk to you like 'aha the juniors are in, [...] I think the juniors should do that!'*” (Respondent 10, Participant cross-coaching program, May 17, 2022). These citations from the respondent indicate that the cross-coaching program does not fulfill all of the initially set purposes, because the purpose of building a coaching relation based on equity is not experienced by all respondents.

The respondents all see the possible contribution that this program can have to inclusion in the workplace because it provides employees with diverse backgrounds with the opportunity to extend their network. Managers indicated that it was valuable to hear experiences from employees with a diverse background, and hold up a mirror to reflect on their own behavior. Nonetheless, because there are no follow-up actions after the program, one respondent had the feeling that the knowledge gained could not be applied in the work. A respondent mentioned:

*“it stayed there, you were paired up with your coach, you had a few sessions, and you have to do it yourself.”* (Respondent 15, Participant cross-coaching program, June 2, 2022). This comment implies that the success of the cross-coaching program also depends on the opportunities that participants receive after the program. If employees with a diverse background are not given a chance on a management position in the organization, the contribution of this program has to inclusion could be limited.

The talent development program evoked different responses. Some interviewees were enthusiastic about the program; others were critical. For example, a respondent explained that personal experiences other participants were eye-opening: *“But what has especially benefited me are the personal stories of people. And also when it comes to diversity and inclusion.”* (Respondent 7, Participant talent development program, May 10, 2022). A more critical account of a respondent: *“...there just wasn't really anything in it for me that was either new or offered an opportunity to practice with something more than I had done before”* (Respondent 6, Participant talent development program, May 9, 2022). These citations show the different experiences that the respondents had during the talent development program.

One respondent made a critical comment regarding the application procedure of the talent development program. The application procedure was that participants had to be recommended by their manager. The respondent explained that this application procedure is not transparent, which is remarkable considering that it seeks to contribute to inclusion: *“...I think that it goes directly against how you can achieve diversity, both procedurally and in terms of outcome, it is just really bad!”* (Respondent 6, Participant talent development program, May 9, 2022). The purpose of the program to broaden the network of employees with diverse backgrounds also is an implicit condition to enroll in the program, which is contradictory. To include more employees in the opportunity to enroll for the talent development program, perhaps a more transparent application procedure would be in place.

The respondents also have different opinions regarding the contribution of the talent development program to inclusion in the workplace. One respondent described how the program benefited inclusion at the DCG: *“It was a mix of very different people at all kinds of levels or within all kinds of government organizations [...] they have discovered the value of diversity of thought [...] and I hope they implement that their work”* (Respondent 5, Participant talent development program, May 9, 2022). This respondent describes that valuing diversity of thought will enable employees to be their authentic selves, and feel free to have their stances, which can contribute to inclusion. Another respondent described that the contribution of the



program to inclusion is possibly disappointing: *“I think it still falls short [...] if you want the program to do something about inclusion, you should also talk a bit emphatically about how to deal with people from different backgrounds in the workplace”* (Respondent 3, Participant talent development program, May 4, 2022). This respondent differs in opinion because the program did not give advice on how to treat people with different backgrounds, and wrongful treatment can possibly obstruct inclusion. To summarize, the idea behind the program can enhance inclusion, but such enhancement was not perceived by all participants.

No participants of the training Inclusive recruitment and selection were interviewed on their experiences and perceptions. Nonetheless, a D&I policymaker briefly mentioned the training during an interview: *“And when it comes to objectifying your recruitment and selection processes [...] we offer training courses for that, which everyone thought was important, but when push comes to shove, they are not taken sufficiently”* (Respondent 1, D&I policymaker, April 26, 2022). This comment by the D&I policymaker indicates that the training is little followed, which can have consequences for the contribution to inclusion. A relevant observation was made at a corporate retreat day, when another D&I policymaker made a comment on a practical implication that might hinder the success of the practice: *“I noted that a policymaker commented on the fact that most members of selection committees only know about two days in advance that they are part of that committee, which makes it difficult to follow the training in time”* (Memo, May 24, 2022). This observation indicates that the timeframe to participate in the training is often too short, indicating why the training is not followed sufficiently yet. Nevertheless, the training is open for all employees, so this practical implication could be prevented if employees decide for themselves that they possibly will be part of a recruitment and selection committee in the future.

To summarize, based on the organizational strategy, the intended inclusion practices focus on monitoring inclusion and sharing knowledge between departments. The actual inclusion practices are mainly focused on the advancement of diverse talent in salary scale 11-14 to management positions. One could argue that since the programs contain employees from all corners of the DCG, knowledge is shared between departments. Nonetheless, the contribution that the programs ought to make to inclusion is not convincingly perceived by the participants of the programs. The findings show that the intended, actual and perceived inclusion practices are not aligned completely, therefore the second proposition of this study does not uphold in the context of the DCG.

### 4.3 Orientation of inclusion practices

The final proposition of this study concerns the perspective from which the inclusion practices are implemented at the DCG. Shore et al. (2018) argue that inclusion practices can be implemented from a promotion orientation, meaning that the practices are implemented to increase inclusion in the workplace. Moreover, practices can be implemented from the prevention orientation, thus focusing on fighting the feeling of inclusion (e.g., racism, discrimination and harassment). The findings of this study show that the strategy on inclusion of the DCG mainly takes on a promotion orientation, but that there is no room for exclusionary practices such as racism, discrimination and harassment. As the strategic personnel policy describes, the DCG strives for: “*An organizational culture in which exclusion, discrimination, bullying and intimidation are not tolerated.*” (Policy document 3, 2018, p. 22). This citation indicates that there is also attention for exclusion at the DCG, and that the premise here is that it will not be tolerated.

One D&I policymaker noticed the increased attention to prevent exclusion, but stated that the focus of the organizational strategy is very much on inclusion: “*Encouraging inclusion [...] also requires confronting people and really solving big problems. So, reducing exclusion requires a different approach*” (Respondent 1, D&I policymaker, April 26, 2022). This comment shows that promoting inclusion and preventing exclusion are intertwined. As the respondent later described, pursuing inclusion also requires organizations to face issues that are obstructing inclusion such as racism, discrimination and harassment. Therefore, the focus is increasingly on preventing exclusion. Another D&I policymaker gave a different possible explanation for the increased attention on preventing exclusion: “*My perspective is that people are moving to prevent injustice because there is injustice [...] But if you look in practice terms, I see a lot more emphasis on inclusion*” (Respondent 12, D&I policymaker, May 17, 2022). This respondent explains that fighting injustice (e.g., exclusion practices) is more motivating for people to improve the workplace, but the practices implemented are still focused on inclusion. This also hints at the organization being more comfortable with focusing on inclusion; exposing injustice can be experienced as confrontational and uncomfortable.

To summarize, there is increasing attention to challenge issues such as racism, discrimination and harassment, and to fight exclusion. However, current inclusion practices implemented at the DCG are focused on increasing inclusion in the workplace, possibly because it is uncomfortable for the organization to expose racism, discrimination and harassment. Therefore, the third proposition is supported by the findings of this study because like Shore et al (2018) argue, the practices are focused on enhancing inclusion.

## 5. Discussion & Conclusion

### 5.1 Discussion

This study examined the alignment between the strategy and inclusion practices at the Dutch Central Government using a qualitative case-study approach. Data was gathered through policy documents and semi-structured interviews, and analyzed using the template analysis framework. This to answer the research question of this study: *“How do the intended, actual & perceived inclusion practices align to pursue strategic goals on inclusion in the workplace at Dutch public sector organizations?”*. This chapter will explain the interpretation of the results, incorporating the contribution to academic research, practical implications, boundary conditions and directions for future research.

According to Wright and Nishii (2005), the desired organizational performance is embedded in the organizational strategy, dictating the design of HR practices. Findings showed that inclusion is embedded in the organizational strategy of the DCG, but a few aspects cause difficulty in realizing this goal. As it is currently organized, the overall strategy is implemented differently by the suborganizations, because they have autonomy to shape the strategy to fit their own personnel policy. The organizational strategy on inclusion did not receive sufficient internal support from employees. The findings indicated that incorporating the inclusion strategy is not perceived to be a priority at the sub organizations, strengthening the differences in implementing the overall strategy. These findings are in line with Van der Voet (2014), arguing that strengthening the internal support of the strategy is important in pursuing the overall strategy on inclusion. Moreover, the findings indicated that diversity and inclusion are jointly named as a strategic goal. This is remarkable since diversity and inclusion are fairly different, and require different approaches (Çelik, 2021). Pursuing diversity and inclusion through the same practices is not supported by literature (Cho et al., 2017; Mor Barak, 2015; Shore et al., 2018). Based on theory, one would argue that formulating separate goals regarding diversity and inclusion would increase the probability of successfully achieving the strategic goals.

The intended, actual and perceived inclusion practices did not align in the case of the DCG, obstructing the realization of organizational strategy on inclusion in the workplace (Wright & Nishii, 2005). First and foremost, the findings showed that the intended and actual inclusion practices serve different purposes. Where the intended inclusion practices are concerned with monitoring inclusion and sharing knowledge at the DCG, the actual inclusion practices are focused on promoting the progression of diverse talent to management positions.

This is not in line with theory suggesting that intended and actual practices should be aligned (Wright & Nishii, 2005). Moreover, the contribution that the practices are aimed to have on inclusion is not perceived convincingly by the respondents. A large part of the respondents had either difficulty with explaining the contribution that the practices have on inclusion or noted practical implications that possibly obstruct the contribution to inclusion. Nonetheless, with some adjustments, the inclusion practices have potential to convincingly enhance inclusion at the DCG.

While the HRM process model by Wright and Nishii (2005) argues that the alignment of the inclusion practices is key in realizing the organizational strategy, the case-study on the DCG shows that in practice it is complicated by a few aspects. First, the size and structure of the organization especially makes the implementation phase of the HRM process model more difficult. For example, monitoring inclusion across all the different suborganizations of the DCG requires a lot of effort and cooperation between organizational units. This finding is in line with Van der Voet (2014) who argued that changing organizations to realize the strategy is more difficult for large, bureaucratic organizations. Moreover, the size also makes the communication phase of the inclusion practices difficult. For example, findings showed that employees working for implementation organizations of the DCG are unfamiliar with the message regarding what the organizational strategy wants to convey. Second, aligning the inclusion practices was complicated by the broad formulation of the strategic goals. The broad formulation makes it difficult to derive concrete practices from the organizational strategy, and therefore also the alignment between them.

The organizational strategy predominantly has a promotion orientation, and so do the inclusion practices stemming from it. The findings of this study were in line with the framework as proposed by Shore et al. (2018), and were aimed at enhancing the experience of inclusion. Nonetheless, the findings also indicated that employees want to perceive that injustice is being dealt with. Therefore, the practices focused on fighting exclusion receive more and more attention at the DCG. In conclusion, while Shore et al. (2018) state that inclusion practices from a promotion orientation seem more effective in enhancing inclusion in the workplace, employees want to perceive that racism, discrimination and harassment are provided attention. Based on the findings of this study one could argue that inclusion practices from a promotion and prevention are simultaneously important.

## **5.2 Boundary conditions and future research**

In interpreting the conclusions of this study, some boundary conditions need to be taken into account, to start with the sample of respondents that were part of this study. The initial idea was to study one department or suborganization of the DCG, but due to lack of cooperation from different organizational units this research had to be carried out on behalf of the division where I worked as an intern (i.e., the overarching personnel policy department of the DCG). Consequently, the scope of my research became the entire DCG, which is quite large for a study of 15 respondents. For future research it could be interesting to conduct this study with a larger sample, and compare the findings.

This study was also limited with regard to the inclusion practices that were implemented by the overarching personnel policy department of the DCG. This can be viewed as a limitation, since there are more inclusion practices that could not be incorporated in this study, but perhaps do matter in drawing conclusions about the alignment of the inclusion practices and the organizational strategy. For future research it might be interesting to also incorporate inclusion practices that are implemented by the individual departments or suborganizations of the DCG.

A suggestion for future research is to conduct this research in the context of an organization with a different structure than the DCG. The DCG has been characterized as a highly hierarchical and bureaucratic organization with a complex structure. Perhaps the HRM process model by Wright and Nishii (2005) is more appropriate in the context of an organization with a decentralized structure, because it is easier to align the organizational strategy and practices. Moreover, cooperation between organizational units can be easier in an organization with a less hierarchical and decentralized structure.

Finally, the data of this study indicated that creating support from employees in pursuing strategic goals is important in the realization of the organizational strategy. Future research can further investigate the impact of support across the organization in aligning the inclusion practices according to the organizational strategy.

## **5.3 Practical implications and recommendations**

The findings of this study showed that aligning the inclusion practices and the organizational strategy can be a difficult task for organizations in practice. First, the findings showed that the strategy designed by the policymakers, is not a primary concern for the implementation organizations. Employees are concerned with their primary tasks, enhancing inclusion is not perceived to be a priority. This lack of support can obstruct the translation of the organizational strategy into practices that increase the perceived inclusion, because the

purpose is received poorly throughout the organization. A first recommendation is to focus on support of employees for the organizational strategy.

Second, the findings of this study showed that the organizational strategy of the DCG is formulated quite broadly because it applies to a set of different suborganizations. Nonetheless, the alignment between the inclusion practices and the organizational strategy is obstructed because the strategy is formulated too general to determine specific steps that result from it. Therefore, the second recommendation is to formulate explicit goals when it comes to inclusion, and design the inclusion practices accordingly to prevent variability in interpretation and communication of the practices (Wright & Nishii, 2005).

Finally, the findings also proved that while the inclusion practices contribute to inclusion in the workplace, the way these practices are organized also perpetuate structures that are not appropriate for an inclusive organization. A key example was the application procedure of the talent development program, where the purpose of the program to broaden the network of employees with diverse backgrounds also is an implicit condition to enroll in the program. A final recommendation is thus for the organization of the practices to make every effort ensuring that the practices in themselves are inclusive, and do not help to maintain structures that are destructive to promoting inclusion.

#### **5.4 Conclusion**

In summary, this study showed that aligning the inclusion practices and the organizational strategy on inclusion in the workplace according to the HRM-process model of Wright and Nishii (2005) can be challenging for public sector organizations. Especially so if the organizations are as large and bureaucratic as the DCG, support from employees across the organization is key in pursuing the strategic goals. In addition, this study showed that the promotion of inclusion orientation of practices is not perceived as satisfactory in pursuing inclusion in the workplace and that the prevention orientation also needs to receive proper attention. Finally, this study showed that there can be contradictions in inclusion practices, sometimes keeping alive the exclusionary structures which the practices ought to solve. To ensure inclusion, support and motivation throughout the organization are key.

## References

- Adamson, M., Kelan, E. K., Lewis, P., Rumens, N., & Sliwa, M. (2016). The quality of equality: thinking differently about gender inclusion in organizations. *Human Resource Management International Digest*, 24(7), 8–11. <https://doi.org/10.1108/hrmid-04-2016-006>
- American Psychological Association. (2017). *Ethical Principles of Psychologists and Code of Conduct*. <https://www.apa.org/ethics/code/ethics-code-2017.pdf>
- Ashikali, T., & Groeneveld, S. (2013). Diversity Management in Public Organizations and Its Effect on Employees' Affective Commitment. *Review of Public Personnel Administration*, 35(2), 146–168. <https://doi.org/10.1177/0734371x13511088>
- Ashikali, T., Groeneveld, S., & Kuipers, B. (2021). The Role of Inclusive Leadership in Supporting an Inclusive Climate in Diverse Public Sector Teams. *Review of Public Personnel Administration*, 41(3), 497–519. <https://doi.org/10.1177/0734371X19899722>
- Bernstein, R. S., Crary, M., Bilimoria, D., & Blancero, D. M. (2016). Reflections on Diversity and Inclusion Practices at the Organizational, Group, and Individual Levels. *Oxford Handbooks Online*. <https://doi.org/10.1093/oxfordhb/9780199679805.013.29>
- Bezrukova, K., Spell, C. S., Perry, J. L., & Jehn, K. A. (2016). A meta-analytical integration of over 40 years of research on diversity training evaluation. *Psychological Bulletin*, 142(11), 1227–1274. <https://doi.org/10.1037/bul0000067>
- Bleijenbergh, I. (2015). *Kwalitatief onderzoek in organisaties* (2de ed.). Boom Lemma.
- Bleijenbergh, I., Peters, P., & Poutsma, E. (2010). Diversity management beyond the business case. *Equality, Diversity and Inclusion: An International Journal*, 29(5), 413–421. <https://doi.org/10.1108/02610151011052744>
- Brimhall, K. C., Mor Barak, M. E., Hurlburt, M., McArdle, J. J., Palinkas, L., & Henwood, B. (2017). Increasing Workplace Inclusion: The Promise of Leader-Member Exchange. *Human Service Organizations: Management, Leadership & Governance*, 41(3), 222–239. <https://doi.org/10.1080/23303131.2016.1251522>
- Carmeli, A., Reiter-Palmon, R., & Ziv, E. (2010). Inclusive Leadership and Employee Involvement in Creative Tasks in the Workplace: The Mediating Role of Psychological Safety. *Creativity Research Journal*, 22(3), 250–260. <https://doi.org/10.1080/10400419.2010.504654>
- Çelik, S. (2021). Diversiteit en inclusie bij de rijksoverheid: met beleid vooruit. *Beleid en Maatschappij*, 48(Online First). <https://doi.org/10.5553/benm/138900692021001>
- Chen, C., & Tang, N. (2018). Does perceived inclusion matter in the workplace? *Journal of Managerial Psychology*, 33(1), 43–57. <https://doi.org/10.1108/jmp-02-2017-0078>
- Cho, S., Kim, A., & Mor Barak, M. E. (2017). Does diversity matter? exploring workforce diversity, diversity management, and organizational performance in social enterprises. *Asian Social Work and Policy Review*, 11(3), 193–204. <https://doi.org/10.1111/aswp.12125>

- Chung, B. G., Ehrhart, K. H., Shore, L. M., Randel, A. E., Dean, M. A., & Kedharnath, U. (2020). Work Group Inclusion: Test of a Scale and Model. *Group & Organization Management*, 45(1), 75–102. <https://doi.org/10.1177/1059601119839858>
- Dennissen, M., Benschop, Y., & Van den Brink, M. (2018). Rethinking Diversity Management: An Intersectional Analysis of Diversity Networks. *Organization Studies*, 41(2), 219–240. <https://doi.org/10.1177/026424711770840618800103>
- Dobusch, L. (2014). How exclusive are inclusive organisations? *Equality, Diversity and Inclusion: An International Journal*, 33(3), 220–234. <https://doi.org/10.1108/edi-08-2012-0066>
- Ellemers, N., Şahin, O., S. Jansen, W., & Van der Toorn, J. (2018). Naar effectief diversiteitsbeleid: het bouwen van bruggen tussen wetenschap en praktijk. *Gedrag & Organisatie*, 31(4). <https://doi.org/10.5117/2018.031.004.006>
- Haynes, K. (2012). Reflexivity in qualitative research. *Qualitative organizational research: Core methods and current challenges*, 72-89.
- Heres, L., & Benschop, Y. (2010). Taming diversity: an exploratory study on the travel of a management fashion. *Equality, Diversity and Inclusion: An International Journal*, 29(5), 436–457. <https://doi.org/10.1108/02610151011052762>
- Herring, C. (2009). Does Diversity Pay?: Race, Gender, and the Business Case for Diversity. *American Sociological Review*, 74.
- Kalev, A., Dobbin, F., & Kelly, E. (2006). Best Practices or Best Guesses? Assessing the Efficacy of Corporate Affirmative Action and Diversity Policies. *American Sociological Review*, 71(4), 589–617. <https://doi.org/10.1177/000312240607100404>
- Kalinoski, Z. T., Steele-Johnson, D., Peyton, E. J., Leas, K. A., Steinke, J., & Bowling, N. A. (2012). A meta-analytic evaluation of diversity training outcomes. *Journal of Organizational Behavior*, 34(8), 1076–1104. <https://doi.org/10.1002/job.1839>
- King, N. & Brooks, J. (2017). Philosophical issues when using template analysis. In *Template analysis for business and management students* (pp. 13-23). SAGE Publications Ltd, <https://dx.doi.org/10.4135/9781473983304>
- Knights, D., & Omanović, V. (2016). (Mis)managing diversity: exploring the dangers of diversity management orthodoxy. *Equality, Diversity and Inclusion: An International Journal*, 35(1), 5–16. <https://doi.org/10.1108/edi-03-2014-0020>
- Kochan, T., Bezrukova, K., Ely, R., Jackson, S., Joshi, A., Jehn, K., Leonard, J., Levine, D., & Thomas, D. (2003). The effects of diversity on business performance: Report of the diversity research network. *Human Resource Management*, 42(1), 3–21. <https://doi.org/10.1002/hrm.10061>
- Korkmaz, A. V., Van Engen, M. L., Knappert, L., & Schalk, R. (2022). About and beyond leading uniqueness and belongingness: A systematic review of inclusive leadership research. *Human Resource Management Review*. <https://doi.org/10.1016/j.hrmr.2022.100894>



- Langley, A., & Abdallah, C. (2011). Templates and Turns in Qualitative Studies of Strategy and Management. *Building Methodological Bridges*, 201–235. [https://doi.org/10.1108/s1479-8387\(2011\)0000006007](https://doi.org/10.1108/s1479-8387(2011)0000006007)
- Leslie, L. M. (2019). Diversity Initiative Effectiveness: A Typological Theory of Unintended Consequences. *Academy of Management Review*, 44(3), 538–563. <https://doi.org/10.5465/amr.2017.0087>
- Mason, J. (2002). *Qualitative Researching*. SAGE Publications.
- Myers, M. D. (2012). *Qualitative Research in Business and Management*. SAGE Publications.
- Ministerie van Binnenlandse Zaken & Koninkrijksrelaties. (2018). *Strategisch Personeelsbeleid Rijk 2025*.
- Ministerie van Binnenlandse Zaken & Koninkrijksrelaties. (2021). *Jaarlijkse Monitorrapportage Diversiteit en inclusie 2021*.
- Mor Barak, M. E. (2000). The Inclusive Workplace: An Ecosystems Approach to Diversity Management. *Social Work*, 45(4), 339–353. <https://doi.org/10.1093/sw/45.4.339>
- Mor Barak, M. E. (2015). Inclusion is the Key to Diversity Management, but What is Inclusion? *Human Service Organizations Management, Leadership & Governance*, 39(2), 83–88. <https://doi.org/10.1080/23303131.2015.1035599>
- Naderifar, M., Goli, H., & Ghaljaie, F. (2017). Snowball Sampling: A Purposeful Method of Sampling in Qualitative Research. *Strides in Development of Medical Education*, 14(3). <https://doi.org/10.5812/sdme.67670>
- Nishii, L. H. (2013). The Benefits of Climate for Inclusion for Gender-Diverse Groups. *Academy of Management Journal*, 56(6), 1754–1774. <https://doi.org/10.5465/amj.2009.0823>
- Nishii, L.H., Lepak, D.P., & Schneider, B. (2008). Employee attributions of the “why” of HR practices: Their effects on employee attitudes and behaviors, and customer satisfaction. *Personnel Psychology*, 61(3), 503-545. DOI: <https://doi.org/10.1111/j.1744-6570.2008.00121.x>
- Offermann, L. R., Basford, T. E., Graebner, R., Jaffer, S., De Graaf, S. B., & Kaminsky, S. E. (2014). See no evil: Color blindness and perceptions of subtle racial discrimination in the workplace. *Cultural Diversity and Ethnic Minority Psychology*, 20(4), 499–507. <https://doi.org/10.1037/a0037237>
- Özbilgin, M. F. (2019). Global Diversity Management. *Global Diversity Management*, 25–39. [https://doi.org/10.1007/978-3-030-19523-6\\_3](https://doi.org/10.1007/978-3-030-19523-6_3)
- Paauwe, J., & Boselie, P. (2005). HRM and performance: what next? *Human Resource Management Journal*, 15(4), 68–83. <https://doi.org/10.1111/j.1748-8583.2005.tb00296.x>
- Pendry, L. F., Driscoll, D. M., & Field, S. C. T. (2007). Diversity training: Putting theory into practice. *Journal of Occupational and Organizational Psychology*, 80(1), 27–50. <https://doi.org/10.1348/096317906x118397>
- Perry, E. L., Block, C. J., & Noumair, D. A. (2020). Leading in: inclusive leadership, inclusive climates and sexual harassment. *Equality, Diversity and Inclusion: An International Journal*, 40(4), 430–447. <https://doi.org/10.1108/edi-04-2019-0120>
- Pless, N., & Maak, T. (2004). Building an inclusive diversity culture: Principles, processes and practice. *Journal of business ethics*, 54(2), 129-147.

- Randel, A. E., Galvin, B. M., Shore, L. M., Ehrhart, K. H., Chung, B. G., Dean, M. A., & Kedharnathd, U. (2018). Inclusive leadership: Realizing positive outcomes through belongingness and being valued for uniqueness. *Human Resource Management Review*, 28, 190–203. <https://doi.org/10.1016/j.hrmr.2017.07.002>
- Rashid, Y., Rashid, A., Warraich, M. A., Sabir, S. S., & Waseem, A. (2019). Case Study Method: A Step-by-Step Guide for Business Researchers. *International Journal of Qualitative Methods*, 18, 160940691986242. <https://doi.org/10.1177/1609406919862424>
- Roberson, Q. M. (2006). Disentangling the Meanings of Diversity and Inclusion in Organizations. *Group & Organization Management*, 31(2), 212–236. <https://doi.org/10.1177/1059601104273064>
- Saxena, A. (2014). Workforce Diversity: A Key to Improve Productivity. *Procedia Economics and Finance*, 2014(11).
- Schoen, C., & Rost, K. (2021). What really works?! Evaluating the effectiveness of practices to increase the managerial diversity of women and minorities. *European Management Journal*, 39(1), 95–108. <https://doi.org/10.1016/j.emj.2020.06.005>
- Shore, L. M., Cleveland, J. N., & Sanchez, D. (2018). Inclusive workplaces: A review and model. *Human Resource Management Review*, 28(2), 176–189. <https://doi.org/10.1016/j.hrmr.2017.07.003>
- Shore, L. M., Randel, A. E., Chung, B. G., Dean, M. A., Holcombe Ehrhart, K., & Singh, G. (2011). Inclusion and Diversity in Work Groups: A Review and Model for Future Research. *Journal of Management*, 37(4), 1262–1289. <https://doi.org/10.1177/0149206310385943>
- Symon, G. & Cassell, C. (eds.) (2012) *Qualitative Organizational Research: Core Methods and current challenges*. London: Sage
- Tracy, S. J. (2010). Qualitative Quality: Eight “Big-Tent” Criteria for Excellent Qualitative Research. *Qualitative Inquiry*, 16(10), 837–851. <https://doi.org/10.1177/1077800410383121>
- Van der Voet, J. (2014). The effectiveness and specificity of change management in a public organization: Transformational leadership and a bureaucratic organizational structure. *European Management Journal*, 32, 373–382. <https://doi.org/10.1016/j.emj.2013.10.001>
- Van Dijk, H., Van Engen, M., & Paauwe, J. (2012). Reframing the Business Case for Diversity: A Values and Virtues Perspective. *Journal of Business Ethics*, 111, 73–84. <https://doi.org/10.1007/s10551-012-1434-z>
- Van Dijk, H., Meyer, B., Van Engen, M., & Loyd, D. L. (2017). Microdynamics in Diverse Teams: A Review and Integration of the Diversity and Stereotyping Literatures. *Academy of Management Annals*, 11(1), 517–557. <https://doi.org/10.5465/annals.2014.0046>
- Vennix, J. (2016). *Onderzoeks- en interventiemethodologie* (6de editie). Pearson Benelux B.V.
- Wright, P.M., & Nishii, L.H. (2005). *Strategic HRM and organizational behavior: Integrating multiple levels of analysis*. (CAHRS Working paper 07-03). [https://ecommons.cornell.edu/bitstream/handle/1813/77351/WP07\\_03.pdf?sequence=1](https://ecommons.cornell.edu/bitstream/handle/1813/77351/WP07_03.pdf?sequence=1)

## Appendices

### A. Initial template

A priori theme	Code
Belongingness	Influence in decision making
	Involvement in the workgroup
Uniqueness	Feeling respected and valued
	Authenticity
	Recognizing, honoring & advancing diversity
	Psychological safety
Exclusion	Diversity training
	Management of harassment & discrimination claims
	Recruitment of protected social categories
Inclusion practices	Intended inclusion practices
	Actual inclusion practices
	Perceived inclusion practices

*Note.* Based on Roberson (2006), Shore et al. (2011), Shore et al. (2018) & Wright and Nishii (2005).

**B. Final template**

<b>A priori theme</b>	<b>Code</b>
Belongingness	Influence in decision making
	Involvement in the workgroup
Uniqueness	Feeling respected and valued
	Authenticity
	Recognizing, honoring & advancing diversity
	Psychological safety
Equity	
Exclusion	Diversity training
	Management of harassment & discrimination claims
	Recruitment of protected social categories
Inclusion practices	Intended inclusion practices
	Actual inclusion practices
	Perceived inclusion practices
Organization	Awareness
	Organizational characteristics
	Organizational culture
	Organizational strategy
	Support base

*Note.* Based on Roberson (2006), Shore et al. (2011), Shore et al. (2018) & Wright and Nishii (2005)

### C. Code book

A priori theme	Code	Sub code	Illustrative quotes and text fragments from documents
<p><b>Exclusion:</b> individual is not treated as an organizational insider with unique value in the work group but there are other employees or groups who are insiders (Shore et al., 2011, p. 1266).</p>		Diversity training	<p>“Als het gaat over gelijke kansen hebben we een training over inclusief werven en selecteren die ook bedoeld is om je werk en selectieproces ook te verbeteren, zowel werving en selectie verbeteren als onbewuste vooroordelen te verminderen.” (Respondent 1, D&amp;I policymaker, April 26, 2022).</p> <p>“En als het gaat om je werving en selectieprocessen te objectiveren ja daar zien we, dat is vrij concreet. Ehhh maar daar bieden we trainingen voor aan, die vond iedereen belangrijk, maar als het puntje bij paaltje komt dan worden ze niet voldoende afgenomen.” (Respondent 1, D&amp;I policymaker, April 26, 2022).</p>
		Management of harassment & discrimination claims	<p>“...en toen ik ook op mijn huidige plek kwam zeg maar heb ik ook wel wat gesprekjes gehoord dat iemand mij zei van ja weet je er werden echt zeg maar 5/6 jaar terug toen ik toen die mensen hier kwamen werken werden er echt gewoon rottige grappen gemaakt over bijvoorbeeld over vrouwen ofzo” (Respondent 3, Participant talent development program, May 4, 2022).</p> <p>“Je moet ook beleid hebben dat dat soort ongewenste omgangsvormen en integriteitkwesities, hoe daarmee omgegaan wordt binnen je organisatie.” (Respondent 13, Participant cross-coaching program, May 25, 2022).</p>
		Recruitment of protected social categories	<p>“Alle streefcijfers en de ehh quotum die zitten natuurlijk meer op de diversiteit he zeg maar even, dus op het binnen krijgen van mensen met een migratieachtergrond of van vrouwen, dat zijn allemaal heel concrete cijfers” (Respondent 2, D&amp;I policymaker, April 29, 2022).</p> <p>“Dus de statistische kans dat er een man naar boven komt dobberen voor een mooie positie hè die voor een man natuurlijk groter want daar hebben we meer van, en ehh je moet het ook wel goed doen hè, niet zeggen nou het is een vrouw ze bakt er niets van zet maar neer want dan richt je meer schade aan dat ze zeggen ‘zie je wel heb je er weer zo een die het niet kan’” (Respondent 8, Participant talent development program, May 12, 2022)</p>
		Influence in decision making	<p>“als doel de doorontwikkeling van collega’s binnen de schaal 12-14 te bevorderen zodat zij ook door kunnen stromen naar de managementfuncties.” (Respondent 2, D&amp;I policymaker, April 29, 2022).</p> <p>“We gaan er maar vanuit dat iedereen mee aan het stuur wil zitten maar ik weet ook dat er dat dat voor sommige mensen uit sommige culturen lastig is om dat uit te spreken en te gaan doen.” (Respondent 12, Participant talent development program, May 19, 2022)</p>
<p><b>Inclusion:</b> equal opportunity for members of socially marginalized groups to participate and contribute while concurrently providing opportunities for members of non- marginalized groups, and to support</p>	<p><i>Belongingness:</i> the need to form and maintain strong, stable interpersonal relationships (Shore et al., 2011, p. 1264)</p>	Involvement in the workgroup	<p>“We hechten aan een inclusieve organisatiecultuur, waarin alle medewerkers actief betrokken en opgenomen worden in de groep” (Policy document 3, 2018, p. 32).</p>

<p>employees in their efforts to be fully engaged at all levels of the organization and to be authentically themselves (Shore et al., 2018, p. 177)</p>			<p>“...dat je ook wel uitgedaagd wordt om echt mee te doen en het gevraagd wat ben je mening en dat je op die manier ook onderdeel bent van een toegevoegde waarde kan leveren.” (Respondent 9, Participant cross-coaching program, May 13, 2022)</p>	
	<p><i>Equity</i>: providing employees with resources specific to their needs</p>		<p>“Dus wat gelijkwaardig voor de ene betekent hoeft niet gelijkwaardig voor de ander te betekenen dus iemand anders aan tafel kan een andere ehhe hoe heet het nou ehhe andere werkwijze of andere ehhe benodigdheden hebben of tools nodig hebben om gelijkwaardig te kunnen acteren.” (Respondent 10, Participant cross-coaching program, May 17, 2022).</p>	
			<p>“...misschien is dat toeval dat je dan iemand vindt waar je dat dus al heel snel gelijkwaardig mee in gesprek bent” (Respondent 13, Participant cross-coaching program, May 25, 2022).</p>	
	<p><i>Uniqueness</i>: the need to maintain a distinctive and differentiated sense of self (Shore et al., 2011, p. 1264)</p>	<p>Authenticity</p>		<p>“Voor mij is inclusie dat er ruimte is voor dat je ruimte kunt geven op individu, op andere verschillen dat je zelf ook ruimte krijgt om eigenlijk iets van je eigen authenticiteit, identiteit kunt laten zien in een Rijk-context.” (Respondent 11, D&amp;I policymaker, May 17, 2022).</p>
				<p>“Ik heb altijd al gezegd he ik wil dwarsdenkers, ik wil mensen die anders denken, die anders doen, niet omdat ik dat zo gezellig vind of omdat ik ruzie zoek maar ik weet dat ik mijn tekortkomingen heb. Ik weet ook niet wat ik niet weet, daar heb ik anderen voor nodig.” (Respondent 12, Participant talent development program, May 19, 2022).</p>
		<p>Feeling respected and valued</p>		<p>“Waar zij zichzelf kunnen zijn, zich vrij voelen om hun mening te geven, zich gewaardeerd en gerespecteerd voelen, en waar zij zich in een veilige leeromgeving kunnen ontwikkelen” (Policy document 3, 2018, p. 22).</p>
				<p>“...dat er tegenspraak geleverd mag worden ook dat het oké is om een afwijkende mening te hebben én dat dat zelfs ook gewaardeerd wordt ja dus ik weet niet of je daar naar dat type antwoorden op zoek bent” (Respondent 9, Participant cross-coaching program, May 13, 2022).</p>
		<p>Recognizing, honoring &amp; advancing diversity</p>		<p>“Concreet gaat het om een juiste balans in de mix van medewerkers, die tijdens hun werk ieders eigenheid respecteren en aandacht hebben voor elkaars kwaliteiten.” (Policy document 2, 2020, p. 12).</p>
				<p>“Dus he je neem bijvoorbeeld inclusief werven en selecteren, wordt daardoor he wordt het hoofddoel is dat het selectieproces eerlijk gebeurt, maar het indirecte doel daarvan is dat je meer diversiteit krijgt. Onder andere ook in kleur, met name ook in kleur eigenlijk. Ehm maar ook meer andere genderidentiteit he.” (Respondent 11, D&amp;I policymaker, May 17, 2022).</p>
		<p>Psychological safety</p>		<p>“Er heerst een veilige cultuur om behoeften bespreekbaar te maken met de leidinggevende, om aan te geven wat een werknemer nodig heeft om gezond te</p>

			kunnen blijven werken en om zich – preventief – te blijven oriënteren op toekomstig werk.” (Policy document 3, 2018, p. 32).
			“En, eh, het verraste mij ook dat ondanks het feit je elkaar helemaal niet kent, dat je al heel snel hele open en persoonlijke gesprekken met elkaar hebt” (Respondent 13, Participant cross-coaching program, May 25, 2022).
<b>Inclusion practices:</b> activities implemented in organizations that are aimed at promoting inclusion. Distinction is made between <i>intended</i> , <i>actual</i> and <i>perceived inclusion practices</i> .	<i>Intended inclusion practices:</i> practices that stem from the organizational strategy to increase inclusion in the workplace, but are not necessarily all implemented		“Een tweede prioriteit is het kwalitatief in beeld brengen van de mate van inclusie binnen de rijksdienst (inclusiemonitor) plus de mate waarin de aanpak van ministeries en Rijksbreed hieraan bijdraagt.” (Policy document 1, 2021, p. 1).
			“Onderling kennis delen biedt kansen om beter te begrijpen hoe de aanpak van ministeries en Rijksbreed kan leiden tot het beoogde resultaat van meer inclusie en diversiteit.” (Policy document 1, 2021, p. 1).
	<i>Actual inclusion practices:</i> recognize that not all intended practices are in fact implemented in the way that is necessary to achieve the overall organizational strategy.		“Na een gezamenlijke aanbesteding is de training inclusief werven en selecteren gestart bij negen ministeries. Deze omvat bewustwording en concrete handvaten voor iedere stap van de keten van werving en selectie. In 2021 en komende jaren zal een groot aantal leden van selectiecommissies deze training volgen.” (Policy document 1, 2021, p. 4).
			“We hebben eigenlijk twee Rijksbrede programma’s eraan, dat is het cross coaching programma dus je misschien ook wel kent” (Respondent 1, D&I policymaker, April 26, 2022).
	<i>Perceived inclusion practices:</i> subjective interpretation of implemented inclusion practices by employees		“Ik heb ehh ook daardoor wel de kans gekregen om bijvoorbeeld wat explicieter te werken aan het thema delegeren omdat ik dat is lastig vind en en er zat ook een reeks coachingsgesprekken zat er in het programma verwerkt via Intercoach en daardoor heb ik eigenlijk heel gericht op dit onderwerp nog wat kunnen doen en dat is gewoon heel nuttig” (Respondent 3, Participant talent development program, May 4, 2022).
			“Wat ik hoor is allemaal redelijk vergelijkbaar maar dus daar vond ik toch niet zo divers maar ook niet in dat het dat mensen die trainingen hebben afgerond dit programma hebben afgerond nou zich heel bewust zouden zijn van hoe werkt de inclusie en diversiteit ofzo ik ik vond het er niet heel duidelijk in zitten.” (Respondent 6, Participant talent development program, May 9, 2022)
<i>Added during the coding process<sup>3</sup></i>			
<b>Organization:</b> overarching wording of	<i>Awareness:</i> consciousness among employees throughout the		“Ik denk dat het dus helpt een bewustwording van managers ehh die die daar ehh aan deel nemen dat die af toe een spiegel voorgeschild krijgen” (Respondent 9, Participant cross-coaching program, May 13, 2022).

<sup>3</sup> The code ‘Equity’ was also added during the coding process, and is presented as part of the a priori theme *Inclusion*

aspects related to and characteristic of the DCG	organization regarding inclusion		“Hmmm ik wil mijn eerste neiging is om te zeggen bewustwording en kennis maar we zijn als Rijksoverheid al jaren bezig met bewustwording en kennis” (Respondent 10, Participant cross-coaching program, May 17, 2022)
	<i>Organizational characteristics</i> : aspects that define the organization		<p>“Dé rijksambtenaar bestaat immers niet. Er zijn grote verschillen tussen en binnen de verschillende werksoorten, functies, en organisatieonderdelen.” (Policy document 3, 2018, p. 5).</p> <p>“Ja omdat ja het is heel gefragmenteerd en heel decentraal eigenlijk en tuurlijk bestaat het, maar maar ook niet in organisatie ehh als je kijkt naar is dat nou een organisatie dan is dat eerder een soort van half federale structuur of in ieder geval het is het is een heel ingewikkelde organisatievorm om welk proces dan ook over de volle breedte te verbeteren” (Respondent 6, Participant talent development program, May 9, 2022)</p>
	<i>Organizational culture</i> : norms and values shared throughout (employees of) the organization		<p>“Omdat er gewoon een cultuur is waar je jezelf kan zijn, waarbij er een missie, visie en een doelstelling is waar je je als individu aan kan verbinden.” (Respondent 12, Participant talent development program, May 19, 2022).</p> <p>“Ik denk dat de Rijksoverheid dat heel graag wil maar ja ehh ik denk dat de Rijksoverheid bij uitstek een een heel gevestigde ehh organisatiecultuur heeft die bijna inherent moeilijk is om te bewegen omdat het een bureaucratische organisatiecultuur is.” (Respondent 6, Participant talent development program, May 9, 2022).</p>
	<i>Organizational strategy</i> : how and what goals the organization intends to pursue		<p>“Dit vanuit het besef dat de Rijksoverheid belang hecht aan een samenleving waarin iedereen zichzelf kan zijn en actief betrokken is en daarom ook het eigen personeelsbeleid daarop richt.” (Policy document 1, 2021, p. 6).</p> <p>“Ja we hebben nu wel het doel om een inclusieve werkcultuur te bevorderen maar ik vind dat nog wel heel algemeen geformuleerd. Het is een mooi streef eh streven maar concreet wat betekent dat voor de medewerkers dat ja daar heb ik nog geen vat gekregen.” (Respondent 1, D&amp;I policymaker, April 26, 2022).</p>
	<i>Support base</i> : acceptance of a new idea or new approach.		<p>“Het belangrijkste is dat de individuen, met name ook leiders maar met name individuen echt ehhd bereid zijn om zich in te zetten voor inclusiviteit. Dus de bereidheid, want ik geloof als mensen bereid zijn om anderen te omarmen, dat je al die interventies wel allemaal in de prullenbak kunt gooien.” (Respondent 11, D&amp;I policymaker, May 17, 2022).</p> <p>“Ehh ik denk dat er heel veel energie zit, heel veel positieve energie zit, en dat steeds meer de groep ehh omarmt heeft met name mensen die in een relevante positie zitten. Maar er is ook nog een hele groep die daar ja zegt en nee doet. (Respondent 11, D&amp;I policymaker, May 17, 2022).</p>



## **D. Informed consent form**

### *Informatie over het onderzoek*

U bent uitgenodigd om deel te nemen aan een onderzoeksproject waarin wordt onderzocht wat de strategische visie van de Rijksoverheid is omtrent inclusie in de organisatie, welke acties worden ondernomen om inclusie te bevorderen en hoe deze acties door een diverse groep medewerkers van de Rijksoverheid worden ervaren. Dit onderzoeksproject wordt uitgevoerd voor het behalen van de master Business Administration in opdracht van de Faculteit der Managementwetenschappen van de Radboud Universiteit. De onderzoeksprocedure omvat een data-analyse van beleidsdocumenten en semigestructureerde interviews met medewerkers van de Rijksoverheid die betrokken zijn bij inclusie beleid of praktijken. De vragen gaan over de strategische visie, het beleid en praktijken op het gebied van inclusie van de Rijksoverheid. Het gesprek duurt ongeveer 45-60 minuten. Van het interview zal een audio-opname worden gemaakt. Uw contactgegevens (naam, e-mailadres, etc.) worden veilig opgeslagen door de hoofdonderzoeker Lieke Renshof.

### *Vertrouwelijkheid van de onderzoeksgegevens*

De onderzoeksgegevens zullen anoniem worden gemaakt en veilig worden opgeslagen volgens de richtlijnen voor het beheer van onderzoeksgegevens van de Radboud Universiteit en conform de Algemene Verordening Gegevensbescherming (AVG). Het anonimiseren van de onderzoeksgegevens houdt in dat informatie die via u verkregen wordt niet herleidbaar zal zijn naar u, door zorgvuldig te overwegen welke citaten bruikbaar zijn en deze weer te geven onder een pseudoniem (bv. Respondent A). Alle persoonlijke gegevens worden zo snel mogelijk verwijderd. De onderzoekers die betrokken zijn bij dit onderzoek zullen de onderzoeksgegevens gebruiken voor academische publicaties en presentaties (dit betreft NIET de opname en transcripten maar de quotes en conclusie(s) voortkomend uit de interviews).

### *Vrijwillige deelname*

Uw deelname aan dit onderzoek is vrijwillig. Dit betekent dat u uw deelname en toestemming op elk moment tijdens de periode van het verzamelen van gegevens kunt stopzetten en intrekken, zonder opgave van reden. Tot twee weken na deelname kunt u uw onderzoeksgegevens /persoonsgegevens/ contactgegevens laten verwijderen door een verzoek te sturen naar [lieke.renshof@ru.nl](mailto:lieke.renshof@ru.nl)

### *Meer informatie*

Heeft u vragen naar aanleiding van dit onderzoek, nu of in de toekomst, neem dan contact op met Lieke Renshof (telefoon: 0611124012; e-mail: [lieke.renshof@ru.nl](mailto:lieke.renshof@ru.nl)).

Als u klachten heeft over dit onderzoek, neem dan contact op met de onderzoeker of neem contact op met de vertrouwenspersonen voor academische integriteit via email: [vertrouwenspersonen@ru.nl](mailto:vertrouwenspersonen@ru.nl)

Of neem contact op met de Commissie Wetenschappelijke Integriteit van de Radboud Universiteit. De secretaris van de commissie is Mr. M. Steenbergen, (m.steenbergen@bjz.ru.nl of 024 3611578) Bestuurlijke & Juridische Zaken.

Meer informatie over de Commissie Wetenschappelijke Integriteit vindt u hier: <https://www.ru.nl/over-ons/overradboud/integriteitsbeleid/wetenschappelijke-integriteit/>

#### *Toestemming*

Door ondertekening van dit formulier/ door te klikken op de knop ‘Akkoord’ geeft u aan dat:

- U deze informatie hebt gelezen en begrepen
- U vrijwillig instemt met deelname
- U ten minste 18 jaar bent

Als u niet wilt deelnemen aan het onderzoek, kunt u de deelname weigeren door dit formulier niet te ondertekenen.

#### *Verklaring deelnemer*

Naam:.....

Handtekening:.....

Datum:.....

#### *Verklaring uitvoerend onderzoeker*

Ik verklaar dat ik de hierboven genoemde persoon juist heb geïnformeerd over het onderzoek en dat ik mij houd aan de richtlijnen voor onderzoekers zoals verwoord in het protocol van de Commissie Wetenschappelijke Integriteit van de Radboud Universiteit.

Naam:.....

Handtekening:.....

Datum:.....

## E. Interview guide D&I policymakers

Welkom [NAAM],

Allereerst, hartelijk bedankt voor het vrijmaken van tijd en het deelnemen aan dit interview. Mijn naam is Lieke Renshof, ik ben master student aan de Radboud Universiteit en stagiair bij de afdeling Personeelsbeleid Rijk, onderdeel van de Directie Ambtenaar & Organisatie. Voor mijn master scriptie doe ik onderzoek naar het beleid van de Rijksoverheid omtrent een inclusieve werkplek en de praktijken die ingezet worden om dit te bereiken. Hierbij kijk ik ook naar de ervaringen van een diverse groep medewerkers die mee hebben gedaan aan acties die zijn ondernomen om inclusie te bevorderen. Daarnaast zal ik een samenvatting maken van mijn onderzoek en deze aan de organisatie overdragen. Aangezien jij werkzaam bent bij de Rijksoverheid en je bezighoudt met het D&I beleid van de Rijksoverheid ben ik erg benieuwd naar jouw perspectief hierop. Het interview zal tussen de 45 en 60 minuten duren.

Zoals in het toestemmingsformulier ook al aangegeven stond zal ik het interview voor eigen gebruik opnemen. De audio-opname zal met niemand anders dan mijn scriptiebegeleider gedeeld worden en de informatie die ik uit het interview haal zal volledig geanonimiseerd worden. Ook zal ik er zorg voor dragen dat de verslaglegging van de resultaten niet herleidbaar zijn naar jou. Daarnaast moet ik je ook nog op het feit wijzen dat je ten alle tijden het recht heeft om – zonder opgave van reden – te stoppen met het onderzoek. Als je het onprettig vindt om een vraag te beantwoorden dan moet je het gewoon even aangeven. Voor we de opname starten en beginnen met het interview, heeft je nog verdere vragen?

Dan ga ik de opname nu aanzetten en even kort controleren of hij het doet.

**>>> START OPNAME <<<**

### *Inleidende vragen*

Voor we de diepte ingaan wil ik eerst wat inleidende vragen stellen over die over jou gaan:

1. Wat is je leeftijd?
2. Met welke gender identificeert jij je?
3. Heb je een migratieachtergrond?
4. Ben je religieus? Zo ja, welke religie?
5. Werk je in vast of tijdelijk dienstverband?
6. Hoe lang werkt je al bij de overheid?

### *Ervaringen*

De volgende vragen zullen ingaan op jouw eigen ervaringen omtrent inclusie bij de Rijksoverheid:

7. Je werkt natuurlijk mee aan het D&I beleid van de Rijksoverheid, als je probeert daar los van de kijken, heb je dan het idee dat er in jouw directe werkomgeving aandacht is voor het verbeteren van inclusie? Bijvoorbeeld op de afdeling of binnen de directie?
8. En als je dan kijkt naar praktijken die geïmplementeerd worden om inclusie te verbeteren, wat merk je dan dat er in jouw directe werkomgeving ondernomen wordt? (Bijv. trainingen, workshops, vertrouwenspersonen, etc.)

### *Inclusie*

Voor we dieper ingaan op het inclusie beleid zal ik eerst wat vragen stellen over het concept inclusie:

9. Wat houdt het begrip inclusie volgens jou in?
10. Hoe ziet een inclusieve organisatie er volgens jou uit?
11. Wat vergt het van een organisatie om inclusief te worden?
  - a. Heb je het idee dat de Rijksoverheid hieraan voldoet?
    - i. Waarom wel?
    - ii. Waarom niet?
12. Uit de literatuur blijkt dat *'erbij horen'* (belongingness) en *'jezelf kunnen zijn'* (uniqueness) kernonderdelen zijn van inclusie. Hoe kijk jij hier tegenaan?
  - b. En als je dat vergelijkt met het beleid van de Rijksoverheid, hoe komen deze kernonderdelen daarin naar voren?

### *Inclusie beleid & praktijken*

De volgende vragen zullen ingaan op het inclusie beleid en de praktijken die geïmplementeerd worden:

13. Hoe zou je de doelen van de Rijksoverheid omtrent inclusie beschrijven?
  - a. Kan je een voorbeeld noemen waaruit dat blijkt?
14. Je werkt natuurlijk zelf ook mee aan het inclusiebeleid van de Rijksoverheid, heb je het idee dat het een prioriteit is van de organisatie om inclusie te bevorderen?
  - a. Zo ja, waar merk je dat aan?
  - b. Zo nee, waaruit blijkt dat?

15. Welke praktijken heeft de Rijksoverheid in jouw ervaring in de tijd dat jij werkzaam was als D&I beleidsmaker/ afgelopen 4 jaar geïmplementeerd ter bevordering van inclusie?
- En wanneer het gaat over medewerkers betrekken bij de organisatie/ een betrokken gevoel geven?
  - En wanneer het gaat over het feit dat medewerkers zichzelf kunnen zijn?

-----

16. Kun je beargumenteren of het inclusie beleid van de Rijksoverheid in jouw optiek meer gefocust is op het aanmoedigen van inclusie of het tegengaan van exclusie? Of beiden?
- Kan je een voorbeeld geven waaruit dat blijkt?
17. Is er in jouw optiek sprake van een goede afstemming tussen de doelen die de Rijksoverheid wil bereiken op het gebied van inclusie en de praktijken die geïmplementeerd worden om deze doelen te bereiken?
- Zo ja, waar merkt u dat aan?
  - Zo nee, waaruit blijkt dat?

#### Afsluitende vragen

18. Wat is jouw overall beeld van inclusie bij de Rijksoverheid?
19. Zijn volgens jou alle dingen besproken die besproken moeten worden?

Dan stop ik nu de opname en dan kunnen we nog even 5 minuutjes napraten.

**>>> EINDE OPNAME <<<**

Dan dank ik je hartelijk voor je tijd en moeite om deel te nemen aan dit onderzoek, het heeft mijn onderzoek erg geholpen.

**F. Interview guide participants cross-coaching program**

Welkom [NAAM],

Allereerst, hartelijk bedankt voor het vrijmaken van tijd en het deelnemen aan dit interview. Mijn naam is Lieke Renshof, ik ben master student aan de Radboud Universiteit en stagiair bij de afdeling Personeelsbeleid Rijk, onderdeel van de Directie Ambtenaar & Organisatie van BZK. Voor mijn master scriptie doe ik onderzoek naar het beleid van de Rijksoverheid omtrent een inclusieve werkplek en de praktijken die ingezet worden om dit te bereiken. Hierbij kijk ik ook naar de ervaringen van een diverse groep medewerkers die mee hebben gedaan aan acties die zijn ondernomen om inclusie te bevorderen. Daarnaast zal ik een samenvatting maken van mijn onderzoek en deze aan de organisatie overdragen. Omdat u deelgenomen hebt aan het cross-coaching programma ben ik erg benieuwd naar uw perspectief hierop. Het interview zal tussen de 45 en 60 minuten duren.

Zoals in het toestemmingsformulier ook al aangegeven stond zal ik het interview voor eigen gebruik opnemen. De opname zal met niemand anders dan mijn scriptiebegeleider gedeeld worden en de informatie die ik uit het interview haal zal volledig geanonimiseerd worden. Ook zal ik er zorg voor dragen dat de verslaglegging van de resultaten niet herleidbaar zijn naar u. Daarnaast moet ik u ook nog op het feit wijzen dat u ten alle tijden het recht heeft om – zonder opgave van reden – te stoppen met het onderzoek.

Voor we de opname starten en beginnen met het interview, heeft u nog verdere vragen?

Dan ga ik de opname nu aanzetten en even kort controleren of hij het doet.

**>>> START OPNAME <<<**

*Inleidende vragen*

Voor we de diepte ingaan wil ik eerst wat inleidende vragen stellen:

1. Wat is uw leeftijd?
2. Met welke gender identificeert u zich?
3. Heeft u een migratieachtergrond?
4. Bent u religieus? Zo ja, welke religie?
5. Werk je in vast of tijdelijk dienstverband?
6. Hoe lang werkt u al bij de overheid?

*Cross coaching programma*

U heeft deelgenomen aan een van de acties die de Rijksoverheid onderneemt om inclusie te bevorderen, namelijk het cross coaching programma:

7. Wanneer heeft u deelgenomen aan het programma?
8. Kunt u wat meer vertellen over het programma?
  - a. Denk daarbij aan doelen, opzet, inhoud etc.
9. Waarom heeft u deelgenomen aan het programma?
10. Hoe heeft u het programma ervaren?
  - a. Wat waren positieve ervaringen?
  - b. Wat waren negatieve ervaringen?
11. Wat heeft het programma u opgeleverd in het verloop van uw carrière?
  - a. Kunt u dat verder toelichten?
  - b. Zo niet, waardoor komt dat?
12. Heeft u nog andere zaken over het programma die u wilt delen?
  - a. Positieve/negatieve opmerkingen?

*Inclusie*

De volgende vragen zullen ingaan op het concept inclusie:

13. Wat houdt het begrip inclusie volgens u in?
14. Hoe ziet een inclusieve organisatie er volgens u uit?
15. Wat vergt het van een organisatie om inclusief te worden?
  - a. Heeft u het idee dat de Rijksoverheid hieraan voldoet?
16. Hoe denkt u dat het cross coaching programma bijdraagt aan inclusie?

*Algemene ervaringen Rijksoverheid*

Naast u deelname aan het cross coaching programma bent u ook werkzaam voor de Rijksoverheid. De volgende vragen zullen ingaan op uw eigen ervaringen omtrent inclusie bij de Rijksoverheid:

17. Heeft u het idee dat het een prioriteit is van de organisatie om inclusie te bevorderen?
  - a. Zo ja, waar merkt u dat aan?
  - b. Zo nee, waaruit blijkt dat?

18. In uw directe werkomgeving, wat merkt u dat er (naast het talentontwikkelingsprogramma) door de Rijksoverheid gedaan wordt aan inclusie? (Bijv. trainingen, workshops, vertrouwenspersonen, etc.)

Afsluitende vragen

19. Zijn volgens u alle dingen besproken die besproken moeten worden?

Dan dank ik u hartelijk voor uw tijd en moeite om deel te nemen aan dit onderzoek, het heeft het onderzoek erg geholpen.

**>>> EINDE OPNAME <<<**



## G. Interview guide participants talent development program

Welkom [NAAM],

Allereerst, hartelijk bedankt voor het vrijmaken van tijd en het deelnemen aan dit interview. Mijn naam is Lieke Renshof, ik ben master student aan de Radboud Universiteit en stagiair bij de afdeling Personeelsbeleid Rijk, onderdeel van de Directie Ambtenaar & Organisatie van BZK. Voor mijn master scriptie doe ik onderzoek naar het beleid van de Rijksoverheid omtrent een inclusieve werkplek en de praktijken die ingezet worden om dit te bereiken. Hierbij kijk ik ook naar de ervaringen van een diverse groep medewerkers die mee heeft gedaan aan acties die zijn ondernomen om inclusie te bevorderen. Daarnaast zal ik een samenvatting maken van mijn onderzoek en deze aan de organisatie overdragen. Omdat u deelgenomen heeft aan het talentontwikkelingsprogramma ben ik erg benieuwd naar uw perspectief hierop. Het interview zal tussen de 45 en 60 minuten duren.

Zoals in het toestemmingsformulier ook al aangegeven stond zal ik het interview voor eigen gebruik opnemen. De opname zal met niemand anders dan mijn scriptiebegeleider gedeeld worden en de informatie die ik uit het interview haal zal volledig geanonimiseerd worden. Ook zal ik er zorg voor dragen dat de verslaglegging van de resultaten niet herleidbaar zijn naar u. Daarnaast moet ik u ook nog op het feit wijzen dat u ten alle tijden het recht heeft om – zonder opgave van reden – te stoppen met het onderzoek.

Voor we de opname starten en beginnen met het interview, heeft u nog verdere vragen?

Dan ga ik de opname nu aanzetten en even kort controleren of hij het doet.

**>>> START OPNAME <<<**

### *Inleidende vragen*

Voor we de diepte ingaan wil ik eerst wat inleidende vragen stellen:

1. Wat is uw leeftijd?
2. Met welke gender identificeert u zich?
3. Heeft u een migratieachtergrond?
4. Bent u religieus? Zo ja, welke religie?
5. Werk je in vast of tijdelijk dienstverband?
6. Hoe lang werkt u al bij de overheid?

*Talentontwikkelingsprogramma*

U heeft deelgenomen aan een van de acties die de Rijksoverheid onderneemt om inclusie te bevorderen, namelijk het talentontwikkelingsprogramma:

7. Wanneer heeft u deelgenomen aan het programma?
8. Kunt u wat meer vertellen over het programma?
  - b. Denk daarbij aan doelen, opzet, inhoud etc.
9. Waarom heeft u deelgenomen aan het programma?
10. Hoe heeft u het programma ervaren?
  - a. Wat waren positieve ervaringen?
  - b. Wat waren negatieve ervaringen?
11. Wat heeft het programma u opgeleverd in het verloop van uw carrière?
  - a. Kunt u dat verder toelichten?
  - b. Zo niet, waardoor komt dat?
12. Heeft u nog andere zaken over het programma die u wilt delen?
  - a. Positieve/negatieve opmerkingen?

*Inclusie*

De volgende vragen zullen ingaan op het concept inclusie:

13. Wat houdt het begrip inclusie volgens u in?
14. Hoe ziet een inclusieve organisatie er volgens u uit?
15. Wat vergt het van een organisatie om inclusief te worden?
  - a. Heeft u het idee dat de Rijksoverheid hieraan voldoet?
16. Hoe denkt u dat het talentontwikkelingsprogramma bijdraagt aan inclusie?

*Algemene ervaringen Rijksoverheid*

Naast u deelname aan het talentontwikkelingsprogramma bent u ook werkzaam voor de Rijksoverheid. De volgende vragen zullen ingaan op uw eigen ervaringen omtrent inclusie bij de Rijksoverheid:

17. Heeft u het idee dat het een prioriteit is van de organisatie om inclusie te bevorderen?
  - a. Zo ja, waar merkt u dat aan?
  - b. Zo nee, waaruit blijkt dat?
18. In uw directe werkomgeving, wat merkt u dat er (naast het talentontwikkelingsprogramma) door de Rijksoverheid gedaan wordt aan inclusie? (Bijv. trainingen, workshops, vertrouwenspersonen, etc.)

Afsluitende vragen

19. Zijn volgens u alle dingen besproken die besproken moeten worden?

Dan dank ik u hartelijk voor uw tijd en moeite om deel te nemen aan dit onderzoek, het heeft het onderzoek erg geholpen.

**>>> EINDE OPNAME <<<**

